What is European identity? Does national identification hinder (or compliment) European identification? Is support for and opposition to European integration driven by identity concerns or economic interests? This module explores the different answers that have been offered to these (and other) important questions. Given that the module is only five weeks long, we do not have enough time to extensively survey the enormous literature on the determinants and consequences of European identification and attachment. Instead, we will focus on several key debates and try to identify opportunities for extensions to existing research.

This module will be taught in seminar style where active participation by the students is essential to successful learning outcomes. In that vein, I will lecture intermittently, usually at the beginning or end of the meeting period in order to synthesize that week’s readings (all of which will be available on Blackboard). I will also prepare discussion questions before every meeting in order to stimulate discussion and keep the conversation going in case it stalls. However, I ultimately want the discussion to cover those parts of each week’s readings/topic that students find most interesting and engaging. The best way to achieve that is to have students guide as much of the discussion as possible. Therefore, please arrive to the meetings having completed the week’s readings and prepared to engage with your peers.

ASSESSMENT

Students will be assessed through three components: attendance/participation, three response papers, and a final research paper. All written work should be submitted through Turnitin on Blackboard. More details for each component are provided below:

Attendance/Participation (20%): attendance and participation is essential to doing well in this module. Students should arrive to the meetings ready to discuss the readings and engage with their peers. In particular, when doing each week’s readings, students should think about feasible research extensions to what is covered that week.

Response Papers (30%): students are required to submit three response papers throughout the semester. Each paper should be at most 500 words long and each will be worth 10% of the final mark (for 30% total). Students are also allowed to submit an optional fourth response paper. Should a student decide to submit four response papers, only the best three will count toward the final mark. Each paper should be related to a topic covered in the module, and the student is allowed to write multiple response papers on the same topic. The first response paper should be submitted by noontime on March 21, 2020. The remaining response papers should be submitted by noontime on April 4, 2020. In these response papers, the student
should:

1. Identify a research question.

2. Provide brief theoretical intuitions that generate one or more hypotheses.

3. Describe how they would answer that question. What they propose can be ambitious but should also be feasible for the student to execute.

For these response papers, please do not write a summary of a particular week’s readings. Instead, the purpose of the response papers is to begin brainstorming ideas for potential research projects. Note that for late submissions I will deduct five points per day. Under no circumstances will response papers be accepted after noontime on April 11, 2020.

**Research Paper (50%):** the research paper is due by noontime on April 11, 2020. It should not exceed 2,000 words in length, including footnotes but not the list of references. I have no preference for any particular citation style, but please make sure you use citation procedures consistently throughout. You should double-space the essay and provide the word count at the beginning. The paper should outline a research design for a larger project, be creative, and also feasible for the student to carry out. The paper should follow a clear structure:

1. What is the motivating question?
2. How does the project relate to existing work?
3. What are the hypotheses? These should flow naturally from good theory.
4. What relevant data are available, or could feasibly be collected?
5. What methods would be used to test the hypotheses? This could include any combination of comparative case studies, interviews, statistical analysis, etc.

I will not accept late submissions for the research paper.

**ACADEMIC INTEGRITY**

Violations of academic integrity (cheating, plagiarism, representing someone else’s work as your own, etc.) will not be tolerated. In that vein, please follow best practices as described in the College Calendar ([https://libguides.tcd.ie/friendly.php?s=plagiarism/calendar](https://libguides.tcd.ie/friendly.php?s=plagiarism/calendar)). Also, please complete the university’s online tutorial on avoiding plagiarism as soon as possible ([https://libguides.tcd.ie/friendly.php?s=plagiarism/ready-steady-write](https://libguides.tcd.ie/friendly.php?s=plagiarism/ready-steady-write)).

**MODULE OUTLINE**

Week 1 (9 March): What is European Identity? 3
Week 2 (16 March): National vs. European Identification? 3
Week 3 (23 March): Identity or Economics? 3
Week 4 (30 March): East and West 4
Week 5 (6 April): Explaining Brexit 4
SCHEDULE AND READINGS

Week 1 (9 March): What is European Identity? (130 pages)


Week 2 (16 March): National vs. European Identification? (106 pages)


Week 3 (23 March): Identity or Economics? (99 pages)


Week 4 (30 March): East and West (113 pages)


• Ceka, Besir and Aleksandra Sojka. 2016. “Loving it but not feeling it yet? The state of European identity after the eastern enlargement.” *European Union Politics* 17(3): 482–503. (22 pages)


Week 5 (6 April): Explaining Brexit (98 pages)


