

Current Issues in the E.U.

Work Days on Wednesdays 27 March, 9 April & 1 May
Trotter Computer Classroom in the basement of Wallace Hall

One of the main topics we will be considering during this course is the impact of Brexit (and other nationalist movements) on the cohesion of the European Union. To aid your understanding of the debates of greatest current interest in 2019, we will have three days in class devoted to finding and analyzing primary sources of various types. These sources may be created by E.U. officials, the media, or citizens who wish to have their voices heard. ***Your analysis of these sources will each constitute 5% of your course grade.***

To prepare: Links will be added to the course links page where you can find a selection of primary sources appropriate for this assignment. Taking time to look for sources *before* the Work Day will leave you more time to analyze it during class. There should be ample time to complete the worksheet during class, though if you do not complete it you can drop it off at my office later in the day. Deciding on a theme to focus your research on – nationalism/sovereignty, immigration, social cohesion, economic policies, education, religion, race/ethnicity – will make it easier for you to compare/contrast your sources. Another possibility is to look at three issues within a single E.U. nation.

Step #1: Search for a primary source of the assigned type –

27 March: Written Document (newspaper/magazine article, press release, etc.)

9 April: Visual Image (photograph, political cartoon, poster, etc.)

1 May: Audio/Video (news report, song, YouTube video, etc.)

Step #2: Complete an analysis worksheet – thoroughly! A link has been provided for you at the course webpage to the National Archives Document Analysis Worksheets, and it will be up to you to use the appropriate pre-2017 worksheet (located at the bottom of the page) for the type of source you are working on. You can either type the answers in and then print the sheet, or print the sheet and write them in by hand. If there is not enough space on the front of the page, continue your answers on the back. Note that, because the forms were created by the U.S. National Archives, some of the forms ask about life in the U.S. You should, obviously, change this to life in the E.U.

Step #3: Write a minimum of four sentences on the back of the worksheet tying the source you analyzed to what we have been discussing in class. These sentences should make new points, rather than restating what you have already said elsewhere on the worksheet.

Step #4: You should be ready to hand your worksheet in at the end of class, but the latest you can turn it in is 3:00 p.m. that afternoon (when my office hours end). If you have an excused absence for an approved off-campus trip, you should complete the assignment and get it to me **BEFORE** you leave. If you are feeling unwell and are unable to attend class on a Work Day, you should send me (or ask a roommate/friend to send me) a message before 10:00 a.m. asking for an extension/letting me know when I can expect to receive it.