

EUROPEAN UNION AND ITS ENLARGEMENTS

Fall 2023 - Syllabus

University of Florida

EUS 4211 European Studies

INSTRUCTOR

ASLI BAYSAL (*Ph.D.*)

Asst. Instructional Professor
Center for European Studies
University of Florida

COURSE SCHEDULE

MWF 1:55-2:45

Matherly Hall 115

OFFICE LOCATION

3328 Turlington Hall

OFFICE HOURS

Office Hours: R |13:20-16:20

ZOOM OFFICE

[Zoom Meeting available by appointment only](#)

IMPORTANT DATES:

In Class Mid-Term Exam:

Final Presentations

Final Paper

E-MAIL:

abaysal@ufl.edu

Please use Canvas to message me about the course

COURSE DESCRIPTION

This course is designed to provide students with a unique perspective on the ongoing process of European Union enlargement. The class begins with a summary of the historical development of the European Union and a review of its formal and informal institutions. The second part of the class overviews the process of European Union enlargement, discussing each of the five EU enlargements along with the evolution of the enlargement criteria, institutions and processes. A special attention is paid to the last and largest of EU enlargements, and the mostly post-communist countries involved. Through guest interviewees, representing both 'old' and 'new' Europe, the second section of the course also offers perspectives on the far-reaching social, economic and political effects of enlargement. Students will also have a chance to explore the future enlargement of current European Union applicant countries.

This course will have two separate sections that will incorporate Virtual Exchange. Students will be awarded a digital badge by the UF International Center. In the first half of the course, students will have a chance to interview civil society leaders, bureaucrats who had experience in an accession process, journalists and will be given a training about conducting formal interviews. In the second half of the class, students will be able to interview students from a partner university (SEEU) in North Macedonia about the prospect of full membership and European identity.

COURSE OBJECTIVES

BY TAKING THIS COURSE, STUDENTS WILL BE ABLE TO

1. acquire a unique perspective on the ongoing process of European Union enlargement.
2. summarize the historical development of the European Union and review its formal and informal institutions.
3. Identify how enlargement process works through a focus on various phases such as candidacy, negotiations, and admission both from the acceding members' perspective and from the EU and its member states' perspective.
4. survey the meaning of Europe vs. The Other through the scientific inquiry and question both European identity and EU membership requirements.
5. explain the differences in member state and candidate behaviors different enlargement waves in different historical contexts (Spain, Portugal, Greece after the end of military regimes, the End of Cold War, The Yugoslav Wars, Russia-Ukraine conflict)

ESSENTIAL READINGS LIST

There is no required textbook in this class but there are several books which we will read chapters from such as

Gateva, E. (2016). *European Union Enlargement Conditionality*. United Kingdom: Palgrave Macmillan.

Sekulić, T. (2021). *The European Union and the Paradox of Enlargement: The Complex Accession of the Western Balkans*. (n.p.): Springer International Publishing.

The lectures will provide a basis for discussing the reading materials. The instructor will give lectures during the first half of each session. Students are expected to be attentive to the lectures and take notes to succeed in exams. The lectures will be followed by a discussion about the specifics of readings. Thursday sessions will primarily include class discussions. Students are expected to check Canvas weekly to access required and suggested materials.

PREREQUISITES

While no formal requirements are necessary to take this course, some background in political science is useful, especially CPO 2001. Basic knowledge regarding European history will also be useful. Awareness of current events will also aid students in gaining a more complete understanding of the European Union and its role in the world. Students who are on European Studies or European Union Studies track are especially encouraged to enroll as the course provides a unique opportunity to learn about history, institutions, politics and policies of the European countries with a highly up-to-date and relevant set of readings and visual materials.

MISSED EXAMS AND LATE ASSIGNMENTS

If a student misses a mid-term exam and has an official excuse, the instructor will provide a make-up exam, however the format may be different. It may include essay questions and the time limit will be 1 hour. If a student expects to miss an exam, he/she should approach the instructor immediately and ideally before the exam.

ACADEMIC HONESTY

Academic dishonesty will NOT be tolerated. In the cases of plagiarism, cheating and other misconducts such as submitting a paper purchased from an outside source, the University policy will be followed. If you are having difficulties understanding the assignment or completing it, please come to my office hours so we can discuss. Further information on limitations can be found in UF Student Conduct and Honor code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)

POLICY ON STUDENTS WITH DISABILITIES

The University of Florida is committed to providing academic accommodations for students with disabilities. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, a student should present his/her accommodation letter to me supporting a request for accommodations. The University encourages students with disabilities to follow these procedures as early as possible within the semester.

EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

IN-CLASS RECORDINGS

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

CAMPUS RESOURCES

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

ACADEMIC RESOURCES

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

COURSE POLICIES AND REQUIREMENTS

REQUIREMENT	PERCENTAGE	POLICIES
Attendance <i>2 Free Passes</i>	10%	To receive a full participation grade, you should make an effort to attend all sessions. More than 2 unexcused absences will count against your attendance grade. It is important to attend my office hours to find out about what you have missed or make friends in this class to catch up. I cannot respond in an e-mail explaining what the student have missed. Office hours are the appropriate times to find out about the missed class. Your e-mails will be saved in a folder to excuse your absence at the end of the semester.
Active Participation <i>Cite Readings in Conversations</i>	5%	This includes asking and responding to questions, being able to summarize and criticize the reading material, citing relevant news on the issue, engaging in a meaningful and respectful conversation on the issues with fellow students and the instructor. The use of technology in the online classroom or in-person classroom is strictly limited to note taking and viewing the reading material. If a student fails to uphold to this principle (texting, video-streaming, browsing social media, not being present and attentive in discussion), the instructor will hold the right to ask you to correct your behaviour. Participation in our class is fundamental since improving oral conversation skills is a key objective of the course.
Mid-Term <i>Multiple Choice/Short Answers</i>	25%	Mid-Term Exams will mainly assess your commitment to keep up with the weekly readings, lectures and class discussions. The first and the second mid-term examinations are closed-book examinations. The first one will be held on a Friday session. The second one will be held on Wednesday session on the week before Thanksgiving week. Please make your travel plans accordingly. The exam will start at the beginning of the class meeting and span the entire duration of the class. Please see the weekly schedule for exam coverage. The mid-term exam will include various types of questions: definitions, short answers, multiple choice, true/false and matching etc. The first mid-term will cover everything starting from the first until the exam date and the second mid-term will cover everything we discuss after the first mid-term until the exam date.

Discussion Prompts	10%	<p>Each student is to submit an interesting discussion prompt on any of the 5 weeks of the semester. Prompts are due Sunday midnight for the following weeks' readings throughout the semester. I will choose the best 5 weeks you submitted a discussion to grade, but you are welcome to submit for each week if you would like. Further instructions will be provided on the logistics. I reserve the right to reflect questions on the screen in class. I will grade the quality of your questions but contributing to class discussions with questions that are intellectually stimulating (and posted on Canvas regularly and before the deadline) will also affect your prompt grade positively.</p> <p>If you are an introvert who does not feel comfortable discussing in the class, use these discussion questions as an opportunity to shine. I would also suggest you really spend time on your week in writing a question with a prompt. You will also have the satisfaction of engaging in a discussion that is led by your ideas. Originality is not the only merit we should value. We will sometimes end up asking similar questions, but posed in a different way, and this will allow us to delve into a pattern that we thread together, and view the big picture. Prompt should not be just about inquiring information from the reading. It should lead us to think critically based on the information you processed from the reading. If your question is picked, think about potential answers from your classmates and think about examples to sometimes play devil's advocate.</p>
Virtual Exchange Interview with North Macedonian Students	5%	<p>Recorded Interview on European Identity. UF Students asking questions on European Identity to Neda Radosavlevikj's students who have diverse backgrounds and interview questions will be provided in advance. Students will submit both the audio/video of the interview as a file and but you will be graded on 3 page reflection paper on the interview based on their experience. Further details will be provided on the course assignment page. Whether this is going to an individual assignment will depend on number of students each partner university enrolled in this course.</p>
Virtual Exchange Interview with Professionals	10%	<p>Recorded Interview with a Professional providing different perspectives on Enlargement. Depending on the professional you are assigned as a group, you will come up with interview questions to be confirmed by your instructor before meeting the individual.</p> <p>Further instructions are on the assignment page.</p>
Interviews Online Commentary	10%	<p>Students will interact with other group interviews by watching the recorded interview and engage in an online discussion. The rubric for this engagement will be provided when groups are assigned a name.</p>

Final Paper 8-10 pages	25%	<p>Final Paper will constitute 25% of your grade. It will be to your benefit to begin thinking about it, and working on it early in the semester. This paper will require outside reading. Much of the basic information will come from class, but all specific information pertinent to your topic will come from additional outside sources. All papers must include a title, an abstract, page numbers, headings and subheadings where appropriate, a bibliography that includes all reference materials, footnotes/endnotes where appropriate, and proper in-text citations. Papers must be typed using standard margins, 12pt type and double-spaced. The length of the paper should be 8-10 pages. You may choose any recognized citation format, but you must be consistent throughout. A detailed guideline will be provided during the semester through Canvas e-learning system. Final papers must be submitted to Turnitin on Canvas for plagiarism check. There is no need to submit a hard copy.</p> <p>Each student should have a private meeting with the instructor to discuss their paper topic ideas. You should know your topic and be able to talk about a preliminary outline. Choose one of the general themes from the syllabus and decide on which aspect you would like to write on. Further guidelines will be provided.</p> <p>You can sign up on calendar on Canvas for a 15 min time slot to discuss your final paper topic.</p> <p>5% of your final paper grade will be based on the abstract of your paper. Abstract template will be provided.</p>
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COURSE SCHEDULE

WEEK	SUBJECT
1	Intro to History of the EU
2	Institutions
3	Policies: Enlargement Policy, EU Neighborhood Policy, Eastern Partnership, Euro-Med EU-Russia
4	Evolution of the Copenhagen Criteria: Political, Economic, Legal Stages of Admission- Application/Candidacy/Negotiation/Accession
5	European Identity: Geographic Criteria, Member States' Approaches to Enlargement,
6	Theories of Enlargement
7	EU 6 to 9: The Western enlargement: UK, Ireland, Denmark, (Norway).
8	EU 9 to 12: The Southern enlargement: Greece / Spain and Portugal – MID-TERM
9	EU 12 to 15: The Northern enlargement: Austria, Finland, Sweden, (Norway).
10	EU 15 to 25 and to 27 and 28: Luxembourg Group- Helsinki Group – INTERVIEWS WITH PROFESSIONALS
11	Brexit and Article 7
12	Pros/Cons of Enlargement
13	Ongoing Accessions: Balkans- INTERVIEWS WITH STUDENTS IN NORTH MACEDONIA
14	Stalled Accessions: Turkey
15	Ukraine and Georgia