

PO8057: European Identity

Department of Political Science

Lecturer: Dino Hadzic

Meeting Schedule: Mondays 10.00am-noon, TRiSS C6.002 (Arts Building)

Office Hours: Fridays 10.00am-noon in TRiSS C6.004 (only held during teaching weeks)

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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>). 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>).

MODULE OUTLINE

Week 1 (9 March): What is European Identity?	3
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SCHEDULE AND READINGS

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

- Bruter, Michael. 2003. "Winning Hearts and Minds for Europe: The Impact of News and Symbols on Civic and Cultural European Identity." *Comparative Political Studies* 36(10): 1148–1179. **(32 pages)**
- Bruter, Michael. 2004. "On What Citizens Mean by Feeling 'European': Perceptions of News, Symbols and Borderless-ness." *Journal of Ethnic and Migration Studies* 30(1): 21–39. **(19 pages)**
- Caporaso, James A. and Min-hyung Kim. 2009. "The dual nature of European identity: subjective awareness and coherence." *Journal of European Public Policy* 16(1): 19–42. **(24 pages)**
- Citrin, Jack and John Sides. 2004a. "More than Nationals: How Identity Choice Matters in the New Europe." *Transnational Identities: Becoming European in the EU*. (pp. 161–185). eds. Richard K. Herrmann, Thomas Risse, and Marilyn B. Brewer. Lanham: Rowman and Littlefield Publishers. **(25 pages)**
- Citrin, Jack and John Sides. 2004b. "Can Europe Exist Without Europeans? Problems of Identity in a Multinational Community." *Advances in Political Psychology*. (pp. 41–70). eds. Margaret Hermann. Oxford: Elsevier. **(30 pages)**

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

- Agirdag, Orhan, Karen Phalet, and Mieke Van Houtte. 2016. "European identity as a unifying category: National vs. European identification among native and immigrant pupils." *European Union Politics* 17(2): 285–302. **(18 pages)**
- Duchesne, Sophie and André-Paul Frogner. 2008. "National and European Identifications: A Dual Relationship." *Comparative European Politics* 6(2): 143–168. **(26 pages)**
- Fligstein, Neil, Alina Polyakova, and Wayne Sandholtz. 2012. "European Integration, Nationalism and European Identity." *Journal of Common Market Studies* 50(S1): 106–122. **(17 pages)**
- Medrano, Juan Díez and Paula Gutiérrez. 2001. "Nested identities: national and European identity in Spain." *Ethnic and Racial Studies* 24(5): 753–778. **(26 pages)**
- Risse, Thomas. 2005. "Neofunctionalism, European identity, and the puzzles of European integration." *Journal of European Public Policy* 12(2): 291–309. **(19 pages)**

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

- Eichenberg, Richard C. and Russell J. Dalton. 1993. "Europeans and the European Community: the dynamics of public support for European integration." *International Organization* 47(4): 507–534. **(28 pages)**

- Gabel, Matthew. 1998. “Public Support for European Integration: An Empirical Test of Five Theories.” *Journal of Politics* 60(2): 333–354. **(22 pages)**
- Hooghe, Liesbet and Gary Marks. 2004. “Does Identity or Economic Rationality Drive Public Opinion on European Integration?” *PS: Political Science and Politics* 37(3): 415–420. **(6 pages)**
- Mazzoni, Davide, Cinzia Albanesi, Pedro D. Ferreira, Signe Opermann, Vassilis Pavlopoulos, and Elvira Cicognani. 2018. “Cross-border mobility, European identity and participation among European adolescents and young adults.” *European Journal of Developmental Psychology* 15(3): 324–339. **(16 pages)**
- Verhaegen, Soetkin, Marc Hooghe, and Cecil Meeusen. 2013. “Opportunities to learn about Europe at school. A comparative analysis among European adolescents in 21 European member states.” *Journal of Curriculum Studies* 45(6): 838–864. **(27 pages)**

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

- Akaliyski, Plamen. 2019. “United in diversity? The convergence of cultural values among EU member states and candidates.” *European Journal of Political Research* 58(2): 388–411. **(24 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)**
- Delhey, Jan. 2007. “Do Enlargements Make the European Union Less Cohesive? An Analysis of Trust between EU Nationalities.” *Journal of Common Market Studies* 45(2): 253–279. **(27 pages)**
- Schilde, Kaija E. 2014. “Who are the Europeans? European Identity Outside of European Integration.” *Journal of Common Market Studies* 52(3): 650–667. **(18 pages)**
- Subotic, Jelena. 2011. “Europe is a State of Mind: Identity and Europeanization in the Balkans.” *International Studies Quarterly* 55(2): 309–330. **(22 pages)**

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

- Carl, Noah, James Dennison, and Geoffrey Evans. 2019. “European but not European enough: An explanation for Brexit.” *European Union Politics* 20(2): 282–304. **(23 pages)**
- Curtice, John. 2017. “Why Leave Won the UK’s EU Referendum.” *Journal of Common Market Studies* 55(S1): 19–37. **(19 pages)**
- Fox, Stuart and Sioned Pearce. 2018. “The generational decay of Euroscepticism in the UK and the EU referendum.” *Journal of Elections, Public Opinion and Parties* 28(1): 19–37. **(19 pages)**

- Hobolt, Sara B. 2016. “The Brexit vote: a divided nation, a divided continent.” *Journal of European Public Policy* 23(9): 1259–1277. **(19 pages)**
- Steenbergen, Marco R. and Tomasz Siczek. 2017. “Better the devil you know? Risk-taking, globalization and populism in Great Britain.” *European Union Politics* 18(1): 119–136. **(18 pages)**