DESCRIPTION:
"Europe will be forged in crises and will be the sum of solutions adopted for those crises" – These words of Jean Monnet, one of the European Union’s founding fathers, echo the notion that since its conception and establishment, the European ‘project’ has repeatedly been a crisis-ridden endeavor. Nonetheless, the European unification process has been characterized by its claim to build an ‘ever closer union’ and search for cooperative forms of problem solving. Political crises in Europe, however, seem to have taken a new shape in recent years. The sui-generis nature of the European Union seems to make it vulnerable not only to endogenous, but also to exogenous blows. The roots of many current political and social problems in Europe, at least partially, seem to lie in home-grown, albeit Europe-wide, economic, political, or societal factors. This course will highlight key points for understanding the multiple crises of the European Union: flaws of and challenges for its institutional design; its diverging approaches to reform, the degrees of cooperation and future integration. These open questions have underlain the strengthening of populist parties all over Europe. This course will provide the necessary knowledge and skills to understand the multiple crises that challenge the European project and assess the consequences they have in and for Europe on the one hand and on the global stage on the other. In this course, students will not only examine a series of political crises that have challenged the European order, they will also analyze the common strategies the EU has developed to manage these episodes. In light of the susceptibility of the European Union to endogenous and exogenous challenges, this course will provide students with the tools to assess the future options and potentials of the region and the European project.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:

• Class discussion: An important part of the class will consist of the discussion of key themes on the basis of course readings. The readings for each class will be available in Moodle.
• Lectures: In every class the instructors will provide the students with a lecture. These lectures will summarize the theoretical information of the session.
• Final debate: The students will have the opportunity to synthetize the contents learned in the course in a debate on the future of Europe that will take place in the final session. Students will be expected to participate actively and engage in the activities proposed during the debate.

REQUIRED WORK AND FORM OF ASSESSMENT:

• Class Participation – 10%
• Homework – 10%
• EU Institutions Quiz – 5%
• Research Paper – 30%
• Midterm Exam – 20%
• Final Exam – 25%

Class Participation
This will be assessed as follows: General class participation; all students should be prepared to discuss the assigned readings, course issues and questions proposed by the instructor (5% of the final grade). Active participation in the debate that will take place in the final session (5% of the final grade). The following rubric will be used to grade class participation:
Class Participation Rubric
- A = Always prepared: student comes to class with books/articles, outlines and personal notes on the readings. Student engages generously and intelligently in thoughtful and respectful discussion;
- B = Usually prepared: student comes to class with books/articles. Student contributes in the discussion in a somewhat focused manner;
- C = Often unprepared: student comes to class. Student talks occasionally without much focus or connection to the readings;
- D = Student shows up;
- F = Student sleeps or does not come to class.

Homework
Homework includes the following assignments: summaries of required readings (approximately one page summaries of key points for all classes with readings to be submitted to Moodle before the class) and for all guest lectures (approximately two page summaries of main points discussed in lecture to be submitted in Moodle after the class), as well as a short report on the course-related trip(s) (approximately three-page summaries of main findings from trips, following directions, to be submitted to Moodle after the trip). 70% of the homework grade will be based on the reading summaries, and the remaining 30% will be assigned to the course-related trip and guest speaker summaries.

EU Institutions Quiz
The students will be asked at the beginning of Session 5 to characterize the main elements of the European Union’s institutional architecture.

Research Paper
Each student will select a topic for a research paper in consultation with the professor. Topics will be approved on the basis of their relevance to the course. The research paper will consist of two components:

1. An in-class presentation about the research paper; once they have completed a first draft of the research paper, each student will briefly outline the main topic and the aspects that will be analyzed in the research paper. This presentation will count for 5 points of the total 30 points for the research paper.
2. Research paper: Each student will write a 2,500-word paper on the topic selected following consultation with the professor. They will be expected to follow the instructions provided in the course materials. These instructions will include: Presenting a clear thesis statement; building up an analysis on the basis of this thesis paper; using information to build up the argument from at least five articles for prestigious (and relevant) journals in the field.

Midterm Exam
This exam will include essay questions, short answer questions and multiple-choice questions.

Final Exam
This exam will have the same format as the midterm exam.

LEARNING OUTCOMES:
By the end of the course, students will be able to:
- Describe the context surrounding the recurrent emergence of transnational crises in the European continent.
- Analyze the growing vulnerability of the European project in recent years.
- Compare the strategies used by endogenous and exogenous forces to destabilize the European Union.
- Identify common patterns in the EU’s responses to external and internal shocks.
- Outline the key factors likely to have an impact on the future development of the EU.

ATTENDANCE POLICY:
Attendance and punctuality in all courses and field studies are mandatory. Absences can only be excused for valid reasons. Unexcused absences can affect students’ grades. Students who miss 25% or more of all class sessions will fail the course. Missed exams cannot be taken at another time except in case of documented illness. Late submission of term papers and other work will result in grade reduction unless an extension due to illness or an emergency is approved. Please consult the IES Berlin Academics Manual on Moodle for additional details.
ACADEMIC INTEGRITY:
Students are expected to abide by the IES Abroad Academic Integrity Code. Assigned papers need to be properly and amply footnoted where appropriate, with all sources attributed, including images. Poorly written and grammatically sloppy papers will be judged more severely. Suspicious papers may be checked with plagiarism-detecting software.

CONTENT:

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction to the Course</td>
<td></td>
</tr>
<tr>
<td>Session 6</td>
<td>Excursion: European House Research Paper Presentations Due</td>
<td></td>
</tr>
<tr>
<td>Session 11</td>
<td>Excursion to the “Rat für Migration”</td>
<td></td>
</tr>
<tr>
<td>Session 12</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Session 16</td>
<td>The EU’s common security and defense policies: case studies: EU-US relations and new defense Concepts</td>
<td>Terziev, Venelin and Stefanov, Svilen and Banabakova, Vanya, Common European Security and Defence Policy (October 15, 2018). Proceedings of ADVED 2018 - 4th International Conference on Advances in Education and</td>
</tr>
<tr>
<td>Session 22</td>
<td>Challenges from outside: Big powers on the global stage (part 2)</td>
<td>Jackson, Daniel; Thorsen, Einar; and Wring, Dominic (2016). EU Referendum Analysis 2016: Media, Voters and the Campaign. Bournemouth University pp. 8-19; 24; 59-61; 63-69; 90-91; 94-95; 103-105; 108-110.</td>
</tr>
<tr>
<td>Session 23</td>
<td>Excursion to the European Academy Berlin: Current challenges in the EU &amp; Class wrap-up Debate</td>
<td>International newspaper articles and op-eds (uploaded to moodle), 25-30 pages</td>
</tr>
<tr>
<td>Session 24</td>
<td>Final Exam</td>
<td>International newspaper articles and op-eds (uploaded to moodle), 25-30 pages</td>
</tr>
</tbody>
</table>
COURSE RELATED TRIPS AND GUEST SPEAKERS:

- European House (Session 6): Representation of the EU Commission in Berlin.
- Rat für Migration (Session 11): The organization’s central mission is to critically monitor German politics and public debates on matters of migration and integration. Since its founding in 1998, the Council on Migration calls for differentiated, democratic, and solutions-oriented policy-making in these fields.
- European Academy Berlin EAB (Session 23): As a disseminator of knowledge the Academy aims to explain policies and politics and to communicate European political connections. By strengthening the critical ability of each individual citizen, EAB in this way makes its contribution towards a vital civil society in Germany and in Europe.

REQUIRED READINGS:

• Jackson, Daniel; Thorsen, Einar; and Wring, Dominic (2016). EU Referendum Analysis 2016: Media, Voters and the Campaign. Bournemouth University pp. 8-19; 24; 59-61; 63-69; 90-91; 94-95; 103-105; 108-110.