CAS IR 334 European Politics and Policy Challenges: Italy and the United States

Course meets: 2 hours twice a week + on-site classes
Credits: 4
Hub Units: 1+1

Course Description.
The course will explore how and why the European Union was born as well as the concept of *Europeanization*. Starting from this topic, students will learn how EU member states differentiate themselves in terms of institutional setting, party systems, politics and policies. By observing the current political and institutional development of the European member states, and drawing a comparison with the U.S., the course also aims at exploring a possible democratic deficit in the EU and the multi-level policymaking in the European Union. The course is divided in two parts. In the first part of the course, students learn political science concepts such as governments, parliaments, parties and the EU institutional framework. They will focus on a comparative perspective to look at a sample of EU member states, including Italy, and analyze academic debates related to representation and democracy.
In the second part of the course, students will explore some of the most important topics for the EU and its member states, such as migration, human rights and security policies, gender distribution in the political institutions, foreign and environmental policies.
During the course, students acquire and use the methodological tools of political and social inquiry; they learn how to design a survey, make interviews, code and analyze data, and present the results of their empirical findings.

BU Hub Learning Outcomes
This course satisfies the following requirements for the BU Hub:

The Individual in Community (1 unit) - Hub Learning Outcomes

1. *Students will analyze at least one of the dimensions of experience–historical, racial, socioeconomic, political, gender, linguistic, religious, or cultural–that inform their own worldviews and beliefs as well as those of other individuals and societies.*
2. *Students will participate respectfully in different communities such as campus, citywide, national, and international groups, and recognize and reflect on the issues relevant to those communities.*

In order to meet the above Hub learning outcomes, by the end of this course students will be able to:

1. observe and analyze matters related to political, cultural, gender, and national diversity, and migration as shaped in Europe, Italy and in the U.S., with a particular focus on the Veneto region where they study abroad.

2. immerse themselves in Italian communities by living with local host families or in local university dorms with Italian students, at their internship placements, or taking courses at the University of

Padua. In class and outside of it, they make reflections and share views with locals on a number of cultural, political and life matters.

Social Inquiry II (1 unit) - Hub Learning Outcomes

1. *Students will apply principles and methods from the social sciences based on collecting new or analyzing existing data in order to address questions, solve problems, or deepen understanding. They will understand the nature of evidence employed in the social sciences and will demonstrate a capacity to differentiate competing claims in such fields. This includes reflecting on and critically evaluating how social scientists formulate hypotheses, gather empirical evidence of multiple sorts, and analyze and interpret this evidence.*
2. *Using their knowledge of the natural and social sciences, students will engage with issues of public policy, such as climate change, inequality, and health, that involve the intersection of perspectives from different disciplines. This would entail an ability to identify the evidentiary basis for scientific claims, the challenges to it, and the connections among the economic, social, and scientific factors that shape the creation and adoption of effective public policy.*

In order to meet the above Hub learning outcomes, by the end of this course students will be able to:

1. Describe and analyze evidence, discuss and critically evaluate the strengths and the weaknesses of European policy outcomes. Students challenge themselves by identifying and accessing reliable sources and resources for social and political inquiry, and use the various methods developed in class; they identify relevant data, reports and use methodological tools to complete the assignments of the course such as reports and questionnaires.

2. Students engage with issues that affect the politics and the decision making of the Eu and its member states (e.g. migration, human rights and security policies, gender distribution in the political institutions, foreign and environmental policies). They approach socio-political issues using methodological tools such as reports and questionnaires through which they identify relevant data, run interviews, analyse the reliability of the collected data and write a scientific report describing facts and analyzing the possible creation/adoption of effective public policies.

Program learning outcomes
Bu Global Programs/study abroad learning outcomes for BU Padova Italian and European Studies Program and Padua Internship program
https://www.bu.edu/provost/planning/program-learning-outcomes-assessment/27362-2/#globallo

Learning Outcomes for IES Program
- Students show knowledge of written and oral Italian at different proficiency levels, from beginner to advanced, including the ability of interaction with locals in real life contexts.
- Students develop knowledge of Italian culture with respect to at least one of the following areas: history, literature, international relations, food policies, and the arts in general.

- Develop new perspectives on one's own culture and an ability to think critically about one's own values and beliefs.

Instructional Format, Course Pedagogy, and Approach to Learning

The course is based on an interactive approach in which students are directly involved in learning and in research activities. The course includes lectures, on-site classes, group discussions, in-class investigation projects and talks by guest speakers. Lessons are not only meant to present, explain and review course content and readings, but to put into practice the main theories and concepts of political science and comparative politics, to organize political, historical and socio-cultural information, and exercise critical thinking through debates and class discussions.

Students learn how to identify and access reliable sources and resources and use the methodologies of political and social inquiry to design a survey and prepare and conduct interviews. In addition to this, students observe EU policy outcomes and power relations within institutional bodies by preparing report papers in which they collect and analyse data to support their positions and arguments. Students work individually and in group sharing information and giving and receiving appropriate feedbacks.

Role plays, debates, case studies, brainstorming, as well as conceptual maps are part of the course activities and help students classify, organize and summarize major concepts and contents of each class.

By doing a midterm exam students demonstrate knowledge of basic political concepts, theories and facts related to the course content as well as their ability to use a specific scientific vocabulary.

In writing a final paper students demonstrate to be able to present the findings of the empirical research they have conducted and theoretically frame it in relation to the EU politics and policies studies in the course.

Guest lectures and on-site classes provide students with the opportunity to enrich their knowledge, shape questions and share reflections as well as interact with local institutions, associations or entities related to some of the main topics of the course.

Course Materials (required)

- **Laptop**

- *Textbook:* Kenealy D., J. Peterson & R. Corbett (2018), *The European Union. How does it work?*, Oxford, Oxford University Press (chapters 2,3,5,7,9) – always available on the Blackboard site.

- *Required readings available on the Blackboard site of the course:*

Anthony, Y. (2015) *The Ukraine crisis: from popular protest to major conflict.* in Sipri Yearbook: Armaments, Disarmament and international Security. Available on
https://www.sipri.org/sites/default/files/SIPRIYB15c03sI.pdf

Bale T. (2017), *European Politics. A comparative introduction*, Houndmills, Basingstoke, Hampshire Palgrave McMillan (chapters 5).

Benson D. and Adelle C (2013), *EU environmental policy after the Lisbon Treaty* in A. Jordan and C. Adelle (edited), *Environmental Policy in the EU: Actors, institutions and processes*, London-NY, Routdlege pp. 32-48

Boswell C. & A. Geddens (2011), *Migration and Mobility in the European Union*, Basingstoke, Palgrave McMillan (chapters 1, 9).

Bulmer S. & Lequesne C. (2013), The European Union and its Member States: An Overview, in Id. The Member States of the European Union, Oxford, Oxford University Press, Chapter 1, pp. 1-28.

Cerami A. (2011), *Human rights and the politics of migration in the European Union*, in E. Carmel, A. Cerami e T. Papadopoulos (eds.), *Migration and welfare in the new Europe. Social protection and the challenges of integration*, Bristol, The Policy Press, pp. 67-84.

Delreux T. (2013), *The EU as an actor in global environment politics*, in in A. Jordan and C. Adelle (edited), *Environmental Policy in the EU: Actors, institutions and processes*, London-NY, Routdlege pp. 287-306.

Gideon, L. (Ed.) (2012), *Handbook of Survey Methodology for the Social Sciences*, Springer.(Chapters: 1,7,8 and 14).

Kreppel A. (2011), *Legislatures*, in D. Caramani, *Comparative Politics 2nd edition*, Oxford, Oxford University Press, Chapter 7, pp.122-140.

Mead W.R. (2014), "The return of geopolitics: the revenge of the revisionist powers", Foreign Affairs, vol. 93, no.3, pp. 69-79.

Müller C. W. (2011), *Governments and Burocracies*, in D. Caramani, *Comparative Politics 2nd edition*, Oxford, Oxford University Press, Chapter 8, pp.142-161.

Müller-Rommel F. & Vercesi M. (2017), "Prime ministerial careers in the European Union: does gender make a difference?" *European Politics And Society*, Vol. 18, No. 2, 245–262.

Piattoni, S., & Brunazzo, M. (2010). Italy: The Subnational Dimension to Strengthening Democracy Since the 1990s. In Loughlin, J., Hendriks, F., & Lindström, A. The Oxford handbook of local and regional democracy in Europe. Oxford University Press.

Herron, Erik S., Robert Pekkanen, and Matthew Soberg Shugart. The Oxford Handbook of Electoral Systems. New York: Oxford University Press, 2018.

- **Web sources for in class investigation projects, available on BB page of the course:**

The European Union: https://europa.eu/european-union/index_en

Eurostat: https://ec.europa.eu/eurostat/data/database

Eur-lex: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX%3A52020DC0562&from=EN&fbclid=IwAR0U-72EHJ4O7OdXwpuSTUhGPOMZfvbsY8fm2Z7S38u3iD3xaLIAa0PTl2w

https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52019DC0640&from=EN

ParlGov database: http://www.parlgov.org/explore/

Eurobarometer interactive: http://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/Chart/index

Debating Europe: https://www.debatingeurope.eu/debates/

International Organization for Migration (IOM): https://www.iom.int/

MIPEX: http://www.mipex.eu/

Assignments and Grading

Attendance and participation	10%
2 -page report paper	10%
Survey project	25% (*questionnaire & data analysis in group 15%; individual interviews 10%*)
Mid-term exam	20%
Simulation of the European Parliament	10%
Final Paper	25%

Attendance and participation *(The Individual in Community, Global Citizenship & Intercultural Literacy)*
Students are responsible for reading all the course readings in full, attending class and participate in on-site lessons and activities. In-class students actively engage in discussion and analysis of case studies, peer-teaching,

role plays and group discussions. To prepare for active participation in class, students will search and collect data, read on-line articles and watch videos or movies suggested by the professor before and during class. Students engage in the academic community and contribute to the success of the course. An active exchange and discussions are an opportunity for students to increase intercultural learning.

1 report paper (*The Individual in Community, Global Citizenship & Intercultural Literacy, Social Inquiry II*)
Students engage in writing a two-page report paper on some of the main topics of the course.
It could focus on studying one of the EU institutions or the national ones; or it could be a comparison between Europe and the U.S. in relation to climate change policies or migrations and actions.
To complete the assignment, students conduct an empirical research referring to official institutional websites, data portals and statics sources as specified by the instructor (i.e. Eurostat, Oedec, Eurobarometer, etc.) and following the detailed instruction available on the Blackboard page of the course. Students focus on the use of certain indicators (i.e. Greenhouse gas emissions, Renewable energy) and create charts to summarize the results per country and per region. Through these assignments, students identify and access official sources and collect reliable data, read that data and extract meaningful information by answering specific questions provided by the instructor (i.e. Know the structure of an Institution; How much is the use of renewable energy sources increasing in the selected country and in the EU as a whole?; What is the share of women/working-age immigrants in the countries under investigation? What is the European Commission and which are the members?).
As a conclusion of their analysis, students compare the European and the Italian contexts with their home country. Finally, by using the collected data and applying the political and social inquiring criteria studied in class, students critically and appropriately express personal points of view and considerations according to the topics of each report.
This 2-page report paper must be uploaded on Blackboard within the due date.

Option 1: Institutions and European integration

Students are required to present a European institution in comparison to the US administration by looking at the institutional websites.

After an individual research, students have to present the structure of the institution, the composition, the socio-demographic background (sex, age, education, profession, religion, ethnicity) and the political career of its members (party affiliation; main institutional offices, duration in office).

Students should search information both on institutional (official cabinet's websites) and non-institutional websites (e.g. Wikipedia).

After the monitoring phase, students are expected to write a short paper (2 pages, Times New Roman 12, double line-spacing). Instructions on Blackboard.

In particular, students should be able to focus on the following points:

Are there any similarities or differences between the structure of the institutions in Europe and in the US?

Express personal points of view and considerations on representation of women in cabinets.

Option 2: Policy
Students have to briefly introduce the topic of the selected policy and provide an empirical research by analyzing the statistics.
Students are supposed to give a definition of the analyzed policy and critically assess it. Moreover, students should collect data by EUROSTAT or other official sources and should compare a couple of EU Member States (Finland and Portugal; Germany and Latvia; Italy and the Netherlands; Malta and Hungary).
The short paper (2 pages (tables and figures excluded), Times New Roman 12, double line-spacing) should be organized as follow:

1.Definition of the policy and critical analaysis.
2. European cases studies
3. Comparing the EU to the US and Conclusion

The final document must be uploaded on Blackboard within the due date

Option 1 Institutions and European integration: The evaluation of the option 1 report paper considers the following aspects:

- Observation of the deadlines (0-20%)
- Accuracy in the description of the cases (socio-political background) (more or less clear) (0-20%)
- Comparison between US and EU institution (more or less convincing) (0- 20%)
- Personal reflections and considerations (0-40%).

Option 2 policy: The evaluation of the report paper considers the following aspects:
- 1.   Observation of the deadlines (0-20%)
- 2.   Convincing definition and critical discussion on indicators used by institutions (0-20%)
- 3.   Accuracy in the description of the cases (providing figures and tables) (more or less clear) (0- 20%)
- 4.   Comparison with the US (providing figures and tables) (more or less convincing) (0- 20%)
- 5.   Personal reflections and considerations (0-20%).

Simulation of the European Parliament (*Social Inquiry III, The Individual in Community, Global Citizenship)*
the class will be divided into political groups and each student will participate in the simulations of the plenary assembly, the commitees assembly and meetings of the political groups. Furthermore, some students will also cover the role of lobbyists.
The simulation will concern the adoption of an EU law on AI.
Roles: Members of the European Parliament (MEP): Represent different political groups. Defend their political principles.
Industry Representatives: Represent technology companies involved in AI development. Defend innovation and advocate for minimal regulatory interventions.
NGO Representatives: Represent non-governmental organizations focused on privacy, ethics, and consumer rights. Defend robust ethical guidelines and protections for individuals.
The committee will be: etichal and industry + competition.
Phases: Exercise Overview (5 minutes) Arrangement of the seats and final clarifications
Group Meetings (10 minutes): Synthesis within group members.
Initial Statements (30 minutes): Brief initial statement from each group outlining their respective priorities.
First round: Group leaders speak for 3 minutes each political party. Second round: Response to the first round of discussions, 1 minutes per party.
Committes meeting (45 minutes): 5 minutes speech of the lobbyst, 40 minutes for brainstorming ten proposals related to the AI theme.
Third round 15 minutes: 2 minutes speech for every group, any individual statements from parliamentarians, 1 minute each. Last round: 1 minute for a voting statement
Further instructions will be uploaded in blackboard.

Survey project (*Social Inquiry II, The Individual in Community, Global Citizenship & Intercultural Literacy*)
Students will work on this assignment both during the first and the second part of the course. Through the various phases of the project, students will learn methods and techniques for social research, with particular

reference to the organization of surveys, research sources, and data analysis (Gideon, 2012; Gobo & Mauceri 2014).

To complete the survey project, the students will use a research approach that will allow them to combine and analyze both quantitative and qualitative data and receive and organize different kinds of information. The approach adopted relies on the pragmatic paradigm that provides an underlying philosophical framework for mixed methods research (Maxcy, 2003; Patton, 2002; Tashakkori and Teddlie, 2003). This research approach allows students to use mixed data (numbers and text) as well as other means (statistics and text analysis) for investigation.

The project consists of three parts;
a) *preparation of a semi-structured questionnaire (in group)*
b) *use of a survey to coduct interviews (individual)*
c) *data analysis (in group)*

a) Survey: in groups, students learn how to prepare a semi-structured questionnaire. Each group will focus on a specific topic either regarding people's attitude towards the EU or towards migrants. To accomplish this task, students do research on their own following the guidance of the instructor. Outside of class, they gather data, academic publications and questionnaires on the selected topic, and show to be able to appropriately use sources and databases, recognize and select reliable information and conduct research. In class students organize and use information to draft a questionnaire.

At the end of this phase students will critically read the results of a survey and manage different research sources and official statistics.

The final version of the survey is due on tbd, by email.

b) Individual interviews: using the survey prepared in class, each student conducts a number of interviews that will be agreed with the professor. Through this assignment, students learn to appropriately interact with people of different age, social, cultural and geographic background. The assignment gives them the opportunity to directly experience and compare different situations and gain a deeper intercultural awareness. During the interviews students learn how to provide a comfortable experience to respondents, recall general intentions of the survey, rephrase questions, show interest and respect about people's opinions and considerations.

By working on this assignment, students are directly involved in practical research activities, achieve basic statistical reasoning and develop problem solving skills.

Boston University students, staff or associates cannot be interviewed.

Interviews must be send by email in editable form on tbd.

c) Data Analysis (in group),

Students in group codify data by employing a codebook and a specific matrix provided by the professor. After coding, students produce specific outputs such as frequency tables and graphs useful for the presentation of the findings and/or for the final paper. Through this task, students learn how to process data, in both quantitative form (such as questionnaires results), and qualitative form (such as interview transcripts), so as to categorize information to facilitate the analysis.

This assignment gives students the opportunity to face data collection problems with particular reference to data processing methods for both matrices of data (observations per variables) and textual data.

Data analysis is due on day tbd and must be uploaded on Blackboard both as an EXCEL and a powerpoint file.

Midterm Exam (*Individual in the Communiy, Global Citizenship & Intercultural Literacy*)

The midterm exam will include 20 multiple choice questions, one fill in exercise (concepts, theories, institutional structure and functions, dates, treaties etc.) and two short open questions (definitions and political science vocabulary (i.e. what is a minimun winning coalition?; give a definition of populism).
Through the midterm exam students demonstrate their knowledge of the European Union and its institutions, as well as the role of Member States in modern politics and society. In addition, students demonstrate to have acquired the basic scientific vocabulary related to Political Sciences.
Grading:
20 points 1 each multiple choice
2 points fill in exercise
4 points each open ended question

Final Paper (*Social Inquiry II, The Individual in Community, Global Citizenship & Intercultural Literacy*)

Students write an 8-page paper (Times New Roman 12, double line-spacing) . In so doing, they syntethize and critically analyze the data collected during the survey project.
The topic of the final paper will be discussed with the instructor

An outline of the paper including the following information: structure of the final paper, identification of the topic, main thesis and bibliographical research on the topic. Due tbd

In the final paper students will:
- briefly introduce the topic of the paper and its theoretical implication;
- explain and contextualize the research question, the main thesis or argument they would like to develop in the paper and the methodology applied;
- analyze and discuss data;
- organize and critically express personal reflections about the research on the field;
- focus on specific problems encountered in dealing with the survey project;
- appropriately include and organize references.
Through this assignment students will learn how to write a scientific paper by following a specific academic structure (text divided into sections: i.e. Intoduction, Literature Review; Reserch question and design; Data presentation and Discussion; Conclusion; References) and developing scientific reasoning (i.e. isolating a specific research question; identify a thesis; place the thesis in an academic debate; find empirical evidence to confirm or disconfirm theories).
Final papers must be uploaded on Blackboard on tbd.

Class and University Policies

Examinations
All academic commitments must be completed before you leave the site; no incompletes are permitted. Students who do not complete a course on time will be given an F. Students are required to sit their examinations on the dates, at the times, and in the same classroom as the other students in their class. If a student is ill or has another extenuating circumstance which causes the student to be absent from a scheduled examination, he/she must provide appropriate documentation and receive approval from the Director.

Attendance
Students should note that attendance will be taken into account by faculty. Boston University Padua students are expected to attend each and every class session, tutorial, on-site class, internship work

appointment, and activity required for the class as indicted in the syllabus. Any student with irregular class attendance may have his/her final grade penalized.

Absences
Unjustified absences from class, and any class related activity, will affect the students' participation grade, which will be lowered by one letter grade for each absence.

Absence for Religious Reasons
According to Chapter 151C of the General Laws, Commonwealth of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed because of such absence on any particular day; provided, however, that such makeup examinations or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said students such opportunity. No adverse or prejudicial effects shall result to students because of their availing themselves of the provisions of this section. Students who have questions about practicing their religion while abroad should contact Boston University Study Abroad.

Lateness
Students arriving more than 10 minutes after the posted class start time will be marked as late. Being late three times is equivalent to missing one class.

Late Assignments
Students are expected to turn in all course assignments on time as stated in each course syllabus. Late assignments will not be accepted and missed assignments will automatically be awarded an F. Please note that all coursework must be completed by the end of the program.

Plagiarism
Simply stated, plagiarism is taking another's work and presenting it as you own. Definitions of plagiarism frequently include terms such as 'theft' or 'steal'. Plagiarism is, in fact, intellectual theft. It is one of the most serious forms of academic misconduct. Plagiarism committed by a student will certainly result in course failure and may result in suspension or dismissal. For more details please see Boston University's Code of Student Responsibilities: http://www.bu.edu/lifebook/universitypolicies/policies-code.html

Disability accommodations
If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Disaibility and Access Services office (DAS) at 617-353- 3658 to coordinate any reasonable accommodation requests. For more information, please visit: http://www.bu.edu/disability

Interruption of program or early departure
Only in serious cases – mostly related to medical emergencies – the Director will allow a student to take a significant break during the program or to leave before its official conclusion. Official written approval must be received by the Director.

Academic Advice
The Director serve as the head of the faculty and as academic advisor. The Director is available on an appointment basis to assist students   with academic issues. For academic advice regarding students' home

institutions' policies and transfer credit information, non-Boston students should also contact their school's academic advisors.

Tutorials
BU faculty are available by appointment for students who may need support in the learning process. We strongly encourage you to take advantage of this resource. Students in the past found it very useful to succeed. Students who receive a C on a test must seek support from faculty.

Schedule of Classes and Assignments
WEEK 1
Introduction and organization of the course.
Reading of the syllabus and view of the course on blackboard.
The Institutional Framework of the EU. The structure and the main functions of the European Commission, the Council of Ministers, The European Parliament and the European Council.

The basis of the EU political science analysis – lexicon
Theories of European Integration; Europenization and the concept of Democratic deficit in the EU will be analyzed by taking into account the following dimensions: representation, separation of powers, accountability, fundamental rights and party pluralism.
Students engage in the following observation: How to classify Member States by using maps (Founding members vs. latecomers; Large-Medium vs. Small-Countries; Rich vs. Poor countries; Europeist vs Euroskepticist states). The observation will also be a comparison between the US and the EU.

WEEK 2
The European Integration process. After examining the major successes and failures of the integration process students will be engaged in the following activity: *Teaching to other*: The European Founding Fathers

Parliaments and government in Europe. Structure and main functions of Legislatures in European MS. Different forms of governments in Europe. Moreover, the lecture will focus on the role of the Presidents in different political systems. Students will actively engaged in the following investigation project: Majority in parliaments and government.

WEEK 3
From a centralized State to a regionalized system
This lesson envisages the reform of the Italian Institutional Framework from a centralized State to a regionalized one. The focus will be on the formation and the functions of the sub-national institutions such as the municipalities, the provinces, the metropolitan cities and the regions. Students will be actively engaged in the following activity: *Cases study: comparative subnational political systems of Italy and USA.*

Social movements and lobbies. Different forms of civil participation in the liberal democratic context. *Debate*: Do you think that lobbies are good for the democratic process?

WEEK 4
Evolution of the political parties in Europe. This lesson explores the historical development and transformation of political parties across Europe. It will cover the origins of major political parties, their ideological foundations, and how they have evolved over time in response to social, economic, and political changes. The focus will include the rise of new political movements, the impact of globalization and European integration on national party systems. Students will actively engage in a role play in which they give a 3-minute public speech on migration issues representing a leader of a specific European party group.

The electoral systems in Europe. Students will study the electoral systems of Italy, Germany, France, England and Spain. Moreover it will be presented the Australian electoral system.
Students will devoted to address problems that they may have encountered with the research on the field and in particular how to manage unforeseen reactions during the surveys.
First report paper due

WEEK 5
How to develop a questionneaire (Survey Project). Definition of the objectives of questionnaires and knowledge of possible types of questions. Practical clues on how to write questions in order to avoid bias and pitfall. Students will be actively engaged in the following activity: *Brainstorming* on the objectives of their specific questionnaire related to citizens'attitudes towards the EU or towards migrants: what kind of information is needed?

Designing of the Survey in class (Survey Project). Students will be divided in two groups (Team A and Team B). Team A writes a questionnaire to understand the attitude of locals towards the EU. Team B writes a questionnaire to understand the attitude of locals towards migrants (50 minutes).
After this teamwork, students peer reviews the questionnaire of the opposing team by trying to find possible bias, pitfalls or inconsistencies (40 minutes).
To prepare for class: Research on the two selected topics (Attitude towards the EU/Migration) by collecting papers, data, academic research or similar questionnaire previously administered by certain public opinion institutes.

WEEK 6
GUEST LECTURE – Prof. Paolo Roberto Graziano
Neo populism and Party Crisis in Europe.
On-site lesson at the Department of Political Science, Law and International Studies of the University of Padua with Prof. Paolo Roberto Graziano.

Review before midterm The class will focus on the review before midterm recalling of the most important concepts, theories and themes developed in the first part of the course.

WEEK 7
MIDTERM EXAM
Identification of the research topic of the final paper

Research laboratory:
The students will actively engage in a research project concerning the electoral analysis of the main parties in Italy and in the Veneto region.

WEEK 8
Visit to Comune di Padova
Visit the *Palazzo Moroni*. Students will gain first-hand experience on the structure, composition and peculiarities of an Italian municipal political organism.
Survey Project due: email to the professor.

Challenges for the new Europe in turmoil: this lesson will be focus on the main lines of conflict on which the main EU policies are based and the position of the European parties and European states.

WEEK 9
Key policies and Special focus on Environment policies. Market-building, market-correcting and market-cushioning policies in the EU- focus on the latter and especially on the EU environmental policy after the Lisbon Treaty. Students actively engage in a debate on the following topic: Are Environmental movements influencing the EU policymaking?
Outline of the final paper due

Simulation of the European Parliament

WEEK 10
On site class at the University of Padova - guest lecturer prof. Ekaterina Domorenok
European green deal and next generation EU.
Survey Project: Individual Interviews email to the professor.

The EU foreign policy. The Common Security and Defence Policy (CSDP) and the Common Foreign and Security Policy (CFSP) as major policy weakness of the EU. Students actively engage in a brainstorming on the following topic: Would a European army be beneficial? Why?

WEEK 11
Geopolitics: pushing and pulling in the triangle USA- the EU- Russia.
This lesson analyzes how the U.S. and most of European countries misread the collapse of the Soviet Union which is trying to overturn the post-Cold War world order, even after the ideological triumph of liberal capitalist democracy over communism. Students actively engage on presenting the role of EU and USA in the Ukrainian crisis.

Data analysis (Survey Project). Data coding by employing a codebook and a specific matrix. In class, students will produce specific outputs such as frequency tables and graphs to be used for their final papers. See instructions on Blackboard.

WEEK 12
Individual work on the final paper @BU
Data analysis due

Survey project: final presentation

Final paper due TBD