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JEAN MONNET EUROPEAN STUDIES MODULE*

European Union and Eastern Europe: Yesterday, Today and Tomorrow

Course description. This course is designed to provide students with a unique perspective on the ongoing process of eastern enlargement of the European Union. It combines the study of the history and politics of the European Union with the social, economic and political transformation of Eastern Europe, with a focus on the intersection and interaction of the two. The class begins with an overview of the history of the development of the European Union and a review of its formal and informal institutions. The second part of the class introduces students to the recent history, political and economic transitions of Eastern Europe, including their impact on society as a whole. The third section of the class focuses on the *process* of European Union enlargement, summarizing recent enlargement experiences, as well as offering perspectives on the far-reaching social, economic and political effects of enlargement from representatives of both 'old' and 'new' Europe. The final portion of the class is devoted to a practical simulation where students, divided in to several teams representing various national and institutional actors involved in the process, 'play out' the future enlargement of current European Union applicant counties.

Course Texts: the following books are required for this course, available at the University bookstores.

White, Stephen. 2001. *Communism and Its Collapse*. Routledge. This book is available free of charge as an electronic book through University of Florida libraries. Limited print editions are ordered through the bookstore.

Kaldor, Mary and Ivan Vejvoda. 2002. *Democratization in Central and Eastern Europe*. Continuum Press

DEPENDING ON THE BOOK(S) YOU PICK Poole, Peter. 2003. *Europe Unites: The EU's Eastern Enlargement*. Praeger.

Course Requirements:

The course requirements have the following weights.

Attendance and participation in class discussions:	10 %
Participation in simulation:	15 %
Midterm exam I:	20 %
Midterm exam II:	20 %
Identity paper:	25 %
Evaluation paper:	10 %

**The development and teaching of this course are funded by the Jean Monnet Program of the European Union the Center for European Studies at the University of Florida*

Grading Scale

A	100-93	B+	88-92.9	B	80-87.9
C+	77-79.9	C	70-76.9	D+	67-69.9
D	60-66.9	E	< 59		

Grades for all assignments, as well as final grades, will be posted on the class website.

Attendance is mandatory. You are expected to attend every class meeting, and come prepared to discuss the assigned readings. You are allowed to miss one class without a proper excuse. Sign-up sheet will be passed 11 randomly selected times during the semester. Each absence (after the one you are allowed to) will count for half a point deduction from your attendance score. It is solely your responsibility to sign the attendance sheet. If you forget to sign, even if you attended the class, you will lose credit. If you miss a class, it is your responsibility to get notes from a classmate.

Participation in class discussions is required. Throughout the course students are encouraged to raise questions and relevant discussion topics in class, and students are expected to contribute to all class discussions. To prepare for discussions, it is important that assigned readings be completed prior to the corresponding class period.

Note: We make a strong distinction between attendance and participation. Attending every class, without ever speaking up, does not constitute participation. To receive credit for participation, students are required to ask questions, raise issues, express opinions, etc. regarding the topics covered, as well as respond to the questions. *Students who do not feel comfortable speaking in class must contact the instructors by the second week of class at the latest to arrange for alternative methods of participation.*

Participation in group presentations will count towards classroom attendance and participation. Instructions on presentations will be provided during second week of class.

Simulation will take place during class on April 7-18. Each student should be assigned a 'role' related to the enlargement process. Instructions will be provided during the second week of class. Participation in the simulation is mandatory.

Exams are of mixed format (identifications and essays) and test on material covered in lectures and assigned readings. The purpose of these exams is to evaluate how well you can identify and use concepts, terms, and theories covered in the readings and lectures. The exams test your understanding of the material covered, not your memorization skills. Lectures reinforce the material in the readings, but they also provide additional information and examples. Study guides for the exams will be provided a week before each exam and will also be posted on the class website.

Midterm exam 1 is scheduled for **February 1**, during class.

Midterm exam 2 is scheduled for **March 8**, during class.

There will be no final exam.

Make-up for the examinations: If a student cannot attend an examination, s/he needs to notify the instructors as soon as physically possible by phone, fax or e-mail. Our e-mails are available 24 hours a day. Students who fail to notify the instructors prior to the examination will not be allowed to take it. Make-ups will be given only to students who have been unable to take the regularly scheduled exam due to a medical or personal condition that has incapacitated them. Written documentation explaining the situation is required for make-up exams. We need to receive the documentation *before* we allow any student to take a make-up.

If any make-up exams are necessary, they will be given during the week of final examinations, at a time that is convenient for both the student and the instructors.

Papers: Students are required to write two papers, related to the enlargement simulation.

Identity papers should contain the following: Each student, as participant in the enlargement process, will define his or her own role in terms of professional background, basic and issue specific beliefs, loyalties, affiliations, political goals and bargaining style. In the second part of the paper, the student should outline the political strategy before the 'enlargement' begins, i.e. how would the actor go about achieving the goals posed in the first part of the papers, who are the perceived opponents and supporters, how to win support or weaken opponents.

Identity papers are expected to be approximately 3000 words and are due by **5:00 pm on April 5**. Students must use books and/or scholarly articles beyond the assigned readings as sources for their papers.

Evaluation papers are due following the simulation, by **5:00 pm on April 20** and should be approximately 1000 words long. In the evaluation paper, each student will summarize his/her experience during the simulation in the light of the goals developed in the identity paper, and address questions such as: did I achieve my goals, why or why not; what strategy should I have followed differently.

Course Mailing List has been set up with CLAS. The address is xxx. To subscribe to the mailing list, send an email to xxx with a message _body_ of "subscribe". Note that any text entered in the 'Subject' line will be ignored.

Note: If you use a commercial (non-gatorlink) e-mail account, it is your responsibility to forward your UF e-mails to your preferred account. Also, many commercial internet service providers block some e-mail messages addressed to more than one person. It is also your responsibility to ensure that you get the messages sent through the mailing list.

Students with Disabilities who require individualized testing and other accommodations should identify themselves to the instructor and express their needs. Where the disability is not immediately apparent, verification will be required.

Academic Honor: Students are expected to adhere to the UF Student Honor Code. The academic honor system of the University of Florida is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community and (3) to foster a high sense of integrity and social responsibility on the part of the University community.

Students violating the honor code will receive zero (0) points for the assignment or exam in question, and may receive an 'F' for the class.

DETAILED SYLLABUS

Jan 4 Introduction to the class

A Brief Historical overview of Eastern Europe

Jan 6 What was communism? How did it work?

Readings White, ch. 1-5

Jan 11 Patterns of communist collapse

Readings White, ch. 6-8

Democratic Transitions

Jan 13 Overview and the cases of Estonia, Latvia, Lithuania

Readings Kaldor and Vejvoda, ch. 1-4, Poole ch. 6

Jan 18 The cases of Poland, Czech Republic, Slovakia and Hungary

Readings Kaldor and Vejvoda, ch. 5-8, Poole ch. 5

Jan 20 The cases of Slovenia, Romania and Bulgaria, and conclusions

Readings Kaldor and Vejvoda, ch. 9-12, Poole ch. 7

Economic Transitions

Jan 25 Review of the different strategies and relative success of the economic transitions

Readings(Articles from reader)

Balcerowicz, Leszek. 1994. "Understanding Post-communist Transitions".
Journal of Democracy 5 (October): 75-90.

Joel Hellman, "Winners Take All: The Politics of Partial Reform in
Post-communist Transitions" *World Politics* 50 (1998): 203-234.

Fish, Steven. 1998. "The determinants of economic reform in the post-
Communist world". *East European Politics and Societies* 12
(Winter):31-78.

Jan 27 MIDTERM 1 IN CLASS

EU History, Institutions and Politics

Feb 1 History Period I (WWI-1957)

Readings

Feb 3	History Periods II (1958-1987) & III (1988-2004) <i>Readings</i>
Feb 8	Institutions I- the Commission and Council of Europe <i>Readings</i>
Feb 10	Institutions II- Council of Ministers and European Parliament <i>Readings</i>
Feb 15	European Court of Justice <i>Readings</i>
Feb 17	EU Summary Talk by Guest Speaker

European Economic Integration

Feb 22-24	<i>Readings</i>	Poole ch. 10
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Enlargement and the Institutions of the EU

March 8	The practical results of enlargement <i>Readings</i>
March 10	The less tangible results of enlargement <i>Readings</i> Poole ch. 9 (on Treaty of Nice)
March 15	The enlargement process itself <i>Readings</i> Poole ch. 1, 2, 3 or from Gaye's reader if we do a reader
March 17	MIDTERM 2 IN CLASS
March 22-24	Student Presentations on Recent Enlargement
March 28- April 5	Perspectives on Enlargement <i>Readings</i> TBA
	IDENTITY PAPERS DUE APRIL 5
April 7 – 18	Simulation
April 20	Wrap up of simulation/Future of Europe <i>Readings</i> Poole ch. 14 and Appendix
	EVALUATION PAPERS DUE APRIL 20