



**POLS 2510: EUROPEAN POLITICS
Spring 2024**

Instructor: Dr. Ali Fisunoglu

Office: McGannon 126

Phone: 314-977-8192

Email: ali.fisunoglu@slu.edu

Office Hours: Mondays 2.15 pm – 3.30 pm, or by appointment, in person or online

(<https://slu.zoom.us/j/730373101>)

Class Meetings: MWF, 1.10 – 2.00 pm, McGannon 121

COURSE DESCRIPTION AND PREREQUISITES

This course is about Europe and the European Union. The European Union represents the most successful case of regional economic and political integration between 27 (28 until a few years ago!) countries, yet its future is being questioned in light of several crises and shocks the region and the world are going through. Brexit (Britain's decision to leave the EU), the COVID-19 pandemic, the economic/fiscal crisis, the political backlash at the polls, and the refugee crisis are some of the major issues shaking the foundations of the EU. Citizens of EU member states voted in favor of anti-EU political parties at the elections for the EU Parliament and sent shockwaves across the Union. Yet, it is too early and simplistic to rule the EU dead! Its level of economic, financial, and political union (though far more limited) makes it almost impossible to disassemble what has been achieved. However, many political leaders and citizens want to reexamine where the EU is headed and perhaps bring it back to the original intent of the Treaty of Rome – a mere Common Market. This class will focus on how European politics and the EU evolved since the 1950s, on its present-day organization and functions, how the member countries interact with one another in making EU policies for jointly regulating their internal economies and societies as well as their external policies, and what options lie ahead for EU's political leaders and citizens. While we cover the politics of Europe, we will also review many major theories and concepts from comparative politics and international relations.

COURSE TEXTBOOK

Cini, Michelle and Nieves Perez-Solorzano Borragan (2022). *European Union Politics, 7th Edition*. New York: Oxford University Press. ISBN: 9780198862239.

The textbook (Cini & Borrigan or C&B hereafter) is available for purchase at the bookstore online retailers.

The majority of the readings will be from this book, so you are required to purchase it. Additional readings are also required and will be put on Canvas. Students are encouraged to bring in whatever interesting reading they find for class discussion. European Politics is dynamic and often has ongoing issues that can help illustrate the topic, and as such, news articles may be added as needed. Expected topics are listed on the schedule.

COURSE REQUIREMENTS, ASSIGNMENTS, AND EXPECTATIONS

Course Organization

The class will meet in person and online three times a week, on Mondays, Wednesdays, and Fridays. Lecture slides will be posted online each week as supplementary material to the readings. My main tool for communicating with you is going to be Canvas/Email. I will post any announcements, schedule changes, extra readings, or news through Canvas and/or Email. Therefore, I suggest you check the POLS 2510 tab on your Canvas pages every day to see if there are any changes.

The 42 separate lectures for this course are packed over a relatively short period in your lives. During the semester, you're going to be busy with lots of other courses and activities, and when the semester is over, you're going to move on to many wonderful adventures and accomplishments. You won't remember everything from POLS 2510 (least of all the course number). But hopefully, you'll remember some key lessons, theories, and information about Europe and European politics. My strategy is to teach the course with life-long learning in mind (so you might remember something you learned in this class in 20 years). We will, therefore, use multiple methods to reinforce the main takeaway messages of the course.

Readings

You are expected to have completed the readings prior to class each week because lectures largely engage with the readings and move beyond them. Thus, you should have completed the readings in order to follow and participate in class sessions. The course will also refer to several movies, documentaries, and short video clips regarding important historical events to illustrate in a more dramatic fashion some key lessons.

Main Text: Each week will include one or two chapters from Cini & Borrigan. The chapters provide a general introduction to the topics and introduce concepts, theories, institutions, and policies of Europe and the European Union.

Additional readings: Some weeks will include readings from academic or popular journals, books, newspapers, or web pages. These readings go beyond the general theories and expose you to actual research or policy debates. Some of these papers might have empirical tests or formal models, but

you are not responsible for the methodological parts. You should try to understand the main questions raised by the authors, their approach, theoretical perspectives, and main findings and discussions.

Weekly Discussion

This course places a significant emphasis on engaging and lively classroom discussions. Therefore, it is expected that students attend class prepared to discuss the reading material assigned for that particular session. Active participation may involve sharing personal insights related to the material, providing references to external articles, commenting on current events, or responding to the thoughts and opinions of their classmates.

I understand that some students may feel uncomfortable speaking up in class. However, it's important for the class to hear a wide range of perspectives. I encourage you to take the initiative to ask, answer, or comment on a question from time to time throughout the course. If you are someone who frequently contributes to class discussion, please be considerate of your fellow classmates and encourage an open conversation for those who wish to speak.

News from Europe

Keeping up with the news will reinforce what you learn in class and provide more examples of issues concerning Europe. Starting on January 29, we will start the Monday classes by discussing current events and news about Europe. Every student is expected to review the current events related to Europe, introduce a news item to the class, and brief the class about why the news item is important. This activity will count towards your participation. Additionally, in some weeks, I will send short, popular articles on recent events that you will be required to read for an in-class discussion.

Some good sources I suggest you follow daily or weekly are, but not limited to:

The following newspapers, magazines, and websites: <https://euobserver.com/>, <https://www.euractiv.com/>, <https://www.politico.eu/>, <https://www.economist.com/>, <https://www.theguardian.com/world/europe-news>, <https://www.euronews.com/>, <https://www.independent.co.uk/news/world/europe>, <https://www.bbc.co.uk/news/world/europe>, <https://www.nytimes.com/section/world/europe>, <https://www.wsj.com/news/types/europe-news>

and the following Think Tanks working on European Affairs: <https://www.ceps.eu/>, <https://www.epc.eu/en/>, <https://www.iss.europa.eu/>, <https://www.cer.eu/>, <https://www.ecfr.eu/>

Additionally, the European Union also has a website that contains a plethora of information and data: <https://europa.eu/>

Most of the articles on the aforementioned web pages, magazines, and newspapers are free to access, and most of the sources that are gated should be available through the library. It is likely

that the questions on the midterm and the final exams will require you to be up to date on current events.

Country Presentations

Since our class is about European Politics, knowing about the political, social, cultural, and economic characteristics and national interests and priorities of individual countries is beneficial. To achieve this, every Wednesday and Friday, one or two students will give a short (6-minute-long) briefing/presentation about a country of their choice. The presentations will start on January 31. You should send me a ranked order of 5 countries you prefer to present on by January 26, and preferred presentation partners (if any) to ensure timely scheduling of the presentations. I will do my best to assign you those countries. If you do not send me your preferences or if there are overlapping preferences, I will randomly assign you a country to present on.

Analysis Papers

You are required to complete two analysis essays based on prompts that come from the course readings and discussions. In these papers, you will be asked to provide information about an issue and make and defend an argument. These papers should be 1000-1500 words (approx. 4-6 pages) long. More details about these papers will be provided during the semester.

Tests

Map Quiz: Knowing the geopolitical spectrum of the countries in Europe is also highly useful. Early in the semester, you will take a map quiz, which will require you to identify several countries on the map of Europe. The tentative date for the map quiz is January 29.

Assignments & Quizzes: There will be several 5-10-minute long (announced and unannounced) quizzes throughout the semester. The quizzes may be announced at the previous class or through Canvas/Email, but pop-quizzes may also come up at any time during the class time. The quizzes will include questions from the readings and material we covered in the previous classes. There is no predetermined number of quizzes.

There will also be several assignments & activities that you will have to complete. More information about these will be provided with each assignment.

Exams: There are two midterm exams and a final exam. The final exam is cumulative, with a higher weight on topics from the latter part of the semester.

The **tentative** dates for the midterm exams are **March 1** and **April 17**. The final exam is scheduled for **May 13**. The exact date for the midterm exams will be confirmed in the course of the class.

Detailed information about the content and dates will be discussed in class and posted on Canvas.

Missed Exam / Late Work Policy

The general rule is that a missed exam cannot be made up. However, make-up or rescheduling exams will be handled on a case-by-case basis.

For unplanned absences due to emergencies, please contact me as soon as possible to discuss the case and make the appropriate arrangements (please pay extra attention to this for the sessions with your individual or group presentations).

Late work for assignments, quizzes, and analysis papers is, most of the time, gladly accepted, but it will result in penalties in grading. This is done for equity reasons to level the playing field for those who manage to turn their work products in on time.

Note that you are not guaranteed to get an extension or make-up.

Grading

Your final grade will be determined as follows:

Midterm Exams	25% (12.5% each)
Final Exam	25%
Analysis Paper I	10%
Analysis Paper II	12.5%
Country Presentation	5%
Map Quiz	5%
Quizzes, Attendance, and Participation	17.5%

If we have more than 3 quizzes, the lowest quiz score will be taken out of the final grading.

Extra-credit assignments throughout the semester are possible – but undetermined. Any extra credit assignments and their weights will be announced over the course of the semester.

To determine your final letter grade, the following scale will be used:

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	93% - 100%	B	83% - 86%	C	73% - 76%
A-	90% - 92%	B-	80% - 82%	C-	70% - 72%
B+	87% - 89%	C+	77% - 79%	D	60% - 69%
				F	below 60%

I may, at my discretion, impose curves on assignments and final grades and alter the grading scale to require fewer percentage points to obtain a particular letter grade.

Attendance, Participation, and Classroom Behavior

Class attendance is necessary to learn the material and succeed in this class. This course has been designed intentionally such that the activities and discussions we experience in class are essential for your learning and success. Your peers and I can summarize the learning that took place, but we cannot reproduce those experiences for you. Therefore, I invite you to be discerning about when and why you miss a class. Every absence has the built-in “penalty” of missed learning and practice. This means that missing too much of what happens during class time will make it hard for you to pass exams, prepare high-quality assignments, and contribute equitably to group projects. Because later work in the semester builds on earlier work in the semester, missing too many class meetings may put you in a position where you simply cannot “catch up,” and withdrawing from the course may be in your interest. If I see that you are moving toward this outcome, I will let you know by email and in person.¹ Nevertheless, each one of you is responsible for keeping up with the assigned materials and being aware of schedule or exam date changes.

You are expected to participate actively and meaningfully (that is, following the discussions closely, contributing informed answers to the questions, taking notes actively, and asking relevant questions). Effective engagement in the course is demonstrated through consistent and thoughtful contribution to the classroom community (which includes asking thoughtful questions, not just contributing your own views), through focused attention to course materials and conversations, and through general responsiveness to (and respect for) your peers. Irrelevant from the feedback part, please email me if you are reading this. The first two students to detect this and email me will get a prize! Engagement does not always mean talking a lot (in fact, talking for its own sake can often look like the opposite of engagement). Ideally, you will be engaged, self-directed, and motivated to advance understanding for all of us in our class.

You are also expected to be respectful of the classroom, the space, and each other. If you are not able to attend the class for any reason, please let me know ahead of time. During class discussions, you are expected to remain respectful of your fellow students and their perspectives. Examples of disruptive behavior include, but are not limited to, consistently showing up late to class, leaving early without prior approval, walking out in the middle of a lecture without prior approval, or chatting and being noisy in the middle of a lecture or another student’s discussion. If you insist on showing any disruptive behavior in the class, you may be asked to leave the room.

Important Dates²

Scheduling Country Presentations: January 26

Map Quiz: January 29

Midterm Exam I: March 1*

¹ If you have an unexpected situation arise, or if you anticipate significant absence, due to medical or other reasons, please schedule a meeting with me as soon as possible to discuss the implications for your success in the course.

² The dates with the * indicate tentative dates.

Analysis Paper I: March 8*

Midterm Exam II: April 17*

Analysis Paper II: May 9*

Final Exam: May 13

INSTRUCTOR FEEDBACK AND COMMUNICATION

The best time to get in touch with me is during office hours. If you can't make it to the office hours, you can make an appointment to meet some other time. You can also contact me via email.

The office hours will take place in person and using Zoom. You can virtually meet me during office hours or a predetermined meeting time by clicking the link, <https://slu.zoom.us/j/730373101>. If you want to talk another way, please inform me in advance so we can make the arrangements.

Email Communication

When contacting me through email, please type "POLS 2510" at the beginning of the subject of the email (for example, "POLS 2510: XXXXXXXX"). This will make it easier for me to classify your email and eliminate the chance that I might inadvertently delete it. I will try to respond to your emails as soon as possible. If you do not receive a reply from me after 48 hours, please resend your message.

Feedback

Timely, specific feedback is essential for growth and learning. Throughout the semester, I will provide you with feedback of various kinds, including informal feedback in meetings and during class and formal feedback on exams and assignments. My expectation is that you will read all written feedback, ask questions about feedback you do not understand, and wrestle with the feedback to identify future actions you can take to improve your learning and performance. Even feedback given at the end of the semester is intended to shape your thinking and your work going forward.

Similarly, you will have opportunities to provide me with feedback on how things are going in the course. Around the mid-term, I will invite you to respond to a short, anonymous online survey to help me better understand your experiences in the course so far. At the end of the semester, you'll also be invited to complete a more comprehensive online evaluation of the course. Along the way, I may ask the class for feedback on specific tasks or assignments – or even if I do not ask, feel free to contact me any time to provide me with your thoughts and suggestions (or just leave anonymous notes with feedback in my mailbox). In all cases, I ask you to treat this process with the same care

you hope I bring to the work of providing feedback. Ideally, we all commit to some key principles when providing feedback: reflecting on specific experiences, providing concrete examples and suggestions, and reflecting on our views to ensure any biases we may bring are not interfering with our ability to provide useful feedback.

All of your feedback on this course and the ways in which it has been designed and taught will be taken seriously and will inform how I approach the design and teaching of the course in the future. Indeed, the course looks the way it does today because of constructive feedback from previous students.

Mistakes

From past experience, I have noticed that there is always a chance of instructor mistakes. In order to catch these mistakes quickly, I will buy the first student to catch a substantive numerical, or conceptual mistake in the lecture notes a latte (or a drink of their choice from Starbucks). This is meant to incentivize the students to be vigilant and pay attention and the instructor (me) to be careful. A “substantive mistake” means a false statement that will mislead students. A typo is not considered a substantive mistake, but I do appreciate them being pointed out to me.

OTHER IMPORTANT MATTERS

Academic Integrity

Academic integrity is honest, truthful, and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: <https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

If the instructor believes that you have used outside help writing any portion of your assignments or exams, the instructor may scrutinize your assignment or exam and question you orally to adjust the written assignment. You are expected to stand by and defend your answers in the written assignments and exams.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Student Success Center

The Student Success Center (SSC) supports students in reaching their goals in and out of the classroom. Providing a variety of resources, the Student Success Center houses both the Center for Accessibility and Disability Resources (CADR) and Academic Support, which includes Tutoring, Supplemental Instruction, University Writing Services, and Student Success Coaching. The Student Success Center is located in the Busch Student Center, Suite 331, and students can make an appointment with any SSC resource via EAB Navigate. To learn more about the Student Success Center and its resources, please visit: <https://www.slu.edu/life-at-slu/student-success-center/index.php>.

University Writing Services

University Writing Services offers one-on-one consultations with trained writing consultants who help with everything from brainstorming, outlining, and proposing research questions to documenting sources, revising, and implementing feedback. These consultations can take place in-person, asynchronously, or via Zoom and can be scheduled through EAB Navigate – Student. Getting feedback benefits writers at all skill levels on different writing projects (including but not limited to class assignments, conference papers, cover letters, dissertations, group projects, multimedia assignments, personal statements, senior capstone projects, short answer questions on applications, speeches, and theses). For additional information, visit <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php> or send an email to writing@slu.edu.

University Counseling Center Syllabus Statement

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall. For after-hours needs, please press #9 after dialing the clinic number.

Basic Needs Security

Students experiencing food insecurity, housing insecurity, and any other challenges that are impacting their personal and/or academic wellbeing are encouraged to contact the Dean of Students Office for support. Students can submit an [intake](#) form, email deanofstudents@slu.edu, or call 314-977-9378 to connect with their office. Students may also communicate directly with their instructors about any challenges they are experiencing to receive support and resource referrals.

Wellness

All students experience stressors and challenges at some point, and seeking support is beneficial. Such challenges may be the result of academic concerns (such as those related to particular assignments or content in a course), or they may be more personal in nature (such as concerns related to relationships, mental health, loss, identities, alcohol or drugs, housing or food security, or finances, among other things). If you experience these or other difficulties, please consider seeking support from the resources available to you.

- For concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.
- Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on the Well-being page of the SLU website.

If you or someone you know is experiencing a crisis, please consult the Crisis Support and Warning Signs on the University Counseling Center website.

In the spirit of *cura personalis*, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

COURSE OUTLINE

Below is a tentative outline of topics we will cover in the course.* I will notify you throughout the semester of when you will be responsible for certain readings in class and on the Canvas calendar. Please complete the corresponding readings as we proceed in the semester. Any extra readings or sources will also be announced from Canvas.

Week	Dates	Content
Week 1	Jan 17 – Jan 19	Introduction / Background <ul style="list-style-type: none"> • W: This Syllabus • F: No readings
Week 2	Jan 22 – Jan 26	Europe: What, Where, Why, How? <ul style="list-style-type: none"> • M: A Short Guide to the EU • M: https://european-union.europa.eu/principles-countries-history_en • W: C&B, Chapter 1 • W: The Economist (2024). Who is in Charge of Europe? • F: Jacobs, Frank (2012). “Where is Europe?” New York Times, January 9th. • F: The Economist (2023). The definition of Europe has always been both inspiring and incoherent.
Week 3	Jan 29 – Feb 2	History of Europe & the EU <ul style="list-style-type: none"> • M: Sheri Berman (2007). “How Democracies Emerge: Lessons from Europe,” <i>Journal of Democracy</i>, 18:1, pp. 28-41. • M: Map Quiz • W: C&B, Chapter 2 • F: C&B, Chapter 3
Week 4	Feb 5 – Feb 9	Theories and Critiques of Integration and Enlargement I <ul style="list-style-type: none"> • M/W: C&B, Chapter 4

* This is a tentative course outline. I reserve the right to make changes in the interest of course quality. Any changes will be announced during class and from Canvas/Email.

		<ul style="list-style-type: none"> F: Mental Health Day – No Class
Week 5	Feb 12 – Feb 16	<p>Theories and Critiques of Integration and Enlargement II</p> <ul style="list-style-type: none"> M: C&B, Chapter 5 W: C&B, Chapter 6 F: C&B, Chapter 8
Week 6	Feb 19 – Feb 23	<p>European Institutions I</p> <ul style="list-style-type: none"> M: Hooghe, Liesbet & Gary Marks (2019). “Grand Theories of European Integration in the Twenty-First Century”. <i>Journal of European Public Policy</i>, 26(8): 1113-1133. (Skim) M: Institutions of the EU: https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/search-all-eu-institutions-and-bodies_en (review). M: McBride, James (2022). “How Does the European Union Work?” Council on Foreign Relations, Backgrounder: https://www.cfr.org/backgrounder/how-does-european-union-work W: C&B, Chapter 10 F: C&B, Chapter 12
Week 7	Feb 26 – Mar 1	<p>European Institutions II & Midterm Exam</p> <ul style="list-style-type: none"> M: C&B, Chapter 11 M: The European Council: http://europa.eu/about-eu/institutions-bodies/european-council/index_en.htm M: The Council Presidency: https://www.consilium.europa.eu/en/european-council/president/ W: C&B, Chapter 13 W: The Court of Justice: http://europa.eu/about-eu/institutions-bodies/court-justice/index_en.htm W: The European Court of Auditors: http://europa.eu/about-eu/institutions-bodies/court-auditors/index_en.htm F: Midterm Exam
Week 8	Mar 4 – Mar 8	<p>European External Relations and Enlargement I</p> <ul style="list-style-type: none"> M: C&B, Chapter 17 W: The Economist (2023). The EU is Finally Rebooting the Enlargement Machine. W/F: C&B, Chapter 18
Week 9	Mar 11 – Mar 15	Spring Break
Week 10	Mar 17 – Mar 22	<p>European Enlargement II & The Single Market</p> <ul style="list-style-type: none"> M: Toygur, Ilke (2020). “Is it Time to Negotiate a Complementary Framework for Turkey-EU Relations? An Institutional Look for 2019-2024” Istanbul Political Research Institute Policy Paper. W: C&B, Chapter 20

		<ul style="list-style-type: none"> • W: The Economist (2019). The Economic Policy at the Heart of Europe is Creaking. • F: The Economist (2016). The Mundell – Fleming Trilemma: Two Out of Three Ain’t Bad.
Week 11	Mar 25 – Mar 29	<p>European Monetary Union</p> <ul style="list-style-type: none"> • M: C&B, Chapter 22 • W: McNamara, Kathleen R. (2008). “A Rivalry in the Making? The Euro and International Monetary Power” <i>Review of International Political Economy</i>, 15(3): pp. 439-459. • F: Easter Break – No Class
Week 12	Apr 1 – Apr 5	<p>Debt and Fiscal Crisis I</p> <ul style="list-style-type: none"> • M: Easter Break – No Class • W: No Class – Professor Fisunoglu at International Studies Association Conference • F: (Online Class) BBC (2012). “Eurozone Crisis Explained.” https://www.bbc.com/news/business-13798000 • F: Council on Foreign Relations (2020). “ .” https://www.cfr.org/timeline/greeces-debt-crisis-timeline
Week 13	Apr 8 – Apr 12	<p>Debt and Fiscal Crisis II</p> <ul style="list-style-type: none"> • M/W: C&B, Chapter 25 • F: Greenspan, A. (2011). “Europe’s Crisis is All about the North-South Split.” Financial Times.
Week 14	Apr 15 – Apr 19	<p>Midterm Exam & Common Foreign and Security Policy I</p> <ul style="list-style-type: none"> • M: Review & Catch Up • W: Midterm Exam • F: C&B, Chapter 19
Week 15	Apr 22 – Apr 26	<p>Common Foreign and Security Policy II & Migration/Refugee Crisis</p> <ul style="list-style-type: none"> • M: European Union External Action Service: https://www.eeas.europa.eu/eeas/about-european-external-action-service_en • W: BBC (2016). “Migrant Crisis: Migration to Europe Explained in Seven Charts.” https://www.bbc.com/news/world-europe-34131911 • W: C&B, Chapter 26 • W (Optional): C&B, Chapter 21 • F: C&B, Chapter 15
Week 16	Apr 29 – May 3	<p>Public Opinion in the EU & Brexit</p> <ul style="list-style-type: none"> • M: Henley, Jon, Jennifer Rankin, and Lisa O’Carroll (2020). “Brexit Explained: How it Happened and What Comes Next?” The Guardian, January 27th: https://www.theguardian.com/news/2020/jan/27/brexit-explained-how-it-happened-and-what-comes-next.

		<ul style="list-style-type: none"> • M: C&B, Chapter 27 • W: Baldini, G., & Chelotti, N. (2022). The Brexit effect: Political implications of the exit of the United Kingdom from the European Union. <i>International Political Science Review</i>, 43(3), 319-328. • F: C&B, Chapter 29
Week 17	May 6	<p>The Future of the EU</p> <ul style="list-style-type: none"> • M: Kugler, Jacek, Ali Fisunoglu, and Birol Yesilada (2013). “Consequences of Reversing the European Union Integration.” <i>Foreign Policy Analysis</i>, 11(1): 45-67.