

The textbook (Cini & Borrigan hereafter) is available for purchase at the bookstore online retailers, such as Amazon.com.

Main Text: Each week will include one or two chapters from Cini & Borragan. The chapters provide a general introduction to the topics and introduce concepts, theories, institutions, and policies of Europe and 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 from the methodological parts. You should try to understand the main questions raised by the authors, their approach, theoretical perspectives, and main findings and discussions.

News from Europe Presentations

Keeping up with the news will reinforce what you learn in class and provide more examples of issues concerning Europe. Starting on September 4, we will start the Friday classes by discussing current events and news about Europe. 2-3 students will be assigned to prepare a joint presentation on current events related to Europe. Assigned students will introduce news material to the class and brief the class about why the news item is important citing the sources from where they obtained the information. Finally, they will provide a question (or two) for the class to discuss at the end of their presentations. Presentations will be at most 8 minutes long, followed by a 4-minute discussion. You should send me your preferred dates (and preferred presentation partners, if you have any) by August 26 to ensure timely scheduling of the presentations.

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/us>, <https://www.independent.co.uk/news/world/europe>, <https://www.euronews.com/>, <https://www.bbc.co.uk/news/world/europe>, <https://www.wsj.com/news/types/europe-news>

To achieve this, each student will make a short (5-minute-long) presentation about a country of their choice. The presentations will start on September 2. You should send me a ranked-order of 3 countries you prefer to present on by August 26

Mandatory Syllabus Statement on In-Person Class Attendance and Participation

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the

attend class for any reason please let me know ahead of time, preferably at least one hour before the class starts.

Missing too much of what happens during class time will make it harder for you to succeed in exams, prepare high-quality assignments, and contribute equitably on discussions and 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.³ 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 classroo3 Tm72.06o3 T1rB00000912 0 612 792 reW* nBT/F1 12 Tf1 0 0 1 2

(or a drink of their choice from Kaldi's Coffee). 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.

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 via which SLU embodies 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 governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf

Additionally, each SLU College, School, and Center has adopted 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.

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

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

Distance Education Etiquette

Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts – and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

friends). Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.

2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.
3. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class' diversity in race,

to crafting strong sentences and documenting sources. For more information, visit the [Student Success Center](#) or call the Student Success Center at 314-977-3484.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

COURSE OUTLINE

Below is a tentative outline of topics we will cover in the course.* Our regular classes are organized into thirteen topics. We will start with Topic I and proceed sequentially. I will notify you throughout the semester of when you will be responsible for certain readings in class and on the Blackboard calendar. Please complete the corresponding readings as we proceed in the semester. Any extra readings or sources will also be announced from Blackboard.

Content covered in the lab section is listed on the final page of this syllabus and will follow the

Hooghe, Liesbet & Gary Marks (2019). “Grand Theories of European Integration in the Twenty-First Century”. *Journal of European Public Policy*, 26(8): 1113-1133. (Skim)

Topic IV European Institutions I: Commission & Parliament

Cini & Borragan – Chapters 10, 12 & 16.

Topic VII Single Market and European Monetary Union

Cini & Borragan – Chapters 20, 23, 24.

EU Single Market: https://europa.eu/european-union/topics/single-market_en.

McNamara, Kathleen R. (2008). “A Rivalry in the Making? The Euro and International Monetary Power.” *International Political Economy*, 15(3): 439-459.

Topic VIII Debt & Fiscal Crisis

Cini & Borragan – Chapters 20, 23, 24.

BBC (2012). “Eurozone Crisis Explained.” <https://www.bbc.com/news/business-13798000>

Council on Foreign Relations (2020). “Greece’s Debt Crisis Timeline.” <https://www.cfr.org/timeline/greeces-debt-crisis-timeline>

Midterm Exam

Topic IX Common Foreign and Security Policy and Migration/Refugee Crisis

Cini & Borragan – Chapters 19 & 22.

European Union Common Foreign and Security Policy: https://eeas.europa.eu/topics/common-foreign-security-policy-cfsp_en.

BBC (2016). “Migrant Crisis: Migration to Europe Explained in Seven Charts.” <https://www.bbc.com/news/world-europe-34131911>.

Topic X Public Opinion & Brexit

Cini & Borragan – Chapters 15 & 27.

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>.

Topic XI The Future of the EU

Cini & Borraga – Chapter 28.

Kugler, Jacek, Ali Fisunoglu, and Birol Yesilada (2013). "Consequences of Reversing the European Union Integration." *Foreign Policy Analysis*, 11(1): 45-67.