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## POLITICS AND INSTITUTIONS OF THE EUROPEAN UNION

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### Course Description

The creation and development of the European Union is one of the most fascinating political events of the last century. It represents a unique opportunity to study the evolution of a political system without having to rely solely on historical documents. In the past half-century, the EU has grown from a set of weak /poorly defined institutions with a limited policy domain and an emphasis on national sovereignty into an extensive political system with increasingly strong supranational actors influencing all aspects of political and economic life. What began in 1951 as an experiment in cooperation in the coal and steel sectors among six states has grown to be a formal political and economic union between 28 member states from Estonia to Ireland and Malta to Sweden (and it is still growing) reducing to 27 with the recent Brexit referendum. The goal of this course will be to examine this transformation both theoretically and historically from a comparative politics perspective, keeping in mind the changing (and growing) global role of the EU.

### Course Objectives

This course offers a critical, theoretical and historical approach to the evolution of institutions and policy-making in the EU. The first part of this course will survey the origins and evolution of the European integration process by incorporating missed opportunities and failed projects. This way, students will have a broader understanding of the context in which the alternative tracks got vanished along the way. Looking at the integration project from a historical perspective will allow students learn about different perspectives on European integration in different member states, particularly in Germany, France, and Britain. The second part of the course deals with theoretical and conceptual approaches that have tried to explain European integration and EU politics. The third part of the course introduces the European institutions from a comparative perspective. Students will gain a critical perspective to the type of polity the EU has become and its democratic implications. The last part of the course will cover an array of European policies to demonstrate the various ways in which such policies have evolved and how they operate.

### Course Materials

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.

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### CLASS SCHEDULE:

T | Period 2 - 3 (8:30 AM - 10:25 AM)

R | Period 3 (9:35 AM - 10:25 AM)

CLASSROOM: Anderson Hall 013

INSTRUCTOR: ASLI BAYSAL

E-Mail: [abaysal@ufl.edu](mailto:abaysal@ufl.edu)

Office Hours: W | 12:00-3:00 PM

<https://ufl.zoom.us/j/875809264>

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### Important Dates:

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10/16/2021 10 AM-10/17/2021 10 AM

Mid-term I

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11/20/2021 10 AM-11/21/2021 10 AM

Mid-term II

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12/15 2:00 pm

Submit your final papers to Canvas

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### Quote of the Semester:

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“Several blind men approached an elephant and each touched the animal in an effort to discover what the beast looked like. Each blind man, however, touched a different part of the large animal, and each concluded that the elephant had the appearance of the part he had touched. Hence, the blind man who felt the animal’s trunk concluded that an elephant must be tall and slender, while the fellow who touched the beast’s ear concluded that an elephant must be oblong and flat. Others, of course, reached different conclusions. The total result was that no man arrived at a very accurate description of the elephant. Yet each man had gained enough evidence from his own experience to disbelieve his fellows and to maintain a lively debate about the nature of the beast.”

-- Puchala, “Of Blind Men, Elephants and International Integration”

## Required Readings

There are two textbooks required to be purchased. The following books provide a good selection of recent and easy-to-read articles written by well-known scholars on a variety of crises affecting the European integration project and it can be purchased from [University of Florida Campus Bookstore](#) or online.

1. *Michelle Cini and Nieves Perez-Solorzano Borragan eds. European Union Politics. 6<sup>th</sup> Edition. Oxford: Oxford University Press, 2019.*
2. *Hubert Zimmermann and Andreas Dür eds. Key Controversies in European Integration. 3<sup>rd</sup> Edition. London: Palgrave Macmillan, 2021*

Note that earlier editions are NOT acceptable under any circumstances.

The first textbook will be hereinafter referred to as “EUP” and the second textbook will be hereinafter referred to as “KC”. The first textbook will provide the basis for my lectures and the second textbook will provide a basis for discussion. The other required materials (journal articles, book chapters, videos) will be available online via Canvas. If you have problems accessing the required materials, please let me know as soon as possible so that I can contact either the library or the bookstore to make sure you have the materials for each of our sessions. In order to have off-campus access to library licensed articles you must authenticate yourself to the UF network. UF libraries recommend installing the ‘Virtual Private Network’ software for this purpose. If you connect from campus, another way suggested by our libraries is to search the article on Google Scholar, which “enables checking to see if access to full text has been licensed by the UF Libraries (and connecting to it if it does)”. Please familiarize yourself with various ways to access academic publications. This skill is also crucial to conduct successful research for your final papers. The instructor will use Canvas e-learning system to communicate with students. The page of the course will frequently be updated to include relevant visual materials, required and recommended readings.

## Course Requirements and Student Responsibilities

### 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 Union with a highly up-to-date and relevant set of readings and visual materials.

Attendance is required and necessary. Any unexcused absences will count against the attendance grade. Acceptable reasons stated on UF undergraduate catalog of 2021-22 for absence from or failure to participate in class include “illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate.” If possible, contact your instructor in advance via e-mail to inform about your absenteeism and if you have any official excuse letter to submit, please do it in a timely manner during office hours or after class.

Active Participation in class discussions is required. 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 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), the instructor will hold the right to secure a device-free environment for the entire semester because it is proven that [“screens generate distraction in a manner akin to second-hand smoke”](#). Although the use of technology does not help the participation grade, it surely can hurt it.

Pop Quizzes should be expected if the instructor doubts students' ability to keep up with the weekly readings.

Group Presentations will be based on the KC textbook. KC readings will be divided up among students for discussion. A team of 2 or 3 students (depending on the size of the class after the drop/add period) will work together to prepare a PowerPoint presentation to summarize the main points in the readings and criticize the viewpoints and to stimulate a discussion in class by posing interesting questions. One of the team members should send the presentation file to my e-mail ([abaysal@ufl.edu](mailto:abaysal@ufl.edu)) at 6 pm- a day before their team's presentation. The division of labor is up to the team members, but each student should have a maximum of 5 minutes to present the material. A total of 15-min presentation should include an overview of discussion questions and start from a question of their choice to lead the discussion. A team which can work in harmony will have a better performance. Any late submission of the presentation file will affect all of the team members' grades on this assignment. The distribution of assignments will take place in class after drop/add period. Any unexcused absences on your presentation day will count as a failing grade on the assignment. There will be absolutely no change of presentation dates unless you find someone else to switch assignments with. If a student misses his/her presentation without an excuse, there is no make-up. In other cases, the presentation can be scheduled at a later time.

Take-Home Mid-Terms will mainly assess your commitment to keep up with the weekly readings, lectures and class discussions. There are two take-home mid-term examinations which you will receive through an announcement on Canvas and return in a 24-hour period. As this is an upper-division course the exams will include essay questions and some short answers. The exams are NOT cumulative. The answers should demonstrate mastery of the materials – breadth and depth of knowledge are both important. Given the number and nature of questions I will ask, there is no way students can do readings for the first time and expect to write a good exam in 24 hours. Thus, students should take notes while doing their weekly readings and review the lecture materials, and the presentation files of their peers before I send them the questions. Those who take the time to draft a quick outline of their answers will generally provide better thought-out and more coherent answers (and thus garner better scores). Students are expected to use their assigned texts (book and required supplemental readings provided on Canvas) and their notes from lectures. Students are not expected to use additional external sources. Communication about the exam between students is cheating and will be treated as such. Further guidelines will be provided along with each exam. First mid-term will weigh more than the second because the second mid-term will have less questions.

News Briefings will assess your ability to summarize a single news (of the past week/weeks) as it relates to the EU. You will post your briefing on the discussion part of Canvas along with the link to the original article or articles and write a paragraph (paraphrase) on what the news is about and how it relates to our class. This is going to be an open post for everyone to see. Students are expected to submit only one news briefings per semester. To prevent similar posts on the same week and to ensure there is news briefing for every week, the instructor will distribute a sign-up sheet so that two or three students post news briefings per week. If you forget to post your news briefing, inform the instructor. These briefings will be graded at the end of the semester. Be informative. Due on Mondays at 6 pm on the week students sign up for a news briefing.

Final Paper will constitute 20% 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 and paper topic suggestions will be provided during the semester through Canvas e-learning system. Final papers are going to be submitted via e-mail to ([abaysal@ufl.edu](mailto:abaysal@ufl.edu)) on 15<sup>th</sup> of December at 2 pm AND must be submitted to Turnitin on Canvas for plagiarism check. There is no need to submit a hard copy.

### 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 will be different. If a student misses his/her presentation without an excuse, there is no make-up. In other cases, the presentation can be scheduled at a later time. If a student fails to meet the deadline for the submission of the final paper, he/she should approach the instructor immediately and ideally before the deadline.

### Academic Honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

### Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### Policy on Students with Disabilities

The University encourages students with disabilities to follow these procedures as early as possible within the semester. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **In-Class Recording**

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 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.

### Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). 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 [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). [Summaries of course evaluation results are available to students here](#).

### Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

### **Campus Resources:**

#### Health and Wellness

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto: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](#).

#### Academic Resources

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

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

*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](#).

## Grading and Assessment

Course requirements will be weighted in the following manner:	Grading Scale	
➤ Group Presentation.....: 15%	➤ 94% - 100% = A	➤ 74% - 76% = C
➤ News Briefings.....: 5%	➤ 90% - 93% = A-	➤ 70% - 73% = C-
➤ Mid-Term Exam I.....: 20%	➤ 87% - 89% = B+	➤ 67% - 69% = D+
➤ Mid-Term Exam II .....: 15%	➤ 84% - 86% = B	➤ 64% - 66% = D
➤ Final Paper.....: 25%	➤ 80% - 83% = B-	➤ 60% - 63% = D-
➤ Attendance.....:10%	➤ 77% - 79% = C+	➤ < 60% = F
➤ Participation.....:10%		

*PLEASE NOTE THAT DEPENDING ON THE LEVEL OF FAMILIARITY OF STUDENTS WITH THE COURSE MATERIAL, THE INSTRUCTOR CAN MAKE CHANGES TO THE READINGS OR THEIR ORGANIZATION IN THE SYLLABUS AS NEEDED THROUGHOUT THE SEMESTER. STUDENTS WILL BE INFORMED IN A TIMELY MANNER IN SUCH CASES. IT IS EXPECTED THAT STUDENTS READ ALL THE WEEKLY REQUIRED CONTENT BEFORE OUR TUESDAY SESSION.*

## Course Schedule and Required Readings

### POLITICS AND INSTITUTIONS OF THE EU/ EU INSTITUTIONS

#### Week 1.1 ( 8/24– T ) : Introduction to the Course

- Distribution of the syllabus, discussion of the course and requirements and screening of short videos on the EU
  - (1) No required readings for the first session.
  - (2) The link to the following video is available in Module 1 on Canvas and the online version of the syllabus on Canvas.
    - a. Suggested Visual Material: [Europe: From WWII to Today's European Union](#) 24 min.
  - (3) Recommended Reading: Dinan, Desmond. Europe Recast: A History of the European Union. Basingstoke: Palgrave, 2004.

#### A. HISTORY OF EUROPEAN INTEGRATION

#### Week 1.2 ( 8/26 – R ) : A General Introduction to the EU

- What is the EU?
  - (1) **EUP** Chapter 1: Introduction
  - (2) **KC**: Introduction

## Week 2.1 ( 8/31 – T ) : History of Integration- General Overview and Early Integration-ECSC

- Origins between the wars
- Post WWII initiatives and the creation of the ECSC
- Too much too soon? Failed Projects of the European Defense Community and European Political Community
- The creation of the EEC
  - (1) **EUP Chapter 2:** The European Union: Establishment and Development
  - (2) Module 2 Readings on Canvas
    - a. Book Chapter: Blair, Chapter 2: The Road to Rome (1945-57), pp.11-24
    - b. Book Chapter: Blair- Primary Documents – Mentioned in the Reading

## Week 2.2 ( 9/2– R ) : History of Integration- General Overview and Early Integration-EEC

- Team Sign-Up
- News Briefings Sign Up
- What kind of integration? Intergovernmental, Supranational, Federal?

## Week 3.1 ( 9/7– T ): History of Integration: History – From EEC to EC

- Empty Chair Crisis and the Luxembourg Compromise
- Fouchet Plan
- Euro-sclerosis
  - (1) Module 3 Readings on Canvas
    - a. Book Chapter: Blair, Chapter 3: Constructing the Community (1958–68)
    - b. Book Chapter: Blair, Chapter 4: From Optimism to Indecision: (1969–79)
    - c. Book Chapter: Blair- Primary Documents – Mentioned in the Reading

## Week 3.2 ( 9/9– R ) : History of Integration: History – From EC to EU

- The rebound (SEA)
- The transformation (Maastricht and beyond)
  - (1) Module 3 Readings on Canvas
    - a. Book Chapter: Blair, Chapter 5: Renewed Progress (1980–89)
    - b. Book Chapter: Blair- Primary Documents – Mentioned in the Reading

## Week 4.1 ( 9/14 – T ) : History of Integration: The Lisbon Treaty and the EU Today

- The transformation (Maastricht and beyond)
  - (1) Module 3 Readings on Canvas
    - c. Book Chapter: Blair, Chapter 6: The Transformation of Europe (1990–2004), pp. 50-83
    - d. Book Chapter: Blair- Primary Documents – Mentioned in the Reading

## Week 4.2 (9/16– R) : The Lisbon Treaty and the EU Today

- The Constitutional Treaty
- Lisbon Treaty
- What comes next?

(1) **EUP Chapter 3:** From the Constitutional Treaty to the Treaty of Lisbon

## **B. THEORETICAL AND CONCEPTUAL FRAMEWORK**

### Week 5.1 (9/21– T) : The Classics

- Functionalism
  - Neo-Functionalism
- (1) **EUP Chapter 4:** Neofunctionalism
- (2) Module 5 Readings on Canvas
- a. David Mitrany, A Working Peace System (pp. 105-123)
  - b. Ernst Haas, The Uniting of Europe (pp. 151-164)

### Week 5.2 (9/23 – R) : The Classics- Continued

- Intergovernmentalism
- (1) **EUP Chapter 5:** Intergovernmentalism
- (2) Module 5 Readings on Canvas
- a. Stanley Hoffmann, Obsolete or Obsolete? The Fate of the Nation State and the Case of Western Europe (pp. 151-164)
  - b. Alan Milward, The European Rescue of the Nation State, Book Review
  - c. Andrew Moravcsik, The Choice for Europe (pp. 215-228)

### Week 6.1 (9/28 – T) : New Approaches

- Christopher J. Bickerton, Dermot Hodson, Uwe Puetter, The New Intergovernmentalism
- (1) Excerpts from Neo-neo-functionalist debates
- The EU as a Political System
- (1) **EUP Chapter 6:** Theorizing European Union after Integration Theory

### Week 6.2 (9/30 – R) : New Approaches

- Governance
- (1) **EUP Chapter 7:** Governance in the European Union

### Week 7.1 (10/5 – T) : New Approaches

- Europeanization
- (1) **EUP Chapter 8:** Europeanization

### Week 7.2 (10/7- R) :– European Identity

- Common European Identity?
- (1) **KC Chapter 6:** Can There Be a Common European Identity?



■ **Group Presentation: Team A**

**FIRST TAKE-HOME EXAM- TBA- POSSIBLY DUE 10/16**

C. INSTITUTIONS

Week 8.1 ( 10/12 – T ) : Distinguishing between Executive and Legislative Branches

- A General Introduction to EU Institutions
- The Institutional Architecture
- (1) **TBA**

Week 8.2 ( 10/14– R ) : The European Commission

- Bureaucratic or Political?
- (1) **EUP Chapter 10**: The European Commission

Week 9.1 (10/19– T) : The European Council and the Council of the European Union

- The European Council and the Council of Ministers
- The Evolution of the Executive: Bureaucratic to Political Executive (The Commission and the European Council)
- (1) **EUP Chapter 11**: The European Council and the Council of the European Union

Week 9.2 ( 10/21– R ) : The European Parliament

- The European Parliament
- The Evolution of the Legislature: Unicameral to bicameral legislature (The EP and the Council)
- (1) **EUP Chapter 12**: The European Parliament
- (2) **Book Chapter**: Kreppel, Amie “Understanding the European Parliament from a Federalist Perspective” Chapter 11 in Comparative Federalism: The EU and the USA in Comparative Perspective, Oxford University Press, 2006.

Week 10.1 ( 10/26 – T ) : Interest Representation

- Interest Group Representation
- (1) **EUP Chapter 14**: Interest Groups and the European Union
- (2) **KC Chapter 7**: Lobbying in the EU: How much Power for Big Business?
- **Group Presentation: Team B**

Week 10.2 ( 10/28 – R ) : The European Court of Justice

- The Empowerment of Judiciary: European Court of Justice: Exceeding Its Jurisdiction?
- (1) **EUP Chapter 13** The Court of Justice of the European Union
- (2) **KC Chapter 5**: Too Much Power for the Judges?

■ **Group Presentation: Team C**

Week 11.1 ( 11/2 – T ) : Democracy in the European Union

■ Democratic-Deficit?

- (1) **EUP Chapter 9:** Democracy and Legitimacy in the European Union
- (2) **EUP Chapter 15:** Public Opinion and the European Union

Week 11.2 ( 11/4– R ) : Debating Democracy in the European Union

- Input vs. Output Legitimacy
- Executive Managerialism
- Renationalization

- (1) **KC Chapter 2:** The Political Efficiency of the EU
- (2) **KC Chapter 3:** More Powers for Brussels and Renationalization?
- (3) **KC Chapter 15:** A New German Hegemony: Does It Exist? Would It be Dangerous?

- **Group Presentation: Team D**
- **Group Presentation: Team E**
- **Group Presentation: Team F**

D. POLICIES AND POLICY MAKING IN THE EU

Week 12.1 (11/9- T) : Policy-Making in the EU

■ Introduction to EU Policy making

- (1) **EUP Chapter 16:** Policy Making in the European Union

Week 12.2 (11/11-R – HOLIDAY)

Week 13.1 (11/16-T): External Relations and CFSP

- External Relations
- Common Foreign and Security Policy

- (1) **EUP Chapter 15:** Trade and Development Policies
- (2) **EUP Chapter 17:** The European Union's Foreign, Security and Defense Policies
- (3) **KC Chapter 12:** Does the EU Act as Normative Power?
- (4) **KC Chapter 14:** Towards a Common European Army?

- **Group Presentation: Team G**
- **Group Presentation: Team H**

Week 13.2 (11/18- R) : Single Market and Single Currency

- The Single Market
- The Single Currency
- Prelude to a crisis

- (1) **EUP Chapter 20:** The Single Market
- (2) **EUP Chapter 23:** Economic and Monetary Union

### Week 14.1 ( 11/23- T ) : The Euro and the EU

- Assessing the EU's economic success
  - (1) [EUP Chapter 26](#): The Euro Crisis and European Integration
  - (2) [KC Chapter 9](#): The Euro: Economic Success or Disaster?
  - (3) [KC Chapter 8](#): The Future of the Euro: Union or Disintegration
- **Group Presentation: Team I**
- **Group Presentation: Team J**

### Week 15.1 ( 11/30- T ) : Various Policies

- The Evolution and operation of the Common Agricultural Policy
- Enlargement
- Social Policy
- Pillar III Policies
- Environmental Policies
  - (1) [KC Chapter 13](#): Is EU Enlargement a Success Story or Has It Gone Too Far?
  - (2) [EUP Chapter 21](#): The European Union's Social Dimension
  - (3) [EUP Chapter 22](#): The Area of Freedom and Security and Justice
- **Group Presentation: Team K**
- **Group Presentation: Team L**

### Week 15.2 ( 12/2- R ) : Various Policies

- The Evolution and operation of the Common Agricultural Policy
- Environmental Policies
  - (1) [EUP Chapter 25](#): Environmental Policy
  - (2) [EUP Chapter 24](#): The Common Agricultural Policy
- **Group Presentation: Team L**

### Week 16.1 (12/7 – R ) : Future of the EU

- Recapitulations
  - (1) [EUP Chapter 28](#)- The Future of the EU
  - (2) [EUP Chapter 27](#)- Brexit