

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

"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 Information

The European Union (EU) thrived as the world's most successful integration project as if its *modus operandi* has been its constant exposure to crises. Each crisis in the history of European integration was claimed by many as an indicator of the demise of the EU. Yet, each crisis helped the EU to make necessary adjustments to continue with the processes of widening (enlargement) and deepening (further integration) more than it contributed to its disintegration. Although the EU has never been short of existential anxiety, the multiple crises it faces today are uniquely challenging. The crises of Eurozone, migration and terrorist attacks have aggravated preexisting trends of polarization and fragmentation. The divisive force of Brexit and the rise of right-wing populism in combination with Euroskepticism bleak the future of the EU more than ever. The unique challenges posed by the pandemic is also testing the resilience of the EU. This course is interested in a close reading of European integration process with an emphasis on actors' ability to manage crisis in various occasions to situate current events in perspective.

Course Objectives

This course offers a critical and historical approach to the meaning and implication of the recent turmoil in the EU. This course will first establish the common occurrence of crises in the history of the EU. The unique challenges posed by each crisis will also be discussed at length because prevalence does not mean recurrence. The first part of this course will survey the origins of the EU by focusing on 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. Some other themes of this course include the following: challenges to further integration in the EU, a constant fight over institutional change, crises concerning enlargement, the problem of democratic deficit, identity-related crises, economic crisis, refugee crisis, Brexit, the rise of populism and the pandemic. Looking at the integration project through the lens of crises will allow students learn about different perspectives on European integration in different member states, particularly in Germany, France, Britain, Greece, and Hungary. This course will help students draw lessons for the future from the past crises in the EU. Any student interested in Europe can easily comprehend the course material without prior knowledge of the subject and cross-registrants are welcome. Students who are on European Studies or European Union Studies are especially encouraged to enroll as the course provides a unique opportunity to learn about history, institutions, politics and policies of the European Union with a highly up-to-date and relevant set of readings and visual materials through the lens of crises.

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

Suggested Book

Desmond Dinan, Neill Nugent, William E. Paterson. [The European Union in Crisis](https://he.palgrave.com/page/detail/the-european-union-in-crisis-desmond-dinan/?sf1=barcode&st1=9781137604255). (https://he.palgrave.com/page/detail/the-european-union-in-crisis-desmond-dinan/?sf1=barcode&st1=9781137604255), Macmillan Education: UK, 2017.

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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.

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://ufl.zoom.us> (https://ufl.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 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. 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

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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 March 4th, Thursday on this link: [Mid-Term Exam](#)

Mid-Term Exam will mainly assess your commitment to keep up with the weekly readings, lectures and class discussions. The mid-term examination is closed-book examination and will be held on a Thursday session on Honorlock. The exam will start at the beginning of the class meeting and span the entire duration of the class. (1:55-3:50) Please see the weekly schedule for exam coverage. The mid-term exam will include various types of questions: definitions, short essay questions, multiple choice, true/false and matching etc. The first mid-term will cover everything starting from the first until the exam date including the review session. The mid-term will take place during class time and cannot be taken at any other time.

The exams will be automatically graded except for short essay questions. Please allow 10 days for your full grade to be posted.

Mid-Term Make-up Policy

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

Final Paper Presentation (15%)

You will record your presentation. Further instructions and an example will be on this link: [Presentation](#)

Think in terms of the following slides:

- 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 our final paper meetings.
- 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.

Peer Feedback (5%)

Each of you will receive feedback from your peers and the instructor. Polishing your paper based on this feedback is essential to get a good grade but it is also important to help out one another. On the days we have presentations we don't have required readings. That means you will have to watch the recorded presentations posted on discussion boards by your friends before class. You have to comment in writing extensively on at least a single paper to score well on this discussion each session we have a panel. You have to watch all the presentation videos before class because I will call on you to ask what you think about a student's paper. If you are active in peer feedback in general, this will help your participation grade as well. How many panels we will have will be determined after the add/drop.

Final Paper (25%)

Final Paper will constitute 25% of your grade. It will be to your benefit to begin thinking about it, and working on it early in the semester. This paper will require outside reading. Much of the basic information will come from class, but all specific information pertinent to your topic will come from additional outside sources. All papers must include a title, an abstract, page numbers, headings and subheadings where appropriate, a bibliography that includes all reference materials, footnotes/endnotes where appropriate, and proper in-text citations. Papers must be typed using standard margins, 12pt type and double-spaced. The length of the paper should be 10-12 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.

Preliminary Guideline for Final Paper

1. 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. Some examples include:
 - o Facebook's transfer of personal data from Europe to the US,
 - o Volkswagen emissions scandal,
 - o the Balkans War and European response,
 - o the rejection of Annan Plan in Cyprus,
 - o bombings in Spain and the UK following 9/11
1. Identify the situation, values, interests and positions of several actors who manage these crises.

2. Discuss how this particular crisis is framed by various actors: unfortunate incident/critical threat/ critical opportunity etc.
3. If a specific remedy chosen to deal with the crisis, provide explanations as to how actors finally agreed on it.
4. 10-12 paged analysis of a crisis (double-spaced)

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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 and screening of short videos on the EU
- No required readings for the first session.

A. BASICS- THE EU AND CRISIS ANALYSIS

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

- The link to the following videos are available in Module 1 on Canvas and the online version of the syllabus on Canvas.
 1. Required 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>

24 min.

- What is a crisis? Types of crises
 - [Journal Article](#): Boin, Arjen, Paul't Hart, and Allan McConnell. "Crisis Exploitation: Political and Policy Impacts Of Framing Contexts." Journal of European Public Policy 16, no. 1 (2009): 81-106.

B. EUROPEAN UNION: BORN OF CRISIS

Week 2.1 (1/19 – T) : 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)
 - Excerpt on the European Rescue of Nation State
 - Infographic #1

Week 2.2 (1/21 – R) : European Project in Crisis: Failed Projects of European Integration

- 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
 - EUC Chapter 2: Crises in EU History/ Desmond Dinan
 - [Suggested Reading](#): Book Chapter: Milward, Alan. The European Rescue of the Nation State. London: Routledge, 2000. Chapter 1: History and Theory (pp.1-17)

C. INSTITUTIONS IN CRISIS

Week 3/1 (1/26 – T) : Institutional Evolution of the EU

- The origins of the EU, and the chronology of the evolution of the EU
 - [EUC Chapter 1](#): A Multi-Dimensional Crisis/Desmond Dinan, Neill Nugent and William E. Paterson.
- The Evolution of the Legislature : Unicameral to bicameral legislature (The EP and the Council)
- The Evolution of the Executive : Bureaucratic to Political Executive (The Commission and the European Council)
- The Empowerment of Judiciary : European Court of Justice: Exceeding Its Jurisdiction?
 - [EUC Chapter 9](#): The Crisis and the EU's Institutions, Political Actors, and Processes/Neill Nugent

Week 3.2 (1/28 – R) : 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
 - Excerpts with regards to these institutional crises will be available on Canvas under Module 3

Week 4.1 (2/2– T) : 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
 - **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](https://www.youtube.com/watch?v=wHvTq6Bf_pg) (https://www.youtube.com/watch?v=wHvTq6Bf_pg)

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(https://www.youtube.com/watch?v=wHvTq6Bf_pg)

D. DEMOCRACY IN CRISIS

Week 4.2 (2/4 – R) : EU's Legitimacy Challenge in a Myriad of Crises and Democratic Deficit of the European Union

- Democratic Deficit in the European Union: Is There a Democratic Deficit in the EU?
- "No Demos" thesis
- Crisis Conditions and Germany's Informal EU Presidency
 - **EUC Chapter 10:** The Legitimacy Challenge/Christian Schweiger
 - **Journal Article:** 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

- Majone, G. (1998). Europe's 'democratic deficit': The question of standards. *European law journal*, 4(1), 5-28.
- Moravcsik, A. (2002). Reassessing legitimacy in the European Union. *JCMS: journal of common market studies*, 40(4), 603-624.

Week 5.1 (2/4 – T) : 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
 - **Journal Article:** Mair, Peter. Ruling the Void: The Hollowing of Western Democracy. *New Left Review*, 42, 25-51.2006.

E. WIDENING THE EUROPEAN UNION: CRISES OF MEMBERSHIP

Week 5.2 (2/9 – R) : 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
 - **Book Chapter:** Cini, Michelle. *European Union Politics*. Oxford University Press, 2019. Chapter:18 – Enlargement -Ana E. Juncos and Nieves Perez-Solorzano Barrogan

Week 6.1 (2/11 – T) : End of Cold War – Deepening vs. Widening? Post-Cold War -Crises of Enlargement

- 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
 - **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 6.2 (2/16 – R) : Britain and the EU: Avoiding Crisis Through Exceptionalism

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

F. EXITING THE EU?

Week 7.1 (2/23 – T) : Britain and the EU: Avoiding Crisis Through Exceptionalism

- British Exceptions
 - **EUC Chapter 5:** The UK: Membership in Crisis/Lee McGowan and David Phinnemore

Week 7.2 (2/25 – R) : Brexit Referendum and Brexit Negotiations and Implications for the Future

- Brexit
- What kind of an impact will the Brexit have on the EU?
- Any followers?
 - TBA on the recent events on Brexits. Excerpts will be under Module 7.
 - **Journal Article:** Wahl, Peter. "Between Eurotopia and Nationalism: A Third Way for the Future of the EU." *Globalizations* 14, no. 1 (2017): 157-163.

Week 8.1 (3/2 – T) : Hungary as an 'Illiberal Democracy' - Firing Hungary? Punishing Poland?

- EU's democratic conditionality after enlargement: What if a member turns authoritarian?
- **Journal Article:** 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. *Verblog*.
- **Suggested Reading:** **Kelemen, R. D. (2015). Europe's Other Democratic Deficit. In 22nd International Conference of Europeanists.** (<http://fas-polisci.rutgers.edu/dkelemen/research/Kelemendemocraticdeficit.pdf>)

Week 8.2 (3/4– R) : MID-TERM

- Honorlock examination: WEEK 1-2-3-4-5-6-7-8

G. ECONOMIC CRISIS

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Week 9.1 (3/9 – T) : European Monetary Union and Eurozone/Euro in Crisis

- Crisis of establishing an EMU
- Independent and Powerful European Central Bank and its critics
- Eurozone Crisis
 - **EUC Chapter 4:** Playing for High Stakes: The Eurozone Crisis/Kenneth Dyson

Week 9.2 (3/11 – R) : European Sovereign Debt Crisis and Grexit

- The Greek withdrawal from the Eurozone?
- Bailout/Austerity Measures
- Fiscal Federalism?
 - **EUC Chapter 12:** Greece: A Crisis in Two-Level Governance/Kevin Featherstone and Dimitris Papadimitriou

H. EUROPEAN MIGRANT CRISIS

Week 10.1 (3/16 -- T) : The European Migrant Crisis and Syrian Refugee Crisis

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

Week 10.2 (3/18 – R) : Refugee Crisis and the Relations with Turkey

- Turkey: Still a Candidate? EU's dilemma
 - 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)

I. SECURITY CRISES IN EUROPE

Week 11.1 (3/23 – T) : Yugoslav Wars and the European Response

- Europe's Uncommon Foreign Policy
 - **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 11.2 (3/25 – R) : Ukrainian Crisis and Relations with Russia

- Developments in Ukraine in 2013-2014 as the most pressing challenge for the CFSP
 - **EUC Chapter 14:** The European Union, Ukraine and the Unstable East/Wolfgang Seibel

Week 12.1 (3/31 – T) : 9/11, the Relations with the US and the EU as a Global Player and Terrorist Attacks in Europe

- The EU's strategic relations with Russia, US and China
- How Terrorism affect stability in the EU
- **Book Chapter:** Ferreira-Pereira, Laura C., and Bruno Oliveira Martins, eds. *The European Union's Fight Against Terrorism: The CFSP and Beyond*. Routledge, 2016. Chapter 1.
 - **EUC Chapter 15:** The EU's Global Image/Amelia Hadfield

Week 12.2 (4/1 – R) : TBA

- Either a panel week or discussion on papers or populism OR pandemic depending on the size of the class and paper topics. TBA

J. EU AS A CRISIS MANAGER

Week 13.1 (4/6 – T) : Presentations (Panel I and Panel II)

Week 13.2 (4/8 - R) : Presentations (Panel III)

Week 14.1 (4/13 – T) : Presentations (Panel IV and Panel V)

Week 14.2 (4/15-R) : Presentations (Panel VI)

Week 15.1 (4/20 – T) : Presentations (Panel VII) and Recapitulations (THE MYTH OF) THE END OF THE EUROPEAN UNION

- **Recapitulation**
- EU in Turmoil: Refugees, Brexiters And Populists
- Will the EU survive the recent crises?
- What does the EU need to do in the future to survive?
 - **EUC Chapter 18:** Conclusions: Crisis Without End?/Desmond Dinan, Neill Nugent and William E. Paterson

Faculty Course Evaluation Period (April)

Final Papers are due April 28 on Canvas

Final Grades available on May 7

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

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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) (<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>) for more information.

UF Policies

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

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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/>) (https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_&d=DwMFAg&c=sJ6xIWYx-zLMB3EPkvcnVg&r=y2HJEMJRMHJhfdvLrqJZIYczRsfp5e4TFQJHuc5rVHg&m=WXko6OK_Ha6T00ZVAsEaSh99qRXHOgMNFrywCoehRho&s=iVU46DDJjnlg4CW6efJOOLgPjdzsPvCghyFzJoFONs&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 the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.

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%3Aprimaryr2) (https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1%3Aprimaryr2)
- 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/)

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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/).
- 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/UGRD/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	 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907778&include_contexts=course_418477)	1:55pm to 3:55pm
Thu Jan 14, 2021	 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907779&include_contexts=course_418477)	1:55pm to 3:55pm
Sun Jan 17, 2021	 Week 1 -Introduce Yourself	to do: 11:59pm
Tue Jan 19, 2021	 Week 2 Quiz (https://ufl.instructure.com/courses/418477/assignments/4601923)	due by 1:01pm
Tue Jan 19, 2021	 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907780&include_contexts=course_418477)	1:55pm to 3:55pm
Thu Jan 21, 2021	 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907781&include_contexts=course_418477)	1:55pm to 3:55pm
Tue Jan 26, 2021	 Week 3 Quiz (https://ufl.instructure.com/courses/418477/assignments/4601930)	due by 1:01pm
Tue Jan 26, 2021	 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907782&include_contexts=course_418477)	1:55pm to 3:55pm
Thu Jan 28, 2021	 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907783&include_contexts=course_418477)	1:55pm to 3:55pm
Tue Feb 2, 2021	 Week 4 Quiz (https://ufl.instructure.com/courses/418477/assignments/4601928)	due by 1:01pm
Tue Feb 2, 2021	 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907784&include_contexts=course_418477)	1:55pm to 3:55pm
Thu Feb 4, 2021	 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907785&include_contexts=course_418477)	1:55pm to 3:55pm
Tue Feb 9, 2021	 Week 5 Quiz (https://ufl.instructure.com/courses/418477/assignments/4601931)	due by 1:01pm
Tue Feb 9, 2021	 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907786&include_contexts=course_418477)	1:55pm to 3:55pm
Thu Feb 11, 2021	 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907787&include_contexts=course_418477)	1:55pm to 3:55pm
Tue Feb 16, 2021	 Week 6 Quiz (https://ufl.instructure.com/courses/418477/assignments/4601927)	due by 1:01pm
Tue Feb 16, 2021	 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907788&include_contexts=course_418477)	1:55pm to 3:55pm

Date	Details
Thu Feb 18, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907789&include_contexts=course_418477)
Tue Feb 23, 2021	📎 Week 7 Quiz (https://ufl.instructure.com/courses/418477/assignments/4601925) due by 1:01pm
	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907790&include_contexts=course_418477) 1:55pm to 3:55pm
Thu Feb 25, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907791&include_contexts=course_418477) 1:55pm to 3:55pm
Tue Mar 2, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907792&include_contexts=course_418477) 1:55pm to 3:55pm
Thu Mar 4, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907793&include_contexts=course_418477) 1:55pm to 3:55pm
	📎 Mid-Term Exam (https://ufl.instructure.com/courses/418477/assignments/4601924) due by 3pm
Tue Mar 9, 2021	📎 Week 9 Quiz (https://ufl.instructure.com/courses/418477/assignments/4601926) due by 1:01pm
	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907794&include_contexts=course_418477) 1:55pm to 3:55pm
Thu Mar 11, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907795&include_contexts=course_418477) 1:55pm to 3:55pm
Tue Mar 16, 2021	📎 Week 10 Quiz (https://ufl.instructure.com/courses/418477/assignments/4601929) due by 1:01pm
	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907796&include_contexts=course_418477) 1:55pm to 3:55pm
Thu Mar 18, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907797&include_contexts=course_418477) 1:55pm to 3:55pm
Tue Mar 23, 2021	📎 Week 11 Quiz (https://ufl.instructure.com/courses/418477/assignments/4601932) due by 1:01pm
	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907798&include_contexts=course_418477) 1:55pm to 3:55pm
Thu Mar 25, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907799&include_contexts=course_418477) 1:55pm to 3:55pm
Tue Mar 30, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907800&include_contexts=course_418477) 1:55pm to 3:55pm
Thu Apr 1, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907801&include_contexts=course_418477) 1:55pm to 3:55pm
Tue Apr 6, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907802&include_contexts=course_418477) 1:55pm to 3:55pm
Thu Apr 8, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907803&include_contexts=course_418477) 1:55pm to 3:55pm
Tue Apr 13, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907804&include_contexts=course_418477) 1:55pm to 3:55pm
Thu Apr 15, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907805&include_contexts=course_418477) 1:55pm to 3:55pm
Tue Apr 20, 2021	📅 CRISIS CREW (https://ufl.instructure.com/calendar?event_id=1907806&include_contexts=course_418477) 1:55pm to 3:55pm
Tue Apr 27, 2021	📎 Final Paper (https://ufl.instructure.com/courses/418477/assignments/4601935) due by 3pm
	📎 Active Participation (https://ufl.instructure.com/courses/418477/assignments/4601934)
	📎 Peer Feedback Discussion (https://ufl.instructure.com/courses/418477/assignments/4601933)
	📎 Presentation (https://ufl.instructure.com/courses/418477/assignments/4601936)
	📎 Roll Call Attendance (https://ufl.instructure.com/courses/418477/assignments/4601937)

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