

Instructor

Asli Baysal

Office Hours <https://ufl.zoom.us/j/875809264> (<https://ufl.zoom.us/j/875809264>) M/W/F 3-4 PM**Email**abaysal@ufl.edu (<mailto:abaysal@ufl.edu>)**Credit Hours**

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For questions about course content, your grade or other personal issues, use the Canvas mail tool. Expect a response within 48 hours on business days. For questions about the course content clarification that would benefit everyone, use this discussion board. For questions that would require a longer response please come to my office hours.

Quote of the Semester

"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"

Course Information

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 It represents a unique opportunity to study the evolution of a political system without having to rely solely on historical documents.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.

HyFlex Teaching and Learning**What is HyFlex?**

Due to the COVID-19 pandemic, UF is adopting a HyFlex model, short for Hybrid-Flexible, which combines online and classroom-based instructional components. Classrooms equipped with HyFlex technology provide instructors the ability to teach in-person and remote learners simultaneously. In a HyFlex course, all learning content and materials are designed for both classroom and online learning environments and address all learning outcomes, regardless of the delivery medium. This way, whether a student attends class in a face-to-face environment, remotely through their computer (Source: [Teaching in a Classroom with HyFlex - Center for Instructional Technology and Training - University of Florida](https://citt.ufl.edu/resources/teaching-in-a-classroom-with-hyflex/)) (<https://citt.ufl.edu/resources/teaching-in-a-classroom-with-hyflex/>).

For more information on learning during the COVID-19 pandemic, refer to the UF Keep Learning website: [Keep Learning - eLearning - University of Florida](https://elearning.ufl.edu/keep-learning/) (<https://elearning.ufl.edu/keep-learning/>).

What to expect during the class session?

You have registered to attend the class sessions in person or remotely.

If you are joining a class session remotely, practice using Zoom ahead of time. Plan to have access to a microphone, speakers or headphones, and a webcam. Most laptops should have all these components. In cases of slow Internet connectivity, you can participate through your phone (audio only) by joining the Zoom meeting via a telephone number. ([Keep Learning - eLearning - University of Florida](https://elearning.ufl.edu/keep-learning/)) (<https://elearning.ufl.edu/keep-learning/>).

If you are registered to in-person class, I expect you to bring your computers to classroom as well if you can. Plan to have access to a microphone, speakers or headphones, and a webcam because we might have breakout rooms on zoom and you will not be able to gather with in-person students for discussion to be at safe distance with them.

The URL to the live class sessions is

<https://ufl.zoom.us/j/94058701985> (<https://ufl.zoom.us/j/94058701985>).

You should have access to it on Canvas through Zoom Conferences on the navigation bar

Course Requirements**Required textbook**

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](http://www.bkstr.com/floridastore/home) (<http://www.bkstr.com/floridastore/home>) or online.

1. Michelle Cini and Nieves Perez-Solorzano Borrigan eds. *European Union Politics*. 6th Oxford: Oxford University Press, 2019.
2. Hubert Zimmermann and Andreas Dür eds. *Key Controversies in European Integration*. 2nd London: Palgrave Macmillan, 2016.

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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.

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.

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.

Minimum technology requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student’s computer configuration should include:

- Webcam
- Microphone
- Speakers or headphones
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)
- iClicker app

Minimum technical skills

To complete your tasks in this course, you will need a basic understanding of how to operate a computer, how to use Zoom, how to use iClicker, and how to use word processing software.

Honorlock

Honorlock is an online proctoring service that allows students to take exams on-demand 24/7. There are no scheduling requirements or fees.

You will need a laptop or desktop computer with a webcam, a microphone, and a photo ID. The webcam and microphone can be either integrated or external USB devices.

Honorlock requires that you use the [Google Chrome](https://www.google.com/chrome/) (<https://www.google.com/chrome/>) browser; furthermore, the Honorlock extension must be added to Chrome.

For further information, FAQs, and technical support, please visit [Honorlock](http://Honorlock.com/students). (<http://Honorlock.com/students>)

Zoom

Zoom is an easy to use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at <https://ufi.zoom.us> (<https://ufi.zoom.us>). If you are using zoom on a computer make sure you check for updates on the zoom app.

Course Policies and Requirements

Attendance (10%)

This course is taught synchronously. Be on time. If you join the class session remotely, try and join the session at least 5 minutes before the class starts so that I can start taking attendance. 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.

Any unexcused absences during synchronous sessions will also hurt your grade on other assignments.

I will NOT record the lectures except during the add/drop period. In my experience, recording discourages meaningful participation and regular attendance and makes students who are listening to the lectures live hesitant to participate. Due to privacy concerns, recorded sessions allow students to turn off video and audio and it decreases student engagement and negatively affects quality of instruction. 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.

However I reserve the right to switch to recorded sessions because we are in the midst of a pandemic that might affect a number of students at once. In those cases, I will only share the recording to those who have warned about their absence ahead of time and I will also notify the students that the particular session is being recorded. Do not rely on this exception as the privacy concerns outweighs one student missing a class.

You can check your attendance on [Roll Call Attendance](#)

Policy for Online Sections:

I will take attendance each session and please open your webcam and have your name clearly shown on your zoom account.

If you join the session after I took the attendance, stay online at the end of class and make sure you are counted.

You are not allowed in the classroom if you are registered for the online sections.

Policy for F2F students:

Contact me each time you cannot attend the in-person session ahead of time explaining why.

If you can attend the live session but not the in-person session, use the zoom link available to students who are in the online session.

If you chose the in-person modality and you realized that you would like to attend online sessions please make sure you switch to online section before add/drop. Taking an in-person section seat and not attending in-person and e-mailing every time you prefer to attend online is a hassle for both the student and the instructor.

Active Participation (10%)

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 rooms), the instructor will correct your behaviour.

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Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Thus, students are required to have their cameras on from start to finish during our classes on Zoom. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you are in small groups. Your instructor may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. If you have technical issues, please immediately consult UF IT Help to resolve them and then contact your instructor. Zoom sessions will not be recorded by the instructor and may not be recorded by students. As in all courses, unauthorized recording and unauthorized sharing of recorded material is prohibited.

Weekly Quizzes (15%)

There will be short 3-5 short answer questions (true/false, multiple choice, fill in the blank, matching etc) quizzes every week to make sure you keep up with the weekly readings. Quizzes constitute 15% percent of your grade. I would suggest you take all the quizzes and the worst score will automatically drop at the end of the semester. Quizzes do not require honorlock and focus on the weekly readings. Quizzes will open Saturday midnight and quizzes are due Tuesday 1 pm (BEFORE our Tuesday session) and it includes all the readings of the week, the readings we will discuss on Tuesday and Thursday. These quizzes are important preparation for the mid-term exam which will take place on Week 8. You will be graded automatically but the correct answers will only be shown on Friday at midnight.

Late Quiz Policy

Quizzes are due Tuesday at 1 pm but if for a reason you fail to meet the deadline (due to reasons that are not approved by the university as excused absence), you are eligible to take the quiz until Thursday at 1 pm. One caveat is that there is 1% percent deduction of the total at each 1 hour intervals.

Missing Quiz Policy

Best 12 scores out of 13 quiz scores will count towards your final grade. In return I will not allow you to extend the deadline of a quiz without proper documentation. You are free to miss 1 quiz and score zero. You do not have to contact me on missing a quiz if you are going to make sure you take at least 12 quizzes by the end of the semester. However, if you fail to take 12 quizzes and do show appropriate documentation, you will be given a chance to take a quiz you miss without penalty.

Mid-Term (20%)

It will be on 2/27 on Saturday on this link: [Mid-Term Exam](#)

Take-Home Mid-Term will mainly assess your commitment to keep up with the weekly readings, lectures and class discussions. There are one 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.

Mid-Term Make-up/Late Policy

If a student misses a mid-term exam and has an official excuse, the instructor will provide a make-up exam, however the questions will be different. If a student fails to meet the deadline, the exam submission button will be available for one more day but for each hour there is going to be a 1% reduction of grade at each 1 hour interval.

Group Presentation (15%)

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.

News Briefings (5%)

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 (25%)

Final Paper will constitute one quarter 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.

Further instructions or adjustments will be announced here [Final Paper](#).

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/ (<http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>)

As this is an online class taught through hyflex modality, you are responsible for observing all posted due dates, and are encouraged to be self-directed and take responsibility for your learning.

Course Schedule and Required Readings

Refer to individual modules on Canvas for 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.

Week 1.1 (1/12– T) : Introduction to the Course

- Distribution of the syllabus, discussion of the course and requirements
- No required readings for the first session.
- The link to the following video is available in Module 1 on Canvas and the online version of the syllabus on Canvas.
 1. Suggested Visual Material:
[Europe: From WWII to Today's European Union](https://www.youtube.com/watch?v=xRwZyDTdCAc) [\(https://www.youtube.com/watch?v=xRwZyDTdCAc\)](https://www.youtube.com/watch?v=xRwZyDTdCAc)

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[\(https://www.youtube.com/watch?v=xRwZyDTdCAc\)](https://www.youtube.com/watch?v=xRwZyDTdCAc)

24 min.

- **Recommended Reading:** Dinan, Desmond. Europe Recast: A History of the European Union. Basingstoke: Palgrave, 2004.

A. HISTORY OF EUROPEAN INTEGRATION

Week 1.2 (1/14 – R) : A General Introduction to the EU

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

Week 2.1 (1/19 – T) : History of Integration- General Overview and Early Integration-ECSC

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

Week 2.2 (1/21 – R) : History of Integration- General Overview and Early Integration-EEC

- 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
- **EUP Chapter 2:** The European Union: Establishment and Development
- Module 2 Readings on Canvas
 1. **Book Chapter:** Blair, Chapter 2: The Road to Rome (1945-57), pp.11-24
 2. **Book Chapter:** Blair- Primary Documents – Mentioned in the Reading

Week 3.1 (1/26– T) : History of Integration: History – From EEC to EC

- Empty Chair Crisis and the Luxembourg Compromise
- Fouchet Plan
- Euro-sclerosis
- Module 3 Readings on Canvas
 1. **Book Chapter:** Blair, Chapter 3: Constructing the Community (1958–68); Chapter 4: From Optimism to Indecision: (1969–79), pp. 25-49
 2. **Book Chapter:** Blair- Primary Documents – Mentioned in the Reading

Week 3.2 (1/28– R) : History of Integration: History – From EC to EU

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

Week 4.1 (2/2 – T) : History of Integration: The Lisbon Treaty and the EU Today

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

Week 4.2 (2/4 – R) : The Lisbon Treaty and the EU Today

- The Constitutional Treaty
- Lisbon Treaty
- What comes next?
 - **EUP Chapter 3:** From the Constitutional Treaty to the Treaty of Lisbon

B. THEORETICAL FRAMEWORK

Week 5.1 (2/9– T) : The Classics

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

Week 5.2 (2/11 – R) : The Classics- Continued

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

Week 6.1 (2/16 – T) : New Approaches

- Christopher J. Bickerton, Dermot Hodson, Uwe Puetter, The New Intergovernmentalism
 - Excerpts from Neo-neo-functionalist debates
- The EU as a Political System

- [EUP Chapter 6](#): Theorizing European Union after Integration Theory

Week 6.2 (2/18 – R) : New Approaches

- Governance
 - [EUP Chapter 7](#): Governance in the European Union

Week 7.1 (2/23 – T) : New Approaches

- Europeanization
 - [EUP Chapter 8](#): Europeanization

Week 7.2 (2/25- R) :- IN-CLASS REVIEW SESSION

- Common European Identity?
 - [KC Chapter 6](#): Can There Be a Common European Identity?
- **Group Presentation: Team A**

POSSIBLY 2/27 10AM SATURDAY FIRST MID-TERM

C. INSTITUTIONS

Week 8.1 (3/2 – T) : Distinguishing between Executive and Legislative Branches

- A General Introduction to EU Institutions
- The Institutional Architecture
 - TBA

Week 8.2 (3/4– R) : The European Commission

- Bureaucratic or Political?
 - [EUP Chapter 10](#): The European Commission

Week 9.1 (3/9– 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)
 - [EUP Chapter 11](#): The European Council and the Council of the European Union

Week 9.2 (3/11– R) : The European Parliament

- The European Parliament
- The Evolution of the Legislature: Unicameral to bicameral legislature (The EP and the Council)
 - [EUP Chapter 12](#): The European Parliament
 - [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 (3/16 – T) : Interest Representation

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

Week 10.2 (3/18 – R) : The European Court of Justice

- The Empowerment of Judiciary: European Court of Justice: Exceeding Its Jurisdiction?
 - [EUP Chapter 13](#): The Court of Justice of the European Union
 - [KC Chapter 5](#): Too Much Power for the Judges?
 - **Group Presentation: Team C**

Week 11.1 (3/23 – T) : Democracy in the European Union

- Democratic-Deficit?
 - [EUP Chapter 9](#): Democracy and Legitimacy in the European Union
 - [EUP Chapter 15](#): Public Opinion and the European Union

Week 11.2 (3/25 – R) : Debating Democracy in the European Union

- Input vs. Output Legitimacy
- Executive Managerialism
- Renationalization
 - [KC Chapter 2](#): The Political Efficiency of the EU
 - [KC Chapter 3](#): More Powers for Brussels and Renationalization?
 - [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 (3/30- T) : Policy-Making in the EU

- Introduction to EU Policy making
 - [EUP Chapter 16](#): Policy Making in the European Union

Week 12.2 (4/1- R) : External Relations and CFSP

- External Relations
- Common Foreign and Security Policy
 - [EUP Chapter 15](#): Trade and Development Policies
 - [EUP Chapter 17](#): The European Union's Foreign, Security and Defense Policies
 - [KC Chapter 12](#): Does the EU Act as Normative Power?
 - [KC Chapter 14](#): Towards a Common European Army?
- **Group Presentation: Team G**
- **Group Presentation: Team H**

Week 13.1 (4/6- T) : Single Market and Single Currency

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

- [EUP Chapter 20](#): The Single Market
- [EUP Chapter 23](#): Economic and Monetary Union

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Week 13.2 (4/8- R) : The Euro and the EU

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

Week 14.1 (4/13- T) : Various Policies

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

Week 14.2 (4/15- R) : Various Policies

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

Week 15.1 (4/20) – R) : Future of the EU

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

Grading Policy

I will make every effort to have each assignment graded and posted within two weeks of the due date.

Course Grading Policy

Assignment	Percentage
Attendance	10
Participation	10
Quizzes	15
Mid-Term	20
Final Paper Presentation	15
Peer Feedback	5
Final Paper	25

Grading Scale

Percent	Grade	Grade Points
93 – 100.0	A	4.00
90.0 – 92.9	A-	3.67
87.0 – 89.9	B+	3.33
83.0 – 86.9	B	3.00
80.0 – 82.9	B-	2.67
77.0 – 79.9	C+	2.33
73.0 – 76.9	C	2.00
70.0 – 72.9	C-	1.67
67.0 – 69.9	D+	1.33
63.0 – 66.9	D	1.00
60.0 – 62.9	D-	0.67
0 – 59.9	E	0.00

See the [current UF grading policies](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx) for more information.

University Policy on Accommodating Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> (<https://disability.ufl.edu/>)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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/> (<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 or TAs in this class.

Netiquette and Communication Courtesy:

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

The rules listed below will apply to all individuals who participate in the lectures and are present in the classroom.

- Only the instructor and the students registered for "in-person" sections are allowed in the classroom.
- Only individuals who are cleared by UF Health to be on campus are allowed in the classroom.
- The face masks, the types approved by the UF and placed on the face according to CDC guidelines, have to be worn at all the time.
- Eating and/or drinking in the classroom at any time (meeting time or between the classes) are not allowed.
- Each person needs to sanitize the work area when they arrive and right before they leave.
- A student not cleared by UF Health and/or one who does not follow the etiquette will not be allowed to stay in the classroom.
- If a student's behavior creates an environment that is deemed hazardous to the health of others present in the classroom that student will be asked to leave and/or the class will be dismissed.

Getting Help**Technical Difficulties:**

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

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

Any requests for make-ups due to technical issues should 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 should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

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 umatter.ufl.edu (<http://umatter.ufl.edu>) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit counseling.ufl.edu (<http://counseling.ufl.edu>) 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 shcc.ufl.edu (<http://shcc.ufl.edu>).
- **University Police Department:** Visit police.ufl.edu (<http://police.ufl.edu>) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center (<http://ufhealth.org/emergency-room-trauma-center>).

Academic and Student Support

- **Career Connections Center:** 352-392-1601. Career assistance and counseling services career.ufl.edu/ (<http://career.ufl.edu/>).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. cms.uflib.ufl.edu/ask (<http://cms.uflib.ufl.edu/ask>).
- **Teaching Center:** 352-392-2010 General study skills and tutoring: teachingcenter.ufl.edu/ (<http://teachingcenter.ufl.edu/>).
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: writing.ufl.edu/writing-studio/ (<http://writing.ufl.edu/writing-studio/>).

Course 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/> (<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/> (<https://ufl.bluera.com/ufl/>) or via https://urldefense.proofpoint.com/v2/url?u=https-3A-ufl.bluera.com_ufl_&d=DwMFAg&c=sJ6xIWYx-zLMB3EPkvcnVg&r=y2HJEMJRMHJhfdvLrqZlYczRsfp5e4TfQJHuc5rVHg&m=WXko6OK_Ha6T00ZVAsEaSh99qRXHOgMNFrywCoehRho&s=iVU46DDJnlq4CW6efJOOLgPjdzsPvCghyfzJoFONs&e=). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> (<https://gatorevals.aa.ufl.edu/public-results/>).

Tips for Success

Taking a HyFlex can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of this format:

- It is important to do the coursework on time each week. You will receive a reduction in points for work that is turned in late!
- Read ALL of the material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print out the Course Schedule located in the Course Syllabus and check things off as you go.

- Ask for help or clarification of the material if you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need time to troubleshoot.
- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.

▶ Syllabus Navigation

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
 - [Privacy Policy](https://www.instructure.com/policies/privacy) (https://www.instructure.com/policies/privacy)
 - [Accessibility](https://www.instructure.com/canvas/accessibility) (https://www.instructure.com/canvas/accessibility)
- Sonic Foundry (Mediasite Streaming Video Player)
 - [Privacy Policy](https://sonicfoundry.com/privacy-policy/) (https://sonicfoundry.com/privacy-policy/)
 - [Accessibility](https://mediasite.com/wp-content/uploads/Mediasite-7-Content-Accessibility.pdf) (https://mediasite.com/wp-content/uploads/Mediasite-7-Content-Accessibility.pdf)
- Vimeo
 - [Privacy Policy](https://vimeo.com/privacy) (https://vimeo.com/privacy)
 - [Accessibility](https://vimeo.com/blog/post/accessibility-updates-to-the-vimeo-player/) (https://vimeo.com/blog/post/accessibility-updates-to-the-vimeo-player/)
- PlayPosit
 - [Privacy Policy](https://api.playposit.com/privacy/) (https://api.playposit.com/privacy/)
 - [Accessibility](https://go.playposit.com/accessibility) (https://go.playposit.com/accessibility)
- Zoom
 - [Privacy Policy](https://zoom.us/privacy) (https://zoom.us/privacy)
 - [Accessibility](https://zoom.us/accessibility) (https://zoom.us/accessibility)
- YouTube (Google)
 - [Privacy Policy](https://policies.google.com/privacy) (https://policies.google.com/privacy)
 - [Accessibility](https://support.google.com/youtube/answer/189278?hl=en) (https://support.google.com/youtube/answer/189278?hl=en)
- Articulate
 - [Privacy Policy](https://articulate.com/privacy) (https://articulate.com/privacy)
 - [Accessibility](https://articulate.com/support/article/Articulate-360-FAQs-Accessibility) (https://articulate.com/support/article/Articulate-360-FAQs-Accessibility)
- Microsoft
 - [Privacy Policy](https://privacy.microsoft.com/en-us/privacystatement) (https://privacy.microsoft.com/en-us/privacystatement)
 - [Accessibility](https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1%3aprivacy2) (https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1%3aprivacy2)
- Adobe
 - [Privacy Policy](https://www.adobe.com/privacy/policy.html) (https://www.adobe.com/privacy/policy.html)
 - [Accessibility](https://www.adobe.com/accessibility.html) (https://www.adobe.com/accessibility.html)
- Voice Thread
 - [Privacy Policy](https://voicethread.com/privacy/) (https://voicethread.com/privacy/)
 - [Accessibility](https://voicethread.com/about/features/accessibility) (https://voicethread.com/about/features/accessibility)
- Honorlock
 - [Privacy Policy](https://honorlock.com/student-privacy-statement/) (https://honorlock.com/student-privacy-statement/)
 - [Accessibility](https://honorlock.com/accessibility-statement/) (https://honorlock.com/accessibility-statement/)

COVID-Related Practices






























In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.
















- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([guidance from the CDC on symptoms of coronavirus](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html).), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Find more information in the [UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/) (https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the [university attendance policies](https://catalog.ufl.edu/JGRD/academic-regulations/attendance-policies/) (https://catalog.ufl.edu/JGRD/academic-regulations/attendance-policies/).

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live in exceptional circumstances. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Course Summary:

Date	Details	
Tue Jan 12, 2021	 EU Institutions (https://ufl.instructure.com/calendar?event_id=1907510&include_contexts=course_426981)	10:40am to 11:40am
Thu Jan 14, 2021	 EU Institutions (https://ufl.instructure.com/calendar?event_id=1907511&include_contexts=course_426981)	10:40am to 11:40am
Sun Jan 17, 2021	 Week 1 -Introduce Yourself	to do: 11:59pm
Tue Jan 19, 2021	 EU Institutions (https://ufl.instructure.com/calendar?event_id=1907512&include_contexts=course_426981)	10:40am to 11:40am

Date	Details
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="370 100 764 142">  Week 2 Quiz https://ufi.instructure.com/courses/426981/assignments/4601943 </div> <div data-bbox="1203 107 1442 155" style="border: 1px solid #ccc; padding: 2px;"> ▶ Syllabus Navigation </div> </div>
Thu Jan 21, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907513&include_contexts=course_426981) 10:40am to 11:40am
Tue Jan 26, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907514&include_contexts=course_426981) 10:40am to 11:40am
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="370 302 764 344">  Week 3 Quiz https://ufi.instructure.com/courses/426981/assignments/4601940 </div> <div data-bbox="1279 308 1385 329">due by 1:01pm</div> </div>
Thu Jan 28, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907515&include_contexts=course_426981) 10:40am to 11:40am
Tue Feb 2, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907516&include_contexts=course_426981) 10:40am to 11:40am
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="370 499 764 541">  Week 4 Quiz https://ufi.instructure.com/courses/426981/assignments/4601948 </div> <div data-bbox="1279 506 1385 527">due by 1:01pm</div> </div>
Thu Feb 4, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907517&include_contexts=course_426981) 10:40am to 11:40am
Tue Feb 9, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907518&include_contexts=course_426981) 10:40am to 11:40am
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="370 699 764 741">  Week 5 Quiz https://ufi.instructure.com/courses/426981/assignments/4601942 </div> <div data-bbox="1279 705 1385 726">due by 1:01pm</div> </div>
Thu Feb 11, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907519&include_contexts=course_426981) 10:40am to 11:40am
Tue Feb 16, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907520&include_contexts=course_426981) 10:40am to 11:40am
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="370 898 764 940">  Week 6 Quiz https://ufi.instructure.com/courses/426981/assignments/4601944 </div> <div data-bbox="1279 905 1385 926">due by 1:01pm</div> </div>
Thu Feb 18, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907521&include_contexts=course_426981) 10:40am to 11:40am
Tue Feb 23, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907522&include_contexts=course_426981) 10:40am to 11:40am
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="370 1098 764 1140">  Week 7 Quiz https://ufi.instructure.com/courses/426981/assignments/4601947 </div> <div data-bbox="1279 1104 1385 1125">due by 1:01pm</div> </div>
Thu Feb 25, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907523&include_contexts=course_426981) 10:40am to 11:40am
Sun Feb 28, 2021	<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="370 1232 764 1274">  Mid-Term Exam https://ufi.instructure.com/courses/426981/assignments/4601946 </div> <div data-bbox="1289 1239 1385 1260">due by 10am</div> </div>
Tue Mar 2, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907524&include_contexts=course_426981) 10:40am to 11:40am
Thu Mar 4, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907525&include_contexts=course_426981) 10:40am to 11:40am
Tue Mar 9, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907526&include_contexts=course_426981) 10:40am to 11:40am
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="370 1497 764 1539">  Week 9 Quiz https://ufi.instructure.com/courses/426981/assignments/4601945 </div> <div data-bbox="1279 1503 1385 1524">due by 1:01pm</div> </div>
Thu Mar 11, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907527&include_contexts=course_426981) 10:40am to 11:40am
Tue Mar 16, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907528&include_contexts=course_426981) 10:40am to 11:40am
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="370 1690 764 1732">  Week 10 Quiz https://ufi.instructure.com/courses/426981/assignments/4601939 </div> <div data-bbox="1279 1696 1385 1717">due by 1:01pm</div> </div>
Thu Mar 18, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907529&include_contexts=course_426981) 10:40am to 11:40am
Tue Mar 23, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907530&include_contexts=course_426981) 10:40am to 11:40am
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="370 1883 764 1925">  Week 11 Quiz https://ufi.instructure.com/courses/426981/assignments/4601941 </div> <div data-bbox="1279 1890 1385 1911">due by 1:01pm</div> </div>
Thu Mar 25, 2021	 EU Institutions (https://ufi.instructure.com/calendar?event_id=1907531&include_contexts=course_426981) 10:40am to 11:40am

Date	Details
Tue Mar 30, 2021	<div data-bbox="370 100 1198 142"> <p> EU Institutions (https://ufl.instructure.com/calendar?event_id=1907532&include_contexts=course_426981)</p> </div> <div data-bbox="1203 107 1442 153" style="border: 1px solid black; padding: 2px;"> <p>▸ Syllabus Navigation</p> </div> <div data-bbox="370 163 1442 216"> <p> Week 12 Quiz (https://ufl.instructure.com/courses/426981/assignments/4601959) due by 1:01pm</p> </div>
Thu Apr 1, 2021	<p> EU Institutions (https://ufl.instructure.com/calendar?event_id=1907533&include_contexts=course_426981) 10:40am to 11:40am</p>
Tue Apr 6, 2021	<p> EU Institutions (https://ufl.instructure.com/calendar?event_id=1907534&include_contexts=course_426981) 10:40am to 11:40am</p> <div data-bbox="370 363 1442 415"> <p> Week 13 Quiz (https://ufl.instructure.com/courses/426981/assignments/4601960) due by 1:01pm</p> </div>
Thu Apr 8, 2021	<p> EU Institutions (https://ufl.instructure.com/calendar?event_id=1907535&include_contexts=course_426981) 10:40am to 11:40am</p>
Tue Apr 13, 2021	<p> EU Institutions (https://ufl.instructure.com/calendar?event_id=1907536&include_contexts=course_426981) 10:40am to 11:40am</p> <div data-bbox="370 562 1442 615"> <p> Week 14 Quiz (https://ufl.instructure.com/courses/426981/assignments/4601961) due by 1:01pm</p> </div>
Thu Apr 15, 2021	<p> EU Institutions (https://ufl.instructure.com/calendar?event_id=1907537&include_contexts=course_426981) 10:40am to 11:40am</p>
Tue Apr 20, 2021	<p> EU Institutions (https://ufl.instructure.com/calendar?event_id=1907538&include_contexts=course_426981) 10:40am to 11:40am</p>
Tue Apr 27, 2021	<div data-bbox="370 762 1442 814"> <p> Final Paper (https://ufl.instructure.com/courses/426981/assignments/4601951) due by 3pm</p> </div> <div data-bbox="370 825 1442 877"> <p> Active Participation (https://ufl.instructure.com/courses/426981/assignments/4601950)</p> </div> <div data-bbox="370 888 1442 940"> <p> News Briefings (https://ufl.instructure.com/courses/426981/assignments/4601949)</p> </div> <div data-bbox="370 951 1442 1003"> <p> Presentation (https://ufl.instructure.com/courses/426981/assignments/4601952)</p> </div> <div data-bbox="370 1014 1442 1066"> <p> Roll Call Attendance (https://ufl.instructure.com/courses/426981/assignments/4601953)</p> </div>