



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,**

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.

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.

## **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-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



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 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 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](mailto: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 -877-525-5669 or online at

<http://www.lighthouse-services.com/slu>.

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](mailto:accessibility_disability@slu.edu) or by phone at [314.977.3484](tel:314.977.3484). Once approved, information

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](mailto:writing@slu.edu).

## **University Counseling Center Syllabus Statement**

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to



		F: Mental Health Day No Class
Week 5	Feb 12 Feb 16	<b>Theories and Critiques of Integration and Enlargement II</b> M: C&B, Chapter 5 W: C&B, Chapter 6 F: C&B, Chapter 8

Week 0 1

W: The Economist (2019). The Economic P

		<p>M: C&amp;B, Chapter 27</p> <p>W: Baldini, G., &amp; 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.</p> <p>F: C&amp;B, Chapter 29</p>
Week 17	May 6	<p><b>The Future of the EU</b></p> <p>M: Kugler, Jacek, Ali Fisunoglu, and Birol Yesilada (2013). <i>Foreign Policy Analysis</i>, 11(1): 45-67.</p>