DESCRIPTION: Wars and crises were a permanent feature of European politics up to the end of WWII. Since the start of the European unification project, the old-style politics of military confrontation has lost weight in the continent. However, political crises have reappeared in Europe in a new shape. The sui-generis nature of the EU makes it vulnerable not only to endogenous, but also exogenous shocks. In this context, many of the remarkable political transformations carried out by European leaders since the collapse of the Soviet bloc could in part be understood as reactions to transnational crises. At the same time, the roots of many current political and social problems in this region partially lie in episodes of this kind.

The course will highlight two key points for understanding the crises of the European Union: First, that progress in the European Union is hindered by the so-called legitimacy deficit, which makes stronger political integration nearly impossible; second, that the construction of the Economic and Monetary Union (EMU) seems prone to triggering financial crises in some of the EU Member States. Huge financial transfers are necessary to solve these economic imbalances. These problems have underlain the strengthening of populist parties all over Europe.

This course will transmit to students the necessary knowledge to understand the context behind the erosion of the European project and the recurrent outbreak of continent-wide crises. It will not only examine a series of political crises that have challenged the European order, it will also place a special focus on the common strategies developed by the EU to manage these episodes. In light of the intrinsic vulnerability of the European Union to endogenous and exogenous shocks, this course will provide students with the tools to assess the future possibilities of the region.

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%
- Geography 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 (thanks to Dr Meritxell Martín):
Class Participation
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.

Geography Quiz
The students will be asked at the beginning of Session 5 to identify in a map the EU member states as well as the capital cities of each country.

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 is mandatory for all IES Abroad classes, including course-related trips. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course, 3 percentage points will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.
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<tr>
<th>Session</th>
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<tr>
<td>Session 1</td>
<td>Introduction to the Course</td>
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<td>• Ash, T.G. (2012). <em>The Crisis of Europe: How it Came Together and Why It’s Falling Apart</em>. Foreign Affairs, 91 (5) (13 pages)</td>
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• Documentary Viewing: Inside Job (2010). Length: 105 minutes |
| **Session 10** | The Refugee Crisis  
| **Session 12** | Midterm Exam | |
| **Session 13** | Guest Speaker: Integration  
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| Session 14 | The Ukraine Crisis                           | • Götz, E. (2016). Russia, the West and the Ukraine Crisis: three Contending Perspectives. Contemporary Politics, 22 (3): 249-266.  
| Session 15 | The Ukraine Crisis (alternative views)       | • Mearsheimer, J. J. (2014). Why the Ukraine crisis is the West's fault: the liberal delusions that provoked Putin. Foreign Aff., pp 77-89.  
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| Session 19 | The Brexit Tsunami: negotiations, consequences | • 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.  
| Session 22 | Guest speaker: Secessionism in Catalonia  
| Session 24 | Session 24 | • Class Debate. Is there a way ahead for Europe? |

Final Exam

COURSE RELATED TRIPS AND GUEST SPEAKERS:

Course-related trips:
The course includes a visit to the Catalan Parliament. An official guide will show us the most important parts of the institution. After the visit, we will have a short lecture, which will give an overview over the secessionist conflict in Catalonia in the years 2012-2018.

The course also includes a visit to the NGO “Open Arms” (https://www.proactivaopenarms.org/es) to speak to volunteers and experts who have been working to provide help and rescue operations for refugees attempting to cross the Mediterranean.

Guest speakers:
Two guest speakers will be invited to give the students a short lecture on two of the most relevant topics for the class: integration and populism:

• Dr. Juan Carlos Triviño-Salazar: Dr. Triviño-Salazar is a Juan de la Cierva-Formación postdoctoral Fellow at the Institut Barcelona d’Estudis Internacionals (IBEI). Dr. Triviño-Salazar holds a PhD in Political and Social Sciences at the Pompeu Fabra University in Barcelona. His research engages in questions about public policy, political participation and inclusion, local politics and immigration and integration. Dr. Triviño-Salazar has completed academic stays at the CUNY Graduate Center in...
New York, McMaster University in Hamilton, Canada, as well as the FEGS in Caracas, Venezuela. He will provide the students with a lecture on the process of immigrant integration in European cities.

- Dr. Lluis Perez, Assistant Professor at the UPF, and head of the Josep Irla Foundation, the think-tank affiliated to the Catalan party Esquerra Republicana de Catalonia (ERC). Dr. Perez has been highly involved into the discussions about the strategies of the Junts per Si party/movement in the years 2015-2017. He will give first-hand insights into the strategies of the secessionist movement in Catalonia and show the perspectives after the conflict.

**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.