

**UNIVERSITY OF FLORIDA  
SPRING 2024**

EUS 4214 – EUROPEAN UNION IN CRISIS SECTION: 1AB2  
POS 4931 – EUROPEAN UNION IN CRISIS SECTION: A124

**CLASS SCHEDULE:  
MWF| Period 8 (3:00PM-  
3:50 PM)**

**CLASSROOM:  
ANDERSON HALL 013**

Instructor: ASLI BAYSAL  
E-Mail: abaysal@ufl.edu  
Office: Turlington Hall 3328  
Office Hours:  
Tuesdays| 2 PM- 4 PM  
Thursdays| 4:15 PM- 5:15 PM

# **EUROPEAN UNION IN CRISIS**

## **Course Description**

The European Union (EU) has long been celebrated as the world's most successful integration project, thriving amidst a constant exposure to crises. Historically, each crisis was often seen as a potential end to the EU, yet these challenges have instead driven necessary adjustments, enabling continued processes of widening (enlargement) and deepening (further integration). Despite persistent existential anxieties, the EU's current crises are particularly formidable. The Eurozone and migration crises have intensified existing polarization and fragmentation. Brexit, the rise of right-wing populism, and growing Euroskepticism have further clouded the EU's future. Recent hybrid crises, such as the War in Ukraine and the EU Integrated Resolve 2024 exercise, highlight the continuing relevance of crisis management in the EU in the context of cooperation with NATO. Additionally, the EU has contended with severe climate change impacts, including wildfires and floods, digital disruption challenges like cybersecurity threats, ongoing global conflicts leading to increased migration pressures, and a crisis of confidence marked by political divisions and economic challenges. This course offers a close examination of the European integration process, emphasizing the ability of actors to manage crises across various contexts, thereby situating current events within a broader historical perspective.

## **Course Objectives**

This course offers a critical and historical approach to understanding the meaning and implications of recent turmoil in the EU. It will first establish the common occurrence of crises in the history of the EU, emphasizing that while crises are prevalent, each presents unique challenges that require distinct responses. The first part of the course will survey the origins of the EU, focusing on missed opportunities and failed projects to provide students with a broader understanding of the context in which alternative paths were abandoned. Key themes of this course include challenges to further integration in the EU, the ongoing struggle over institutional change, crises related to enlargement, the problem of democratic deficit, identity-related crises, economic crises, the refugee crisis, Brexit, the rise of populism and the role of the EU in security crises such as wars and global crises such as in climate crisis. By examining the integration project through the lens of crises, students will learn about different perspectives on European integration in various member states, particularly Germany, France, Britain, Greece, and Hungary. This course aims to develop students' critical thinking skills by encouraging them to analyze and evaluate the EU's responses to crises, understand the underlying causes and consequences, and draw lessons for the future. Students will engage with a highly up-to-date and relevant set of

readings and visual materials, fostering a deeper understanding of the history, institutions, politics, and policies of the European Union.

## Prerequisite Knowledge and Skills:

Any student interested in Europe can easily comprehend the course material without prior knowledge of the subject, and cross-registrants are welcome. Students specializing in European Studies or European Union Studies are especially encouraged to enroll, as the course provides a unique opportunity to critically engage with the EU's past and present challenges.

## Quote of the Semester

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"History is the best medicine for a sick mind, for in history you have a record of the infinite variety of human experience plainly set out for all to see, and in that record you can find for yourself and your country both examples and warnings: fine things to take as models, base things rotten through and through to avoid."

— *The Roman historian Livy: The Early History of Rome*

## Course Materials

There is one book required to be purchased. The following book provides 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 checked out from the front desk at Library West for two-hours (in-library use only).

*Desmond Dinan, Neill Nugent, William E. Paterson. The European Union in Crisis. Macmillan Education: UK, 2017. (~\$49)*

This textbook will be hereinafter referred to as "EUC". We will not use the entire textbook. The other required materials (journal articles, book chapters, videos, lecture slides) 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

## Attendance 10%

Students may only participate in classes if they are registered officially or approved to audit with evidence of having paid audit fees. Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first-class meeting. Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above. It is important to attend classes during add/drop period. As per university policy: "If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory."

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

To receive a full attendance grade, you should make an effort to attend all sessions. More than **4 unexcused absences** will count against your attendance grade. If you make 4 unexcused absences in addition to your excused absences to the extent that you miss more than half of the classes, I will assign an E grade. If you expect to miss the majority of classes due to a situation that emerged throughout the semester, please consider dropping or withdrawing from the course. Attendance is essential in this course.

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. There is no option to record as this course is listed as an in-person class.

Contact me each time you cannot attend the in-person session ahead of time explaining why. Name your e-mail subject: **Attendance/Absence**. Your e-mail will be saved in a folder to excuse your absence at the end of the semester.

## Participation 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 in-class. The use of technology in an 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.

## Weekly Engagement with Course Content 10%

10 modules out of 14 will have a form asking ending at the end of the week about your learning experience. These exit ticket or surveys will be available to be taken on Fridays after class until next meeting on Mondays. Grading will be based on 7 out of 10 exit tickets. We will discuss some of your answers the following week.

These will be called exit tickets ending a module. In order to engage with these questions, you should know the content of the readings and have attended. You will find the link to this assignment in assignment section of the appropriate module. There will be 3 questions in each exit ticket:

1. One question includes a takeaway from the primary topic of the week to be responded in three sentences by incorporating the materials assigned (100 words)
2. One question inquiring about your confidence level in understanding a topic of the week
3. What additional questions do you have for me at this time? What you would love to learn more about this issue?

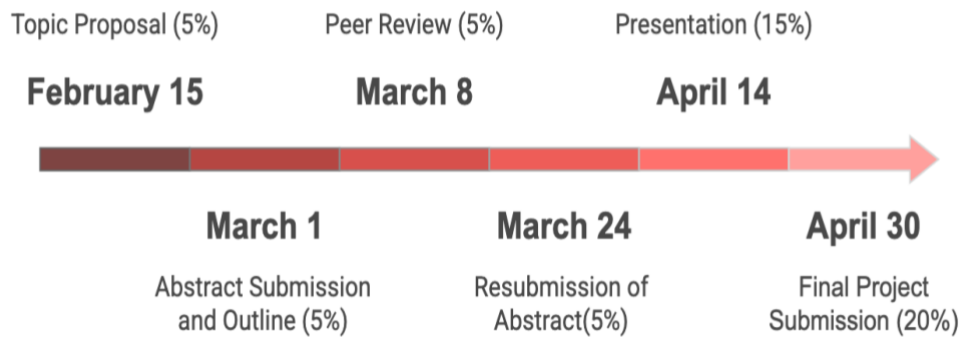
## Mastery Quiz 20%

Instead of big mid-term exams, this course will have 4 monthly quizzes (5 per cent each) to be taken at the end of each section available to be completed in a week after the completion of the monthly modules. Quizzes are open book. There will be around 20 questions for each quiz and you will be given an hour to take the quiz. This will include various types of questions: definitions, short essay questions, multiple choice, true/false and matching etc. You will have a total of 2 attempts to master your answers and after the first attempt you may be given a hint. The quiz with the highest grade will be chosen. More details will be available on the assignment page.

## Final Project: Conference Paper/Conference Poster Pathways(55%)

For the final project in this course, students will have the option to choose between writing a Conference Paper or creating a Conference Poster. This project will follow a scaffolding approach, breaking down the larger assignment into smaller tasks that focus on the necessary skills and knowledge. The assignments will be sequenced to build towards the final project, ensuring efficient and engaged learning.

### Final Project Journey: Key Milestones



### Scaffolding and Sequencing of Final Project

The final project will be divided into the following scaffolded assignments, each designed to develop specific skills and knowledge. The first 5 steps is the same regardless of your choice of a poster or paper. The final step differs.

#### 1. Topic Proposal for Conference Paper and Conference Poster (5%)

Learning Objective: To identify and articulate a research topic relevant to the course.

Due Date: February 15 -Week 5/Saturday Midnight

Expectation: Max 20 word title submission and a short reasoning in the interest in the topic.

#### 2. Abstract Submission, Headings Outline and an Annotated Bibliography (5%)

Learning Objective: To compile and summarize key sources related to the chosen topic. To synthesize existing research and identify gaps in the literature. Present the puzzle.

Due Date: March 1<sup>st</sup> – Week

Expectation: See the assignment page for abstract template.

3. Peer Review- Review one your friends abstract following a rubric (5%).

Learning Objective: To develop students' ability to provide constructive feedback, enhance critical thinking skills, and improve the quality of their peers' work through detailed and thoughtful evaluation.

Due Date: March 8<sup>th</sup>

Expectation: See the assignment page for rubric to use for assessing your peer's work

4. Resubmission of the Abstract (5%)

Learning Objective: To engage in collaborative learning through peer review. Incorporating and utilizing constructive feedback to make the outcome better.

Due Date: March 24<sup>th</sup>

Expectation: Based on faculty feedback, peer feedback, AI feedback and a short description of what you have changed and how useful the feedback was (5%)

5. Final Project Presentation: Record a 7 min video of your presentation. (15%)

Due: April 14 -Week 13

- A title slide – Name and the paper title
- One slide with the research question and the puzzle you want to investigate and tell us why it is an interesting case.
- One slide perhaps to give a background to your dependent variable, the thing you are trying to explain. You are not Wikipedia, so you don't have to give a background on each and every aspect of the issue. Stick to the background that is relevant to your puzzle. If you do a good job the audience can check further about the case themselves. Your duty is to show why the thing you are trying to explain happened the way it happened.
- 2 or 3 slides covering your independent variable or variables and the evidence you found by the date of your presentation to support these independent variables that explain your dependent variable. If you cannot back up your independent variable with evidence, it means you are making assertions. If you can refute other potential explanations with evidence, that's even better. The more evidence you can show the more feedback you will get. This is the part that will matter the most. I need to see progress since you received feedback.
- One slide with your possible conclusion in the paper and an acknowledgment of what you still need to figure out.
- One slide with your sources. Any citation style is ok.

You should not require any more than an absolute maximum of 6 slides with substantial written content—this would mean talking to each slide for only one to two minutes.

It is generally distracting to the audience to have too many slides in a short presentation

Do not put too much text on a slide – you want the audience to listen to you and not to be reading your slides! Visuals are ok as long as they don't keep you from covering your main points in the presentation.

6. Final Project : OPTIONS HERE (15%)

Due: April 28 – Week 15

Project Options:


**Conference Paper:** A detailed academic paper suitable for presentation at a conference.

**Conference Poster:** A visually engaging poster that effectively communicates research findings.


The final project will be divided into the following scaffolded assignments, each designed to develop specific skills and knowledge. The first 5 steps is the same regardless of your choice of a poster or paper. Although the process to the final outcome is same the final step differs.

A. If you choose the paper option, your paper 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 8-12 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.

B. If you choose conference poster/infographic option, you will still convey your ideas and research findings but visual skills will be important. There is no need to print. However, it is important to use the visual presentation skills to convey your ideas. There will be more guidelines and templates on the assignment page. <https://print.at.ufl.edu/frequent-printing-questions/print-and-plot-tips-and-requirements/>



**2001–2002 SponsorName Department Clinic**  
**Project Title**



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#### Heading 1

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#### Heading 8

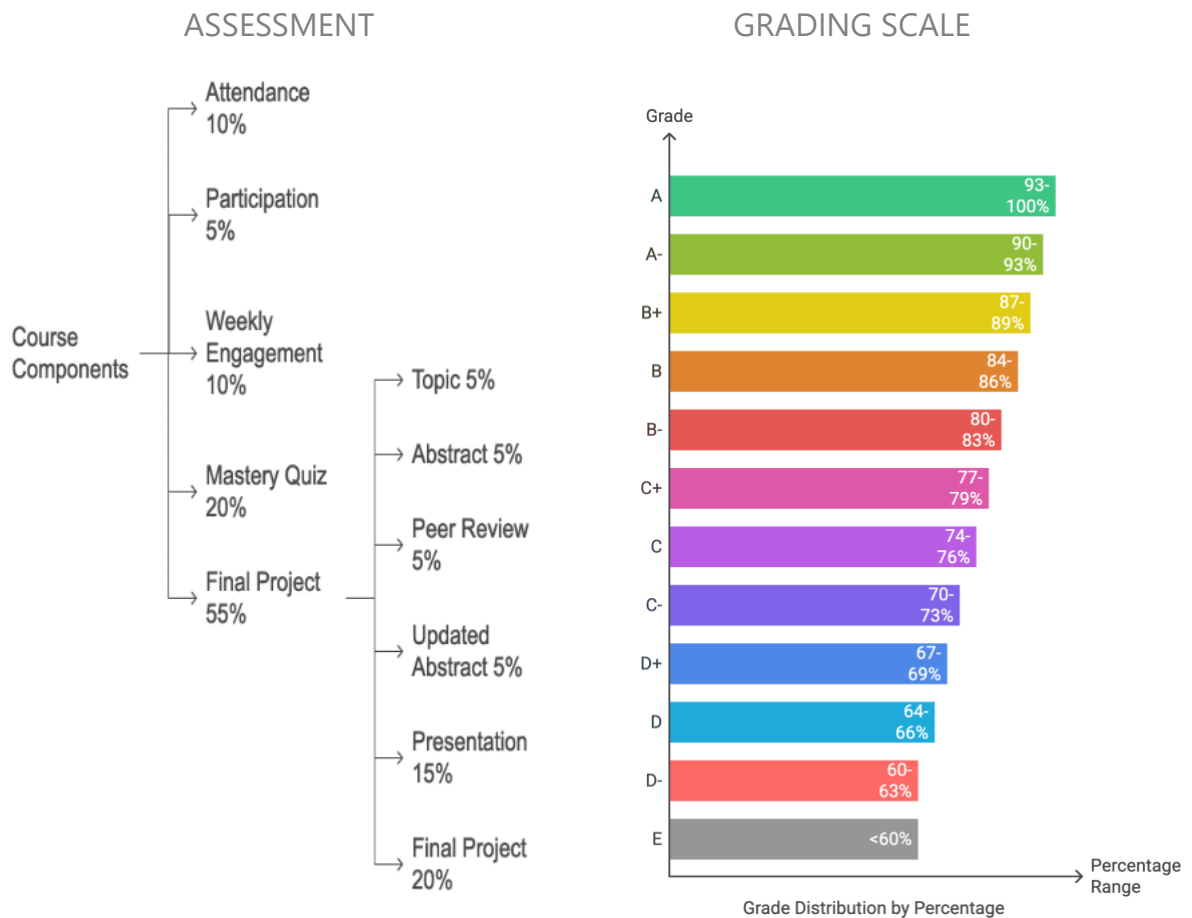
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#### Deliverables

We will deliver the following to Sponsor Name:

- Sponsor Name Logo (or Logoless)
- Team Members
- Project Lead (Team Leader), One member, Another member, A Short-Lived member (Fall 2000), A Junior Member (2001)
- Faculty Advisor: Joe Bloggs

Choose one crisis, disaster or political scandal that is or is not already covered in the syllabus. It is acceptable if the impact of the incident of your choice was limited to a specific policy area, sector or country. It can be a political, institutional, sectoral, or simply popular media based crisis. The incident should involve the EU as an actor- either as an affected or an affecting party.



## Missed exams, late assignments, academic honesty policy

Please see attendance policy above.

If a student is detached from in-class discussions consistently, they may receive a lower participation grade with no make-up option.

If a student misses a weekly engagement only 3 times, they do not need to inform the instructor about the excuse if it is not university excused. The top 7 out of 10 will be included in the grade calculation.

If a student misses a mastery quiz deadline and has an official excuse, the instructor will provide a make-up exam, however the format/questions may be different and may not be given a retake option with clues.

If a student misses any of the three steps of the final project, they will still be allowed for an extension with a reduced grade 10 percent for each day missed.



If a student misses his/her presentation discussion as scheduled in class without an excuse after the submission of the video, there is no make-up. Your presentation video rubric will include this attendance to Q&A in class on Week 13-14.

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. Final paper/poster deadline is a firm deadline due to grades due date to registrar. However, if for any reason you need a few more hours, it is important to let me know in advance if you do not want your grade to be submitted to registrar without the final assignment.

If a student submits a research paper with no bibliography or citations, it will be considered and treated as plagiarism. If the instructor suspects an inappropriate use of AI for coursework, it will be a failing grade for the assignment. Please refer to AI policy below.

Incomplete grade is only available if you miss the deadline only for the final project submission and you are experiencing extenuating circumstances and willing to sign a contract prior to project deadline. <https://www.advising.ufl.edu/academicinfo/clas-policiesprocedures/incomplete-grades/>

## Course Policy on AI

Here are some acceptable uses of AI in coursework that maintain academic integrity and encourage critical thinking. Remember that AI will generate wrong outputs especially on the EU content but failing to cite AI makes you responsible for these mistakes.

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Editing and Proofreading
- Finding information on your topic;
- Language Translation

The use of generative AI tools is not permitted in this course for the following activities:

- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.
- Citing an article because the AI did and you haven't read the original article

For further information click here:

<https://teach.ufl.edu/resource-library/academic-integrity-in-the-age-of-ai/>

- You are responsible for all content they generate for the course, regardless of how the work is generated.
- You should be transparent on their use of generative AI and ensure they are adhering to UF academic integrity standards.
- Citation requirements: APA citation of generative AI and MLA citation of generative AI

## Course Schedule and Required Readings

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.

### Section 1: Europe: Born of Crises

#### Week 1.1 ( JAN 13 – M ) : Introduction to the Course

No required readings for the first session. The links to the following videos are available in Module 1 on Canvas

Required Visual Material: [Europe: From WWII to Today's European Union](#) 24 min.

Suggested Visual Material: [Europe and the EU in crisis | DW Documentary](#) 25 min.

#### Week 1.2 ( JAN 15 – W ) : Historical Introduction to the EU

EUC Chapter 1: A Multi-Dimensional Crisis/Desmond Dinan, Neill Nugent and William E. Paterson.

#### Week 1.3 ( JAN 17 – F ) : Crisis Analysis

Types of crises.

State Capacity and Institutions

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Boin, Arjen, Paul't Hart, and Allan McConnell. "Crisis Exploitation: Political and Policy Impacts Of Framing Contests." *Journal of European Public Policy* 16, no. 1 (2009): 81-106.

Kerstin Eriksson, Allan McConnell, Contingency planning for crisis management: Recipe for success or political fantasy?, *Policy and Society*, Volume 30, Issue 2, May 2011, Pages 89–99, <https://doi.org/10.1016/j.polsoc.2011.03.004>

#### Week 2.1 ( JAN 20 – M ) : NO-CLASS- MARTIN LUTHER KING

#### Week 2.2 ( JAN 22- W ) Nation-State in Crisis: Europe in Post-World War II

Nation-State as a problem for the future of the continent

What kind of integration?: Intergovernmental, Supranational, Federal?

Who is in? British Withdrawal from Negotiations for the European Coal and Steel Community

The Choice of Supranationalism and Britain (Roots of Brexit)

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Milward, Alan. *The European Rescue of the Nation State*. London: Routledge, 2000. Chapter 1: History and Theory (pp.1-17)

## Week 2.3 ( JAN 24 – F ) : European Project in Crisis

Too much too soon? Failed Projects of the European Defense Community and European Political Community

Happy Medium or Lost Opportunities: European Economic Community and Euratom

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**EUC** Chapter 2: Crises in EU History/ Desmond Dinan

Jones, E., Daniel Kelemen, R., & Meunier, S. (2021). Failing forward? Crises and patterns of European integration. *Journal of European Public Policy*, 28(10), 1519–1536.  
<https://doi.org/10.1080/13501763.2021.1954068>

## Week 3.1 ( JAN 27 – M ) : Institutional Evolution of the EU

The Evolution of the Legislature, the Executive and the Empowerment of Judiciary

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**EUC** Chapter 9: The Crisis and the EU's Institutions, Political Actors, and Processes/Neill Nugent

## Week 3.2 ( JAN 29– W ) : Institutional Crises

Empty Chair Crisis in the Council

Introducing Direct Elections to the European Parliament: Why was it so difficult?

Resignation of the Santer Commission

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Warlouzet, Laurent. "European Integration History: Beyond the Crisis." *Politique européenne* 2014/2 No 44.

## Week 3.3 ( JAN 31 – F ) : Leadership Crisis of the EU

"Who do I call if I want to call Europe?" (Henry Kissinger, the former US Secretary of State)

Leadership by and contestation within the European Council; Spitzenkandidaten; Proliferation of Presidents and the War of Legitimacy

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**EUC** Chapter 11: Germany and the Crisis: Asset or Liability/Simon Bulmer and William E. Paterson.  
Visual Material: Who are you Mr President? Nigel Farage asks Van Rompuy

Jan 31 FIRST MASTERY QUIZ- CLOSSES ON Feb 7

## Section 2: Crises of Membership and Democracy

### Week 4.1 ( FEB 3– M ) : Democratic Deficit of the European Union

Democratic Deficit in the European Union: Is There a Democratic Deficit in the EU?

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Follesdal, A., & Hix, S. (2006). Why There is a Democratic Deficit in the EU: a Response to Majone and Moravcsik. *Journal of Common Market Studies*, 44(3), 533-562.

Suggested Readings:

Journal Article: Majone, G. (1998). Europe's 'democratic deficit': The question of standards. *European law journal*, 4(1), 5-28.

Journal Article: Moravcsik, A. (2002). Reassessing legitimacy in the European Union. *JCMS: journal of common market studies*, 40(4), 603-624.

### Week 4.2 ( FEB 5 – W ) : EU's Legitimacy Challenge in a Myriad of Crises

"No Demos" thesis  
Crisis Conditions and Germany's Informal EU Presidency

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**EUC** Chapter 10: The Legitimacy Challenge/Christian Schweiger

### Week 4.3 ( FEB 7 – F ) : Decay of National Democracy?

Is it a crisis of democracy in general?  
Who are the losers of European Integration?: National Parliaments in Crisis and Citizens' Discontent

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Journal Article: Mair, Peter. Ruling the Void: The Hollowing of Western Democracy. *New Left Review*, 42, 25-51.2006.

### Week 5.1 ( FEB 10 – M ) : Who is In – Who is Out?

De Gaulle's veto on the membership of Britain, Ireland, Norway, Denmark (Roots of Brexit)  
Norway's rejection of EU membership (twice!)  
Spain, Portugal and Greece- Question of Eligibility – Democratic Criteria in the making  
Where does Europe end? : The Turkish case

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Book Chapter: Cini, Michelle. European Union Politics. Oxford University Press, 2016. Chapter: 16 – Enlargement - Ana E. Juncos and Nieves Perez-Solorzano Barrogan

## Week 5.2 ( FEB 12 – W ) : End of Cold War – Deepening vs. Widening?

End of Cold War. Now What?

Discussion points: Who is the winner? → Democracy? Free-Market Economy? Western Values? Copenhagen Criteria and Common Foreign and Security Policy

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Journal Article: Sjursen, Helene (2002). Why Expand?: The Question of Legitimacy and Justification in the EU's Enlargement policy. JCMS: Journal of Common Market Studies, 40(3), 491-513.

## Week 5.3 ( FEB 14– F ) : Post-Cold War -Crises of Enlargement

Question of East Germany : separate state and separate accession treaty or a simple population change in Germany? - What were political and institutional implications of Reunification of Germany for the EC?

Accession Negotiations with Central and Eastern European Countries

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A documentary based on actual video footage of leaders negotiating Central and Eastern European Enlargement will be screened in classroom.

LSE IDEAS. CRISIS OF EU ENLARGEMENT. LSE IDEAS, 2022. Print.

<https://www.lse.ac.uk/ideas/Assets/Documents/reports/LSE-IDEAS-Crisis-of-EU-Enlargement.pdf>

## Week 6.1 ( FEB 17 – M ) : Britain & EU: Avoiding Crisis Through Exceptionalism

British Exceptions

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**EU** Chapter 5: The UK: Membership in Crisis/Lee McGowan and David Phinnemore

## Week 6.2 ( FEB 19 – W ) : Brexit Referendum

Brexit. Short clips of the referendum process will be screened. Each video will be followed by a discussion. Videos available on Canvas module.

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## Week 6.3 ( FEB 21 – F ) : Brexit Negotiations and Implications for the Future

What kind of an impact had the Brexit have on the EU?

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Journal Article: Wahl, Peter. "Between Eurotopia and Nationalism: A Third Way for the Future of the EU." *Globalizations* 14, no. 1 (2017): 157-163.

Feb 21 SECOND MASTERY QUIZ- CLOSSES ON Mar 3

## Section 3: Major Crises

### Week 7.1 ( FEB 24 – M ) : Hungary and the EU

EU's democratic conditionality after enlargement: What if a member turns authoritarian?

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Müller, J. Werner (2015). Should the EU protect democracy and the rule of law inside member states? *European Law Journal*, 21(2), 141-160.

Op-ed: Komárek, J. (2013, March 25). The EU is more than a constraint on populist democracy. *Verfblog*.

Suggested Reading: Kelemen, R. D. (2015). Europe's Other Democratic Deficit. In 22nd International Conference of Europeanists.

### Week 7.2 ( FEB 26 – W ) : EMU and Eurozone/Euro in Crisis

BBC DOCUSERIES 1 : Going for Broke - How Greece made the U.E. vulnerable - Inside E.U.

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### Week 7.3 ( FEB 28 – F ) : EMU and Eurozone/Euro in Crisis

Independent and Powerful European Central Bank and its critics  
Eurozone Crisis

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**EUC** Chapter 4: Playing for High Stakes: The Eurozone Crisis by Kenneth Dyson

### Week 8.1 ( MAR 3 -M): Greek Sovereign Crisis

Crisis of establishing an EMU

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**EUC** Chapter 12: Greece A Crisis in Two Level Governance

## Week 8.2 ( MAR 5 – W ) : Refugee Crisis

Syrian Refugee Crisis

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**EUC** Chapter 6: The European Migrant Crisis/Laurie Buonanno

Kapelner, Z. Anti-immigrant backlash: the Democratic Dilemma for immigration policy. CMS 12, 12 (2024). <https://doi.org/10.1186/s40878-024-00370-7>

BBC Docuseries 03 - Unstoppable - Refugee Crisis and War migration set to divide the union - Inside E.U

## Week 8.3 ( MAR 7 – F ) : Migration Crisis

Turkey-EU Refugee Deal

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Kirisi, Kemal "Europe's Refugee/Migrant Crisis: Can 'Illiberal' Turkey Save 'Liberal Europe' While Helping Syrian Refugees?" European Policy Center, 19 February 2016.  
[http://aei.pitt.edu/72891/1/pub\\_6324\\_europe\\_s\\_refugee-migrant\\_crisis.pdf](http://aei.pitt.edu/72891/1/pub_6324_europe_s_refugee-migrant_crisis.pdf)

Demirbaş, E., Miliou, C. (2024). Looking at the EU-Turkey Deal: The Implications for Migrants in Greece and Turkey. In: Zapata-Barrero, R., Awad, I. (eds) Migrations in the Mediterranean. IMISCOE Research Series. Springer, Cham. [https://doi.org/10.1007/978-3-031-42264-5\\_2](https://doi.org/10.1007/978-3-031-42264-5_2)

## Week 9.1 ( MAR 10 – M ) : Yugoslav Wars

Europe's Uncommon Foreign Policy

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Journal Article: Dover, Robert. "The EU and the Bosnian Civil War 1992–95: The Capabilities–Expectations Gap at the Heart of EU Foreign Policy." *European Security* 14, no. 3 (2005): 297-318.

## Week 9.2 ( MAR 12 – W ) : The War in Ukraine

Revolution of Dignity, EU-Ukraine Association Agreement

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**EUC** Chapter 14: The European Union, Ukraine and the Unstable East./Wolfgang Seibel

## Week 9.3 ( MAR 14 – F ) : Germany and the Crises

Germany's Role in Crisis Management

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**EUC** Chapter 11: Germany and the Crisis: Asset or Liability/Simon Bulmer and William E. Paterson.

Week 10 (MAR 17-21) SPRING BREAK

Mar 14 THIRD MASTERY QUIZ- CLOSSES ON Mar 21

## Section 4: Various Crises

Week 11.1 ( MAR 24 – M ) : THE EU AND THE USA

The EU as a Regional or a Global Player

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**EUC** Chapter 15: The EU's Global Image/Amelia Hadfield

Week 11.2 ( MAR 26 – W ) : TERRORISM

Terrorism in the EU and Securitization of IR

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Kaunert, Christian, and Sarah Léonard. "Collective securitization and crisisification of EU policy change: two decades of EU counterterrorism policy." *Global Affairs* 7.5 (2021): 687-693.

Week 11.3 ( MAR 28 – F ) : ENERGY CRISIS

The Energy Crisis Management

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Goldthau, Andreas C., and Richard Youngs. "The EU energy crisis and a new geopolitics of climate transition." *JCMS: Journal of Common Market Studies* 61 (2023): 115-124.

Week 12.1 (MAR 31– M ) : CLIMATE CRISIS

Climate Crisis

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Skovgaard, Jakob. "EU climate policy after the crisis." *Environmental Politics* 23.1 (2014): 1-17.



Von Homeyer, Ingmar, Sebastian Oberthür, and Andrew J. Jordan. "EU climate and energy governance in times of crisis: Towards a new agenda." *Journal of European Public Policy* 28.7 (2021): 959-979.

## Week 12.2 ( APR 2 – W ) : POPULISM

Working Paper: Inglehart, Ronald and Norris, Pippa, Trump, Brexit, and the Rise of Populism: Economic Have-Nots and Cultural Backlash (July 29, 2016). HKS Working Paper No. RWP16-026. Available at SSRN: <https://ssrn.com/abstract=2818659>

Suggested Visual Material: [The Big Picture: The Making And Breaking Of Europe - Featured Documentary](#)

## Week 12.3 ( APR 4 – F ) : EUROSKEPTICISM – EUROPEAN ELECTIONS

Typology of Euroscepticism

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P. Kopecky and C. Mudde, 'The Two Sides of Euroscepticism: Party Positions on European Integration in East Central Europe,' *European Union Politics*. Vol 3 No 3. 2002. pp.297-326.

APRIL 4 FOURTH MASTERY QUIZ -CLOSES ON APR 11

## SECTION 5: WRAPPING UP

### Week 13.1 ( APR 7 – M ) : Referendum Disasters

Referendum Disasters: Rejection of the EU Constitution and Rejection of Lisbon Treaty  
When does rejection by Europeans matter?

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Closa, Carlos. "Why Convene Referendums? Explaining Choices in EU Constitutional Politics." *Journal of European Public Policy* 14, no. 8 (2007): 1311-1332.

### Week 13.2 ( APR 9 – W ) : Catching up with the EU

Current news articles relating to re will be circulated prior to class for discussion.

### Week 13.3 ( APR 11 – F ) : Catching up with the EU

Current news articles relating to populism will be circulated prior to class for discussion.

Week 14.1 ( APR 14– M ) : Presentations (Panel I)

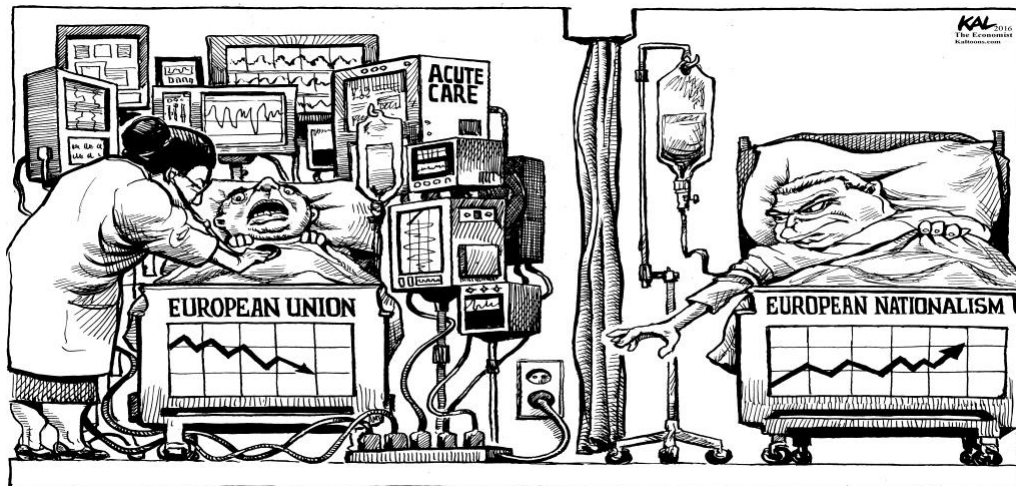
Week 14.2 ( APR 16 – W ) : Presentations (Panel II)

Week 14.3 ( APR 18 – F ) : Presentations (Panel III)

Week 15.1 ( APR 21 – M ) : Presentations (Panel IV)

Week 15.2 ( APR 23 – W ) : (The Myth of) The End of The EU

Depending on the number of students after add/drop we may do in person presentations instead of 7 minute recording. Either case, we will have in-class Q&A for the panel discussions.



## UF Policies

### University Policy On Academic Conduct:

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 honesty 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 Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

## University Policy On Accommodating Students With Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc) ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. . [Click here to get started with the Disability Resource Center.](#)

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

I encourage you to visit the Office of Disability Services to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Tutoring Center, and Academic Advising Center.

## Class Demeanor Or Netiquette:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

- Treat instructor with respect, even in email or in any other online communication.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid using the caps lock feature in peer feedback AS IT CAN BE INTERPRETTED AS YELLING.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion. post and your message might be taken seriously or offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential patient information via e-mail or discuss your grade via e-mail. Use face-to-face office hours or use canvas for documents.
- Always be respectful of others' opinions even when they differ from your own. When you disagree with someone, you should express your differing opinion in a respectful, non-critical way. Do not make personal or insulting remarks.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see.

## 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.

## Getting Help

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- 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.
- 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.

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.