



POLS 2510: EUROPEAN POLITICS FALL 2020

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Office Hours: Mondays 2:30 – 5:00 pm, or by appointment (<https://slu.zoom.us/j/730373101>)

Class Meetings: MWF, 1:10 – 2:00 pm, McGannon 260 and <https://slu.zoom.us/j/96926841979>

COURSE DESCRIPTION AND PREREQUISITES

This course is about Europe and the European Union. The European Union represents the most successful case of regional economic and political integration between 27 (28 until last January!) countries, yet its future is being questioned in light of several crises and shocks the region and the world is going through. Brexit (Britain's decision to leave the EU), COVID-19 pandemic, economic/fiscal crisis, political backlash at the polls, and the refugee crisis are some of the major issues shaking the foundations of the EU. Citizens of EU member states votes in favor of anti-EU political parties at the elections for the EU Parliament and sent shockwaves across the Union. Yet, it is too early and simplistic to rule the EU dead! Its level of economic, financial, and political union (though far more limited) make it almost impossible to disassemble what has been achieved. However, many political leaders and citizens want to reexamine where the EU is headed and perhaps bring it back to the original intent of the Treaty of Rome – a mere Common Market. In this class will focus on how the European politics and the EU evolved since the 1950s, on its present-day organization and functions, how the member countries interact with one another in making EU policies for jointly regulating their internal economies and societies as well as their external policies, and what options lie ahead for EU's political leaders and citizens. While we cover the politics of Europe, we will also review many major theories and concepts form comparative politics and international relations.

COURSE TEXTBOOK

Cini, Michelle and Nieves Perez-Solorzano Borragan (2019). *European Union Politics, 6th Edition*. New York: Oxford University Press. ISBN: 978-0-19-880653-0.

The textbook (Cini & Borragan hereafter) is available for purchase at the bookstore online retailers, such as Amazon.com.

The majority of the readings will be from this book, so you are required to purchase it. Additional readings are also required and will be put on Blackboard. Students are encouraged to bring in whatever interesting reading you find for class discussion. European Politics is dynamic and often has ongoing issues that can help illustrate the topic and as such news articles may be added as needed. Expected topics are listed on the schedule.

COURSE REQUIREMENTS, ASSIGNMENTS, AND EXPECTATIONS

Course Organization

The class will meet in person and online three times a week, on Mondays, Wednesdays, and Fridays.¹ Lecture slides will be posted online each week as supplementary material to the readings. My main tool of communicating with you is going to be Blackboard/Email. I will post any announcements, schedule changes, extra readings, or news through Blackboard and/or Email. Therefore, I suggest you to check the POLS 2510 tab on your Blackboard pages every day to see if there are any changes. Some of our in-class activities will require you to use your laptops (or smart phones), so please bring your laptops (and phones) to every class, even if you are attending the class in person.²

The 43 separate lectures for this course are packed over a relatively short period in your lives. During the semester, you're going to be busy with lots of other courses and activities, and when the semester is over, you're going to move on to many wonderful adventures and accomplishments. You won't remember everything from POLS 2510 (least of all the course number). But hopefully you'll remember some key lessons, theories, and information about Europe and European politics. My strategy is to teach the course with life-long learning in mind (so you might remember something you learned in this class in 20 years). We will, therefore, use multiple methods to reinforce the main take-away messages of the course.

Readings

You are expected to have completed the readings prior to class each week because lectures largely engage with the readings and move beyond them. Thus, you should have completed the readings in order to follow and participate in class sessions. The course will also refer to several movies, documentaries, and short video clips regarding important historical events to illustrate in more dramatic fashion some key lessons.

¹ If I have to quarantine but I am well enough to teach, I will notify you, and we will meet remotely on Zoom at the regularly scheduled time. If I get sick and I am unable to continue teaching, an alternative instructor will teach the course for as long as necessary.

² If you do not have a laptop or you are not able to bring it to the class for any reason, please contact me after class.

Main Text: Each week will include one or two chapters from Cini & Borragan. The chapters provide a general introduction to the topics and introduce concepts, theories, institutions, and policies of Europe and European Union.

Additional readings: Some weeks will include readings from academic or popular journals, books, newspapers, or web pages. These readings go beyond the general theories and expose you to actual research or policy debates. Some of these papers might have empirical tests or formal models, but you are not responsible from the methodological parts. You should try to understand the main questions raised by the authors, their approach, theoretical perspectives, and main findings and discussions.

News from Europe Presentations

Keeping up with the news will reinforce what you learn in class and provide more examples of issues concerning Europe. Starting on September 4, we will start the Friday classes by discussing current events and news about Europe. 2-3 students will be assigned to prepare a joint presentation on current events related to Europe. Assigned students will introduce news material to the class and brief the class about why the news item is important citing the sources from where they obtained the information. Finally, they will provide a question (or two) for the class to discuss at the end of their presentations. Presentations will be at most 8 minutes long, followed by a 4-minute discussion. You should send me your preferred dates (and preferred presentation partners, if you have any) by August 26 to ensure timely scheduling of the presentations.

Some good sources I suggest you follow daily or weekly are, but not limited to:

The following newspapers, magazines, and websites: <https://euobserver.com/>, <https://www.euractiv.com/>, <https://www.politico.eu/>, <https://www.economist.com/>, <https://www.theguardian.com/us>, <https://www.independent.co.uk/news/world/europe>, <https://www.euronews.com/>, <https://www.bbc.co.uk/news/world/europe>, <https://www.wsj.com/news/types/europe-news>

and the following Think Tanks working on European Affairs: <https://www.ceps.eu/>, <https://www.epc.eu/en/>, <https://www.iss.europa.eu/>, <https://www.cer.eu/>, <https://www.ecfr.eu/>

The European Union also has a website with a lot of information and data: <https://europa.eu/>

Most of the articles of the aforementioned webpages, magazines, and newspapers are public and those that are still gated should be available in the library. It is likely that the questions on the midterm and the final exams will require you to be up-to-date on current events.

Country Presentations

Since our class is about European Politics, knowing about political, social, cultural, and economic characteristics and national interests and priorities of individual countries is beneficial.

To achieve this, each student will make a short (5-minute-long) presentation about a country of their choice. The presentations will start on September 2. You should send me a ranked-order of 3 countries you prefer to present on by August 26 to ensure timely scheduling of the presentations. I will do my best to assign you those countries. If you do not send me your preferences or if there are overlapping preferences, I will randomly assign you with a country to present on.

Map Quiz

Knowing the geopolitical spectrum of the countries in Europe is also highly useful. Early in the semester, you will take a map quiz, which will require you to identify several countries in the map of Europe. The date for the map quiz is listed on the course calendar.

Analysis Papers

You are required to complete two analysis essays based on prompts that come from the course readings and discussions. In these papers, you will be asked to provide information about an issue and make and defend an argument. These papers should be 1000-1250 words (approx. 4-5 pages) long, double-spaced with Times New Roman, 12-point font size, and regular margins. More details about these papers will be provided during the semester.

Assignments & Quizzes

There will be several 5-10-minute long (announced and unannounced) quizzes throughout the semester. The quizzes may be announced at the previous class or through Blackboard/Email, but pop-quizzes may also come up at any time during the class time (I will have to figure out the technological feasibility for the pop-quizzes). The quizzes will include questions from the readings and material we covered in the previous classes. There is no predetermined number of quizzes.

There will also be several assignments & activities that you will have to complete. More information about these will be provided with each assignment.

Exams

There are two midterm exams and a final exam. The final exam is cumulative with a higher weight on topics from the latter part of the semester.

The **tentative** date for the midterm exams are **September 30** and **November 4**. The final exam is scheduled on **December 2**. The exact date for the midterm exam will be confirmed in the course of the class.

Detailed information about the content and dates will be discussed in class and posted on Blackboard.

Missed Exam / Late Work Policy

The general rule is that a missed exam cannot be made-up. However, make-ups or rescheduling exams will be handled on a case-by-case basis.

For unplanned absences due to emergencies, please contact me as soon as possible to discuss the case and make the appropriate arrangements (please pay extra attention to this for the sessions with your individual or group presentations).

Late work for assignments, quizzes, and analysis paper is most of the time gladly accepted, but it will result in penalties in grading. This is done for equity reasons to level the playing field for those who manage to turn their work products in on time.

Note that you are not guaranteed to get an extension or a make-up.

Grading

Your final grade will be determined as follows:

Midterm Exams	30% (15% each)
Final Exam	25%
Analysis Papers	20% (10% each)
News from Europe Presentation	5%
Country Presentation	5%
Map Quiz	5%
Quizzes, Attendance, and Participation	10%

If we have more than 3 quizzes, the lowest quiz score will be taken out of the final grading.

Extra-credit assignments throughout the semester are possible – but undetermined. Any extra credit assignments and their weights will be announced over the course of the semester.

To determine your final letter grade, the following scale will be used:

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	93% - 100%	B	83% - 86%	C	73% - 76%
A-	90% - 92%	B-	80% - 82%	C-	70% - 72%
B+	87% - 89%	C+	77% - 79%	D	60% - 69%
				F	below 60%

I may, at my discretion, impose curves to assignments and final grades and alter the grading scale to require fewer percentage points to obtain a particular letter grade.

Mandatory Syllabus Statement on In-Person Class Attendance and Participation

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences (effective August 2020 through May 2021).

Attendance, Participation, and Classroom Behavior

Attendance to this class is not mandatory. However, class attendance is useful to learn the material and succeed in this class. This course has been designed such that the activities and discussions we experience in class are beneficial for your learning and success, whether you attend the class in person or via Zoom. Your peers and I can summarize the learning that took place, but we cannot reproduce those experiences for you. You can watch the recordings of the lectures after the class, but this is a tool that should only be used there are no other options. Therefore, I invite you to be discerning about when and why you miss a class. If you cannot physically attend the class but feel well enough to participate remotely, you are expected to do so.

This said, I will be taking attendance in the beginning of every class to record who was in the class during a session as a safety precaution – and not for grading purposes. If you are late for class, please remind me at the end of the class to mark you as "present". If you are not able to

attend class for any reason please let me know ahead of time, preferably at least one hour before the class starts.

Missing too much of what happens during class time will make it harder for you to succeed in exams, prepare high-quality assignments, and contribute equitably on discussions and projects. Because later work in the semester builds on earlier work in the semester, missing too many class meetings may put you in a position where you simply cannot “catch up” and withdrawing from the course may be in your interest. If I see that you are moving toward this outcome, I will let you know by email and in person.³ Nevertheless, each one of you is responsible for keeping up with the assigned materials and being aware of schedule or exam date changes.

You are expected to participate actively and meaningfully (that is, following the discussions closely, contributing informed answers to the questions, taking notes actively, and asking relevant questions). Effective engagement in the course is demonstrated through consistent and thoughtful contribution to the classroom community (which includes asking thoughtful questions, not just contributing your own views), through focused attention to course materials and conversations, and through a general responsiveness to (and respect for) your peers. Engagement does not always mean talking a lot (in fact, talking for its own sake can often look like the opposite of engagement). Ideally, you will be engaged, self-directed, and motivated to advance understanding for all of us in our class.

You are also expected to be respectful of the classroom, the space, and each other. During class discussions, you are expected to remain respectful of your fellow students and their perspectives. Examples of disruptive behavior include, but are not limited to, consistently showing up late to class, leaving early without prior approval, walking out in the middle of a lecture without prior approval, or chatting and being noisy in the middle of a lecture or another student’s discussion. If you insist on showing any disruptive behavior in the class, you may be asked to leave the room.

Important Dates⁴

Scheduling News from Europe Presentations: August 26

Scheduling Country Presentations: August 26

Map Quiz: August 31

Midterm Exam I: September 30*

Analysis Paper I: October 14*

Midterm Exam II: November 4*

Analysis Paper II: November 30*

Final Exam: December 2

³ If you have an unexpected situation arise, or if you anticipate significant absence, due to medical or other reasons, please schedule a meeting with me as soon as possible to discuss the implications for your success in the course.

⁴ The dates with the * indicate tentative dates.

INSTRUCTOR FEEDBACK AND COMMUNICATION

The best time to get in touch with me is the office hours. If you can't make it to the office hours, you can make an appointment to meet some other time. You can also contact me via email or my office phone. I will try to respond as soon as possible.

Email Communication

When contacting with me through email, please type "POLS 2510" in the beginning of the subject of the email (for example, "POLS 2510: XXXXXXXX"). This will make it easier for me to classify your email and eliminate the chance that I might inadvertently delete it.

Feedback

Timely, specific feedback is essential for growth and learning. Throughout the semester, I will provide you with feedback of various kinds, including informal feedback in meetings and during class and formal feedback on exams and assignments. My expectation is that you will read all written feedback, ask questions about feedback you do not understand, and wrestle with the feedback to identify future actions you can take to improve your learning and performance. Even feedback given at the end of the semester is intended to shape your thinking and your work going forward.

Similarly, you will have opportunities to provide me with feedback on how things are going in the course. Around the mid-term, I will invite you to respond to a short, anonymous online survey to help me better understand your experiences in the course so far. At the end of the semester, you'll also be invited to complete a more comprehensive online evaluation of the course. Along the way, I may ask the class for feedback on specific tasks or assignments – or even if I do not ask, feel free to contact me any time to provide me with your thoughts and suggestions (or just leave anonymous notes with feedback in my mailbox). In all cases, I ask you to treat this process with the same care you hope I bring to the work of providing feedback. Ideally, we all commit to some key principles when providing feedback: reflecting on specific experiences, providing concrete examples and suggestions, and reflecting on our views to ensure any biases we may bring are not interfering with our ability to provide usable feedback.

All of your feedback on this course and the ways in which it has been designed and taught will be taken seriously and will inform how I approach the design and teaching of the course in the future. Indeed, the course looks the way it does today because of constructive feedback from previous students.

Mistakes

From past experience, I have noticed that there is a high frequency of instructor mistakes, especially in the early versions of the course. In order to catch these mistakes quickly, I will buy the first student to catch a substantive numerical or conceptual mistake in the lecture notes a latte

(or a drink of their choice from Kaldi's Coffee). This is meant to incentivize the students to be vigilant and pay attention, and the instructor (me) to be careful. A "substantive mistake" means a false statement that will mislead students. A typo is not considered a substantive mistake but I do appreciate them being pointed out to me.

IMPORTANT MATTERS

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit

the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel/>

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information on the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Mandatory Statement on Face Masks (Fall 2020)

The University's Interim Policy on Face Masks governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's ADA Policy. Inquires or concerns may also be directed to the Office of Institutional Equity and Diversity. Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's Interim Policy on Face Masks may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the Student Handbook. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

Distance Education Etiquette

Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts – and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

Synchronous Video Contexts (Zoom, etc.)

1. Mute your microphone when you are not speaking. Remember to “un-mute” yourself just prior to speaking. Identify yourself when you begin speaking.
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.
3. If possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.
4. Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool. This limits verbal interruptions and the confusion generated when multiple people try to speak at once.
5. Just as in an on-ground, face-to-face class, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cellphone.
6. Temporarily turn off your video feed and mute your microphone when engaged in any non-class conversation or activity.
7. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
8. Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.

Non-Video & Asynchronous Contexts (Blackboard, Canvas, Online Chats, Discussion Boards, etc.)

1. When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that your course-related communications to the instructor or other students should be considered “professional” (they are not like texts to your

friends). Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.

2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.
3. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class' diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
4. Respect others' time and life circumstances, which often don't allow for an immediate response to a question or comment.

Disability Services

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit the [Student Success Center](#) to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas

to crafting strong sentences and documenting sources. For more information, visit the [Student Success Center](#) or call the Student Success Center at 314-977-3484.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

COURSE OUTLINE

Below is a tentative outline of topics we will cover in the course.* Our regular classes are organized into thirteen topics. We will start with Topic I and proceed sequentially. I will notify you throughout the semester of when you will be responsible for certain readings in class and on the Blackboard calendar. Please complete the corresponding readings as we proceed in the semester. Any extra readings or sources will also be announced from Blackboard.

Content covered in the lab section is listed on the final page of this syllabus and will follow the same pattern. The detailed reading list for the lab sessions will be provided later.

Outline of Classes:

Topic I – Introduction

Cini & Borragan – Chapter 1.

Topic II – Europe: What, Where, Why, How? (Some History)

Cini & Borragan – Chapters 2 & 3.

Jacobs, Frank (2012). “Where is Europe?” *New York Times*, January 9th.

Janusz, Grzegorz and Tomasz Piorunowski (2019). *Paneuropa vs. Pandemonium*. Publications Office of the European Union.

Topic III – Theories and Critiques of Integration and Enlargement

Cini & Borragan – Chapters 4, 5, 6 & 8.

* This is a tentative course outline. I reserve the right to make changes in the interest of course quality. Any changes will be announced during class and from Blackboard/Email.

Hooghe, Liesbet & Gary Marks (2019). “Grand Theories of European Integration in the Twenty-First Century”. *Journal of European Public Policy*, 26(8): 1113-1133. (Skim)

Topic IV – European Institutions I: Commission & Parliament

Cini & Borrigan – Chapters 10, 12 & 16.

McBride, James (2019). “How Does the European Union Work?” Council on Foreign Relations, Backgrounder: <https://www.cfr.org/backgrounder/how-does-european-union-work>.

Institutions of the EU: https://europa.eu/european-union/about-eu/institutions-bodies_en (review).

The European Parliament: http://europa.eu/about-eu/institutions-bodies/european-parliament/index_en.htm.

The European Commission: https://europa.eu/european-union/about-eu/institutions-bodies/european-commission_en.

Topic V – European Institutions II: Council & Courts

Cini & Borrigan – Chapters 11 & 13

The European Council: http://europa.eu/about-eu/institutions-bodies/european-council/index_en.htm.

The Council Presidency: <https://www.consilium.europa.eu/en/european-council/president/>.

The Court of Justice: http://europa.eu/about-eu/institutions-bodies/court-justice/index_en.htm.

The European Court of Auditors: http://europa.eu/about-eu/institutions-bodies/court-auditors/index_en.htm.

Midterm Exam

Topic VI – External Relations & Enlargement

Cini & Borrigan – Chapters 17 & 18.

Toygur, Ilke (2020). “Is it Time to Negotiate a Complementary Framework for Turkey-EU Relations? An Institutional Look for 2019-2024” *Istanbul Political Research Institute Policy Paper*.

Topic VII – Single Market and European Monetary Union

Cini & Borragan – Chapters 20, 23, 24.

EU Single Market: https://europa.eu/european-union/topics/single-market_en.

McNamara, Kathleen R. (2008). “A Rivalry in the Making? The Euro and International Monetary Power.” *International Political Economy*, 15(3): 439-459.

Topic VIII – Debt & Fiscal Crisis

Cini & Borragan – Chapters 20, 23, 24.

BBC (2012). “Eurozone Crisis Explained.” <https://www.bbc.com/news/business-13798000>

Council on Foreign Relations (2020). “Greece’s Debt Crisis Timeline.” <https://www.cfr.org/timeline/greeces-debt-crisis-timeline>

Midterm Exam

Topic IX – Common Foreign and Security Policy and Migration/Refugee Crisis

Cini & Borragan – Chapters 19 & 22.

European Union Common Foreign and Security Policy: https://eeas.europa.eu/topics/common-foreign-security-policy-cfsp_en.

BBC (2016). “Migrant Crisis: Migration to Europe Explained in Seven Charts.” <https://www.bbc.com/news/world-europe-34131911>.

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