

CU/PO 243 Reeling but Resilient? Political Cultures in A Changing Europe

IES Abroad Freiburg

European Union Program Syllabus

SEMESTER: Spring 2025

DESCRIPTION:

The political cultures of many European countries have been thrust into a period of substantial change in recent decades. With the demise of socialism in the countries of Eastern and Central Europe, new pluralist and democratic structures have replaced the former totalitarian regimes. It is ironic that the ultimately superseding democratic structures and paradigms firmly rooted in the established European democracies have now become increasingly challenged in Western and Northern European democracies in the last decade. The world financial and economic crisis, the diverging fortunes of rich and poor members of European societies, and the challenges brought on by immigration and the refugee crises, have caused ripples and even earthquakes in the political landscapes of many countries. In some cases they even led to a complete restructuring of the political establishment. In addition, a number of firmly held beliefs, convictions and attitudes have been re-examined and newly interpreted: whereas, for example, it seemed almost unthinkable just a few years ago to prevent refugees displaced by war or terror from entering the continent, Fortress Europe now stands united around a policy that will enforce exactly such actions. The course will explore the developments listed above in a structured manner.

In a first step, the concept of "political culture" will be analyzed and defined. The classical theory of Almond and Verba will be used as a point of departure and complemented by more recent approaches. In a next step, a contrasting examination of parliamentary versus presidential systems and European constitutional traditions will be covered. Next follows an exploration of the traditionally important actors in European states and some recent, mostly populist, additions to the political landscapes. In the meantime, the reading of the two textbooks will provide an access to various issue areas of high relevance in today's European countries. Moreover, a number of paradigms with deep roots and strong impacts in European political cultures will be highlighted. Finally, some transformative realities of the new millennium will be analyzed before an assessment of future possible scenarios for European politics will end the course.

It is the objective of this course to make students realize and appreciate to what degree Europe, not quite unlike America, has changed in recent times. To empower them for this task, students need to be able to identify and get to know the elements that have traditionally made up the European political cocktail mix on both the levels of structures (e.g. parliamentary system) and values (e.g. non-violence). They will then be in a position to recognize how these elements have changed, and why. The overall goal is to enable them to provide a reliable assessment of the recent trends of political development of the EU countries. Moreover, they will be in a position to formulate meaningful hypotheses about their respective futures, including in regard to current threats, notably increasingly nationalist, anti-immigrant and anti-establishment politics in a (growing) number of countries. Overall, the course will help alert students to the realization that a sustainable, robust and thriving democracy relies on good governance and committed leaders who conscientiously contribute their share to assure the sustainability of pluralist societies and democratic processes on the basis of solid, sound, and sustainable ethical values. As current examples in several long-established Western democracies demonstrate, this desirable goal does not always materialize by itself as a sure-fire success.

CREDITS: 3

CONTACT HOURS: 45 (including course-related trips, for detailed explanation see below)

INSTRUCTOR: Dr. Isik Gürleyen

LANGUAGE OF INSTRUCTION: English

ADDITIONAL COST: None

PREREQUISITES: None

METHOD OF PRESENTATION:

Lectures, presentations, classroom discussion, meetings during course related trips, invited lectures, role play.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation 10%
- Midterm Exam 30%
- Visual Impact Contribution 25%
- Final Exam 35%

Course Participation

Classroom participation is composed of participation in discussions and general preparedness in class. Students are required to complete all reading assignments prior to class and will be expected to demonstrate their expertise through insightful and relevant contributions to the in-class discussion as well as various forms of group work during the sessions.

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he/she is capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually carefully read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally lose concentration or energy.
C	Regular participation The participant showed regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing others' ideas.

Midterm Exam

The Midterm exam will cover the first part of the course and will be held in session 9. Students will write 3 short essays (out of 5 possible ones) on topics covered in the reading and in class discussions. In their essays, students will be asked to explain, elucidate, or respond to one of the topics covered. A study guide will be provided so students will be aware of the nature of the essay topics. Please see more detailed guidelines on Moodle.

Visual Impact Contribution

Students will prepare a visual impact contribution, with an aim to creatively explore the intersection of visual culture and European political traditions. Students will select or create a visual medium (e.g., artwork, political cartoon, propaganda poster, photograph, or infographic) that reflects or critiques a specific aspect of European political culture discussed in this course (session 5). Alongside the visual submission, students must provide a 500-word written explanation analyzing the historical, political, and cultural significance of their chosen or created visual, connecting it to session topics. Please see more detailed guidelines on Moodle (session 13).

Final Exam

Final exam will be composed of 3 essay questions (out of 5 possible ones) on topics covered in the reading material, lectures and in class discussions. A study guide will be provided so students will be aware of the nature of the essay topics. Please see more detailed guidelines on Moodle.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- identify the elements that have traditionally made up the European political cocktail mix on both the levels of structures (e.g. parliamentary system) and values (e.g. non-violence);
- appreciate to what a degree Europe, not quite unlike America, has changed in recent times;
- explain the factors and processes that have changed these elements;
- recognize the different nature and impact of immigration mainly into European countries as a result of de-colonization, workforce recruitment and refugee-movements;
- assess the recent trends of political development of the EU countries;
- reflect on their own political and cultural background in contrast to their new insights into European political culture(s)

ATTENDANCE POLICY:

All IES courses require attendance and participation. Attendance is mandatory per IES Abroad policy. Any unexcused absence will incur a penalty on your final course grade (1 absence - 1%, 2nd absence -2%, 3rd absence – 3%). Any student who has more than three (3) unexcused absences will receive an “F” as the final grade in the course. Any student who misses more than 25% of a course, whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course. Absences due to sickness, religious observances, and family emergencies may be excusable at the discretion of the Center Director. In the case of an excused absence, it is the student’s responsibility to inform the Academic Dean of the absence with an Official Excused Absence Form, as well as any other relevant documentation (e.g. a doctor’s note), and to keep a record thereof. The absence form must be turned in as soon as possible before the class, in the case of a planned absence, or immediately upon return to the Center, in the case of an unplanned absence, in order for the absence to be considered excused. It is also the student’s responsibility to inform the professor of the missed class. Students can collect and submit the Official Excused Absence Form from the office of the Academic Dean.

TESTS, QUIZZES, OR PRESENTATIONS MISSED DURING UNEXCUSED ABSENCES CANNOT BE MADE UP!

ASSIGNMENTS NOT HANDED IN ON THE DUE DATE WILL BE SUBJECT TO A 3% PENALTY PER DAY POST-DUE DATE (with the exception of students who have an excused absence).

ACADEMIC INTEGRITY CODE:

Regardless of the quality of work, plagiarism is punishable with a ‘failing grade’ in the class. Plagiarism may be broadly defined as “copying of materials from sources, without acknowledging having done so, claiming others ideas as one’s own without proper reference to them, and buying materials such as essays/exams. The use of Artificial Intelligence at any point during the course, exams, and assignments, will also lead to a failing grade.

CONTENT:

Week	Content	Assignments
Session 1	Introduction to the course and the concept of Political Culture	Required reading: • Denk et. al, <u>The Composition of Political Culture—A Study of 25 European Democracies</u>, pp. 358-377. Recommended readings: • Almond and Verba, <u>The civic culture: Political Attitudes and Democracy in Five Nations</u>, chapter 3.

Session 2	Post-World War II European Political Cultures: A Success Story of Pluralist Democracies From dictatorship and authoritarianism to pluralist democracies, prosperity and peace - to where in the 21st century?	● Mazower, <u>Democracy Transformed: Western Europe, 1950-75</u>, pp. 286-302. Recommended readings: ● Almond and Verba, <u>The civic culture: Political Attitudes and Democracy in Five Nations</u>, chapter 3.
Session 3	Basics of Democratic Architecture Constitutional traditions Parliamentary vs. Presidential Democracy Coalition governments	Required reading: ● Mainwaring and Shugart, <u>Juan Linz, Presidentialism, and Democracy: A critical appraisal</u>, pp. 449-471. Recommended reading: ● LibreTexts, <u>What is the Difference between Parliamentary and Presidential Systems?</u>, pp. 1-7. ● Sedelius and Linde, <u>Unravelling semi-presidentialism: democracy and government performance in four distinct regime types</u>, pp. 136-157.
Session 4	Political Extremes vs. Cooperation Nationalism and Socialism	● Vinen, <u>'Consensus Politics', A History in Fragments: Europe in the Twentieth Century</u>, chapter 3. Recommended readings: ● Anderson, <u>Origins of National Consciousness</u>, pp: 37-46. ● Hobsbawm and Kertzer, <u>Ethnicity and Nationalism in Europe Today</u>, pp: 3-8. ● Kalhousova, Finkel and Kocian, <u>Historical analogies, traumatic past and responses to the war in Ukraine</u>, pp. 2501-2522.
Session 5	Formative forces in Politics: The Political Centre left and right Social Democracy and Christian Democracy as catch-all parties The European Family congregates in Strasbourg (Course-related trip preparation) Visual Impact: artifact choices are due	Required reading: ● Conway, <u>Democracy in Western Europe after 1945</u>, pp. 231-256. Recommended readings: ● Hasselbach, <u>Social democracy's struggles and successes in Europe</u> https://www.dw.com/en/social-democracys-struggles-and-successes-in-europe/a-49130784 ● Munroe, <u>Christian democracy</u> , https://www.britannica.com/topic/Christian-democracy

Session 6	Formative forces in Civil Society Interest groups and grassroots movements The Big Five in the Brussels Zoo: Political animals, ministerial bureaucrats, buffs and sages, lobbies and grassroots groups, and the media Course-related trip “EU institutions” Course Meeting in Brussels: Laetitia Thissen, Senior Policy Analyst, Foundation for European Progressive Studies	Required readings: ● Bonfreschi and Maccaferri, <u>Introduction: ‘Greening’ European Political Cultures</u>, pp. 327-331. ● Hanegraaff & Poletti, <u>The Rise of Corporate Lobbying in the European Union: An Agenda for Future Research</u>, pp.839-855. Recommended Readings: ● Long, <u>In defence of Brussels: ‘If you actually know it, you probably love it’</u>, https://www.theguardian.com/travel/2017/nov/05/ixelles-brussels-belgiums-best-kept-secret ● Smith, <u>‘We were hopeful’: Climate activists reflect on EU climate action amid a green backlash</u>, https://www.euronews.com/green/2024/04/14/climate-activists-reflect-on-eu-climate-action-amid-green-backlash
Experiencing Europe: “EU Institutions” Course Related Trip Destinations: Brussels, Belgium, and Paris, France (7 days)		
Session 7	Social Market vs. Free Economy Organized Capital and Organized Labor	● Sally, <u>Ludwig Erhard’s social market economy- a liberal, not a social democratic concept</u>, https://iea.org.uk/blog/ludwig-erhards-social-market-economy-a-liberal-not-a-social-democratic-concept# ● Ross, <u>The Road to Social Europe: A Contemporary Approach to Political Cultures and Diversity in Europe</u>, pp: 629-630.
Experiencing Europe: “European Parliament” Course-Related Trip Destination: Strasbourg, France (1 day)		
Session 8	European Social Welfare State Tax-based welfare and social insurance systems	● Glatzer, <u>Emergence and Differentiation of European Welfare States</u>, pp. 49-58.
Session 9	Midterm Examination	A detailed guideline and grading rubric will be provided on Moodle
Local field trip I (tba)		
Session 10	The Erosion of the Civic Consensus and the Compromise	● Borbáth et. al. <u>Cleavage politics, polarisation and participation in Western Europe</u>, pp: 631–651.

	Religion vs. enlightened secularism, freedom fighters vs. terrorists, legal equality vs. social injustice	- Deutsche Welle, <u>EU elections 2024: Key results and trends from across Europe</u>, https://p.dw.com/p/4gqni - Deutsche Welle, <u>New European Parliament sees shift to the right</u>, DW – 07/16/2024
Session 11	Digital Yodeling The impact of social media on European political cultures	- European Parliament, <u>Youth, social media and the European elections</u>, Youth, social media and European elections (europa.eu) - Euractiv, <u>How social media is shaping the 2024 EU elections – Euractiv</u> (podcast)
Local field trip II (tba)		
Session 12	Immigration and refugees: push and pull factors and consequences I	De Coninck, <u>Migrant Categorizations and European Public Opinion: Diverging Attitudes towards Immigrants and Refugees</u>, pp. 1667–86.
Experiencing Europe: The European Union Funds in the Region Destination: South Baden		
Session 13	Immigration and refugees: push and pull factors and consequences II Reminder: Visual Impact Contributions are due!	Required reading: - Eberl, et. al. <u>European Media Migration Report: How media cover migration and intra-EU mobility in terms of salience, sentiment and framing</u>, pp. 2-22. Recommended Readings: - CBS News, <u>Refugees on Lesbos, Europe's largest camp</u>: https://www.cbsnews.com/news/greece-migrant-crisis-16000-migrants-have-fled-to-lesbos-this-year-only-one-humanitarian-boat-left-to-help/ - Murphy, <u>Does Ireland have more refugees & migrants than other countries?</u>, https://www.rte.ie/brainstorm/2024/0822/1465846-ireland-europe-refugees-migrants-asylum-seekers-data-analysis/
Session 14	The shrinking middle class I	Vacas-Soriano and Fernandez-Macias, <u>Europe's Shrinking Middle Class</u>, https://www.socialeurope.eu/europes-shrinking-middle-class
Experiencing Europe: "EU Member States Course Related Trip" Destinations: 2 countries (see selection in description below) – 7 days		

Session 15	The shrinking middle class II	Derndorfer and Kranzinger, <u>The Decline of the Middle Class: New Evidence for Europe</u>, pp. 914-938.
Session 16	European Identity at home Cultural Nation versus Political Nation European Union vs. National (and Regional) Identity	Fondation Robert Schuman, Europe and the identity challenge: who are “we”? <u>Europe and the identity challenge: who are “we”? (robert-schuman.eu)</u>
Session 17	European Identity in the World Friends and Alliances, Competitors and Foes	Dominguez and LaFrance, <u>The United States and the European Union</u>, pp. 2-23.
Session 18	The Way Forward: Is the EU still Europe’s Future?	- European Parliament, <u>Ten issues to watch in 2024</u>
Session 19	Final Exam- tba	A detailed guideline and grading rubric will be provided on Moodle

COURSE RELATED TRIPS:

- [Franco-German History Trip](#): Alsace, France– 1 day

During the first course related trip you will visit two significant historical and cultural landmarks in Franco-German history. You will have guided tours and learn about how age-old controversies and catastrophes in the heartland of Europe are represented, the role of memorials in constructing a European identity, and the challenges of overcoming centuries of conflict and rivalry.

- [Germany in Europe: Then and Now Trip](#): Berlin, Germany – 5 days

During the course-related trip to Berlin, you will continue to learn about the past and present of German culture, economy and politics of Germany. Historically this capital is a crucial place if one wants to understand the importance German politics has for the dynamics of European integration. In Berlin you will learn about the fall of the Berlin Wall, the reunification of Europe after the end of the Cold War, the challenges that emerged during the process of post-communist transition and about Germany’s hegemonic position within the EU.

- [EU Parliament Trip](#): Strasbourg, France – 1 day

During this one-day trip, which is thematically linked to the EU Institutions trip you will visit the European Parliament in session in Strasbourg, France. There you will attend the parliamentary session and meet a Member of European Parliament who will discuss current events and elaborate on the workings of the European Parliament.

- [EU Institutions Trip](#): Brussels, Belgium and Paris, France – 7 days

This course related trip will take you first to Brussels, the EU’s institutional power center. In Brussels you will have the opportunity to meet with not only EU officials but also representatives of national delegations to the EU, think tanks and NGOs, as well as academic experts. The EU institutions you will visit include the European Commission, the Council of the EU and the European Council and you will have a chance to discuss with those actors who draft, shape and finally take decisions in the European Union. You will continue to have first-hand experience of the EU by visiting various agencies, institutions, and museums in Paris, you will meet French academic experts to discuss French culture, economy, politics and society.

- [EU Funds in the Region Trip](#): South Baden, Germany– 1 day

This day trip will start with a meeting where an expert from the region will introduce you to EU’s agricultural and structural funds and their implementation with examples from the region. Following the meeting you will visit a family farm that is typical for South Baden.

- [EU Member States Trip](#) - 7 days

Students choose 1 out of the three following course related trip options, e.g.:

- 1) Stockholm, Sweden; Warsaw, Poland/Prague, Czechia
- 2) Rome, Italy; Budapest, Hungary
- 3) Athens, Greece; Sofia, Bulgaria/Bucharest, Romania

The destinations may vary according to the topicality and nature of challenges of the EU and its integration process. The member states of the EU are still characterized by different state structures, economic ideologies, and cultural identities. This last course-related trip gives you the opportunity to choose between three different trip options. On these trips, you will learn about the current challenges of European integration. Experiencing the particularities and cultural diversity of these societies is essential in order to understand the variation in terms of domestic debates and national preferences when it comes to such important issues like, for instance, immigration, macroeconomic integration as well as European security.

LOCAL FIELD TRIP

Students enrolled in this course will visit a local German institution in Freiburg im Breisgau. The visit will include a talk by one of the institution's representatives, followed by a Q&A session.

REQUIRED READINGS:

- Bonfreschi, L., & Maccaferri, M. (2022). Introduction: 'Greening' European Political Cultures. *European History Quarterly*, 52(3), 327-331.
- Borbáth, E., Hutter, S., & Leininger, A. (2023). Cleavage politics, polarisation and participation in Western Europe. *West European Politics*, 46(4), 631–651.
- Chopin, Thierry Fondation Robert Schuman, 'Europe and the identity challenge: who are "we"?' <https://www.robert-schuman.eu/en/european-issues/0466-europe-and-the-identity-challenge-who-are-we>
- Conway, Martin 'Democracy in Western Europe after 1945', in J. Kurunmäki, J. Nevers & H. te Velde (eds.), *Democracy in Modern Europe: A Conceptual History* (2018), pp. 231-256
- Denk, Thomas, Henrik Serup Christensen & Daniel Bergh, The Composition of Political Culture—A Study of 25 European Democracies, *St Comp Int Dev* (50, 2015), pp. 358–377
- Derndorfer, Judith and Stefan Kranzinger, (2021) The Decline of the Middle Class: New Evidence for Europe, *Journal of Economic Issues*, 55:4, 914-938.
- Deutsche Welle, 'EU elections 2024: Key results and trends from across Europe' <https://p.dw.com/p/4gqni>
- Dominguez, Roberto & Joshua Weissman LaFrance, The United States and the European Union
- De Coninck, David. (2019) "Migrant Categorizations and European Public Opinion: Diverging Attitudes towards Immigrants and Refugees." *Journal of Ethnic and Migration Studies* 46 (9): 1667–86.
- Euractiv, How social media is shaping the 2024 EU elections (podcast) <https://www.euractiv.com/section/digital/podcast/how-social-media-is-shaping-the-2024-eu-elections/>
- European Parliamentary Research Service (Étienne Bassot), 'Ten issues to watch in 2024' [https://www.europarl.europa.eu/RegData/etudes/IDAN/2024/757592/EPRS_IDA\(2024\)757592_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/IDAN/2024/757592/EPRS_IDA(2024)757592_EN.pdf)
- European Parliamentary Research Service (Iain Begg), 'The European Union and regional economic integration' [https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/689369/EPRS_BRI\(2021\)689369_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/689369/EPRS_BRI(2021)689369_EN.pdf)

- European Parliamentary Research Service (Tarja Laaninen), 'Youth, social media and the European elections Youth, social media and European elections',
[https://www.europarl.europa.eu/RegData/etudes/ATAG/2024/762317/EPRS_ATAG\(2024\)762317_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/ATAG/2024/762317/EPRS_ATAG(2024)762317_EN.pdf)
- Glatzer, Wolfgang (2019) *History and Politics of Well-Being in Europe*
- Hanegraaff, Marcel & Arlo Poletti, 'The Rise of Corporate Lobbying in the European Union: An Agenda for Future Research', *JCMS* (59:4, 2021), pp. 839–855
- Hasselbach, Christoph Social democracy's struggles and successes in Europe <https://www.dw.com/en/social-democracys-struggles-and-successes-in-europe/a-49130784>
- Mainwaring and Shugart (1997), "Juan Linz, Presidentialism, and Democracy: A critical appraisal", *Comparative Politics*, vol. 29, no. 4, pp. 449-471.
- Mazower, Mark *Dark Continent: Europe's Twentieth Century* (1998)
- Mhundwa, Christine *Deutsche Welle*, 'New European Parliament sees shift to the right', 07/16/2024
<https://www.dw.com/en/new-european-parliament-sees-shift-to-the-right/video-69676992>
- Munroe, André Christian democracy , <https://www.britannica.com/topic/Christian-democracy>
- Ross, George. (2015). The Road to Social Europe: A Contemporary Approach to Political Cultures and Diversity in Europe. *Contemporary Sociology*, 44(5), 629-630.
- Vacas-Soriano, Carlos and Enrique Fernández-Macías, 'Europe's Shrinking Middle Class', *Social Europe* (2017)
<https://www.socialeurope.eu/europes-shrinking-middle-class>
- Vinen, Richard *A History in Fragments: Europe in the Twentieth Century* (2000)

RECOMMENDED READINGS:

- Almond, G. and S. Verba, (1963) *The civic culture: Political Attitudes and Democracy in Five Nations*, Princeton University Press,
- CBS News, Refugees on Lesbos, Europe's largest camp, <https://www.cbsnews.com/news/greece-migrant-crisis-16000-migrants-have-fled-to-lesbos-this-year-only-one-humanitarian-boat-left-to-help/>
- Hobsbawm, E. J., and David J. Kertzer. "Ethnicity and Nationalism in Europe Today." *Anthropology Today* 8, no. 1 (1992): 3–8.
- Kalhousova, Finkel and Kocian (2024), "Historical analogies, traumatic past and responses to the war in Ukraine" *International Affairs*, 100:6, pp. 2501-2523.
- LibreTexts, 'What is the Difference between Parliamentary and Presidential Systems?',
[https://socialsci.libretexts.org/Workbench/Introduction_to_Political_Science_\(OpenStax\)/09%3A_Legislatures/9.03%3A_What_Is_the_Difference_between_Parliamentary_and_Presidential_Systems](https://socialsci.libretexts.org/Workbench/Introduction_to_Political_Science_(OpenStax)/09%3A_Legislatures/9.03%3A_What_Is_the_Difference_between_Parliamentary_and_Presidential_Systems)
- Long, Hayley, 'In defence of Brussels: If you actually know it, you probably love it',
<https://www.theguardian.com/travel/2017/nov/05/ixelles-brussels-belgiums-best-kept-secret>

- Murphy, Keire ‘Does Ireland have more refugees & migrants than other countries?’, RTE.ie, <https://www.rte.ie/brainstorm/2024/0822/1465846-ireland-europe-refugees-migrants-asylum-seekers-data-analysis/>
- Sedelius, T., & Linde, J. (2017) “Unravelling semi-presidentialism: democracy and government performance in four distinct regime types”, *Democratization*, 25(1), pp. 136–157.
- Smith, Ian “‘We were hopeful’: Climate activists reflect on EU climate action amid a green backlash”, EuroNews <https://www.euronews.com/green/2024/04/14/climate-activists-reflect-on-eu-climate-action-amid-green-backlash>

INSTRUCTOR BIOGRAPHY:

Işık Gürleyen holds a PhD degree in Comparative and European Politics from the University of Siena. Dr. Gürleyen worked as a full-time faculty member at the Izmir University of Economics (2006 -2017). Over the past sixteen years, she has been teaching various courses and supervising graduate students on EU Politics; has taken active part in program development, design and implementation of education strategies both at departmental and university levels, digital learning technologies. She managed projects that focus on institutionalization and improvement of quality in higher education, led the team of educational technologies and held the directorship of IUE, Teaching and Learning Center. She was the associate editor of the *Journal of International Relations (SSCI)* between 2013 and 2017. Although she has been teaching in the EU Summer Program since 2010, Dr. Gürleyen joined the IES Abroad EU team in 2018.

Her research interests revolve around understanding the linkages between international and domestic political actors and/or factors with a special focus on Turkish politics. She has published articles and book chapters, and taken part in international research projects that primarily contribute to the fields of democratization and foreign policy analysis, Europeanization, the EU’s relations with its Southern and Eastern Neighborhood. Most recently, Dr. Gürleyen has a forthcoming publication: chapter on ‘From Persecution to Protection: How Turkey Rescued Exiled German Scholars from the Nazis: Andreas Bertalan Schwarz’. She speaks –in order of proficiency, Turkish (mother tongue), English, Italian, French and ein bisschen Deutsch.