

DEMOCRATIC BACKSLIDING IN EUROPE

Spring 2026 - Syllabus

University of Florida

POS 4931 Selected Studies

EUS 4930 European Studies

INSTRUCTOR

ASLI BAYSAL (Ph.D.)

Asst. Instructional Professor

Center for European Studies

University of Florida

COURSE SCHEDULE

Spring 2026

Tuesdays Thursdays

R | Period 6 (12:50 PM - 1:40 PM) RNK

220

T | PERIOD 5 – 6 (11:45 AM - 1:40 PM)

RNK 116

OFFICE LOCATION

3328 Turlington Hall

OFFICE HOURS

WEDNESDAYS 12:30-3:30

ZOOM OFFICE

Zoom Meeting available by
appointment only

IMPORTANT DATES:

In Class Mid-Term Exam:

Feb 27 , 2024 Tuesday

Final Presentations

April 18-26, 2024

Final Paper

May 1, 2024 11:59 AM

E-MAIL:

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QUOTE OF THE SEMESTER:

...A quarrel had arisen between the horse and the stag, so the horse came to a hunter to ask his help to take revenge on the stag. The hunter agreed, but said: "if you desire to conquer the stag, you must permit me to place this piece of iron between your jaws, so that I may guide you with these reins, and allow this saddle to be placed upon your back so that I may keep steady upon you as we follow after the enemy." The horse agreed to the conditions, and the hunter soon saddled and bridled him. Then with the aid of the hunter the horse soon overcame the stag, and said to the hunter: "now, get off, and remove those things from my mouth and back."

"Not so fast, friend," said the hunter. "I have now got you under bit and spur, and prefer to keep you as you are at present."

- "THE HORSE, THE STAG AND THE HUNTER", AESOP'S FABLES

COURSE DESCRIPTION

Democratic backsliding and the rise of nationalist far-right populism have prompted authoritarian tendencies at the national level in Europe in recent years. The coming to power of Mussolini in Italy marked the start of "the first reverse wave of democratization" in Europe reducing the number of democratic states in the world to 12 by 1942. Considering the devastating experience Europe faced with the rise of authoritarianism in its recent history, it is of utmost importance to understand the recent attempts at eroding democracy especially in Central and Eastern European countries. The increasing popularity of authoritarian leaning far-rights leaders of Europe elsewhere begs the question if this is going to be a wider European trend in the upcoming years. This course examines democratic backsliding in Europe from the perspective of the European Studies. The initial goal of the course is to provide the type of fundamental understanding of political regime decay that would allow for informed research writing and political analysis. The primary theoretical focus of the course is on political regime research as part of comparative politics. After reviewing democratic erosion theories, and problems with democratic transition and democratic consolidation, the course will focus on empirical cases from Europe starting from the inter-war years until today. We will also establish how certain blatant forms of democratic backsliding of earlier times are now replaced by more subtle manipulation by incumbents legitimized through the very institutions that democracy promoters have prioritized (Bermeo, 2016). The readings will provide the foundations for understanding the core concepts, processes, and theoretical approaches to democratic backsliding in Europe. After establishing similarities of tactics used by parties and leaders in steering the regime away from democracy, the course will end on a note that "snowballing," or the demonstration effect of transitions in stimulating and providing models for subsequent efforts at democratization can also be followed by reverse waves as exemplified in European history.

COURSE OBJECTIVES

BY TAKING THIS COURSE, STUDENTS WILL BE ABLE TO

1. survey the meaning of democracy and democratic backsliding
2. explore the history of democratic backsliding that emerged in the world as discussed in comparative politics
3. question various conceptualizations and findings in the study of transitology and consolidology literature in comparative politics.
4. discuss new manifestations of democratic backsliding theoretically
5. discuss new manifestations of democratic backsliding in various case studies drawn from Europe

REQUIRED TEXTBOOK

There is NO required textbook for this course. However, "How Democracies Die" by Steven Levitsky and Daniel Ziblatt provides a good introduction. The book is written for common audience.

Suggested Book

Levitsky, Steven, and Daniel Ziblatt (2018) How Democracies Die. New York: Crown.

<https://www.penguinrandomhouse.com/books/562246/how-democracies-die-by-steven-levitsky-and-daniel-ziblatt/>

The lectures will provide a basis for discussing the reading materials. The instructor will give lectures during the first half of each session. Students are expected to be attentive to the lectures and take notes to succeed in exams. The lectures will be followed by a discussion about the specifics of readings. Thursday sessions will primarily include class discussions. Students are expected to check Canvas weekly to access required and suggested materials.

PREREQUISITES

While no formal requirements are necessary to take this course, some background in political science is useful, especially CPO 2001. Basic knowledge regarding European history will also be useful. Awareness of current events will also aid students in gaining a more complete understanding of the European Union and its role in the world. Students who are on European Studies or European Union Studies track are especially encouraged to enroll as the course provides a unique opportunity to learn about history, institutions, politics and policies of the European countries with a highly up-to-date and relevant set of readings and visual materials.

COURSE POLICIES AND REQUIREMENTS

REQUIREMENT	PERCENTAGE	POLICIES
Attendance 2 Free Passes	15%	To receive a full participation grade, you should make an effort to attend all sessions. More than 2 unexcused absences will count against your attendance grade. It is important to attend my office hours to find out about what you have missed or make friends in this class to catch up. I cannot respond in an e-mail explaining what the student have missed. Office hours are the appropriate times to find out about the missed class. Contact me each time you cannot attend the in-person session ahead of time explaining why. Your e-mail will be saved in a folder to excuse your absence at the end of the semester.
Active Participation Cite Readings in Conversations	10%	This includes asking and responding to questions, being able to summarize and criticize the reading material, citing relevant news on the issue, engaging in a meaningful and respectful conversation on the issues with fellow students and the instructor. The use of technology in the online classroom or in-person classroom is strictly limited to note taking and viewing the reading material. If a student fails to uphold to this principle (texting, video-streaming, browsing social media, not being present and attentive in discussion), the instructor will hold the right to ask you to correct your behaviour. Participation in our class is fundamental since improving oral conversation skills is a key objective of the course.

Weekly Quizzes Sit in front of the computer having done the readings	25%	<p>There will be short 3-5 short answer questions (true/false, multiple choice, fill in the blank, matching etc) quizzes some of the weeks to make sure you keep up with the weekly readings. Quizzes constitute 15% percent of your grade. I would suggest you take all the quizzes and the worst score will automatically drop at the end of the semester. Quizzes do not require honorlock and focus on the weekly readings. Quizzes are due Tuesdays 2 pm (BEFORE our Tuesday block session) and it includes all the readings of the week, meaning the readings we will discuss on the following Tuesday and Thursday.</p> <p><u>Late Quiz Policy</u> Quizzes are due Tuesdays at 11:59 pm but if for a reason you fail to meet the deadline (due to reasons that are not approved by the university as excused absence), you are eligible to take the quiz until Tuesday at 1 pm. One caveat is that there is 1% percent deduction of the total at each 1 hour intervals.</p> <p><u>Missing Quiz Policy</u> Best 10 scores out of 11 quiz scores will count towards your final grade. In return I will not allow you to extend the deadline of a quiz without proper documentation. You are free to miss 1 quiz and score zero. You do not have to contact me on missing a quiz if you are going to make sure you take at least 9 quizzes by the end of the semester. However, if you fail to take 9 quizzes and do show appropriate documentation, you will be a given a chance to take a quiz you miss without penalty.</p>
Response Paper	10%	<p>There is only one response paper to be submitted during the semester. The paper should clearly include the research question raised by each author of the readings assigned in one of the weeks of your choice and summarize the authors' positions on the debate. It is also important to contextualize the authors' major theses in the context of that week's readings. Students should communicate their personal stance on the issue and highlight strengths and weaknesses of various arguments.</p> <p>The instructor is already familiar with the readings, the task of the student is to present a personal reflection on the readings as well as to show ways in which different arguments challenge and/or support one another. Students don't need to cover every aspect of each article. They can choose to focus on a particular concept defined or an argument raised by the author. Please avoid non-academic language in your papers and make sure that you provide explanations to your criticisms.</p> <p>The response paper should focus on the readings of the week of your choice and no further research required necessarily. However, if you would like to challenge an author's argument by using an outside study or an example from a case mentioned in the news please provide further citation. Response paper needs to be submitted to Canvas and will be subject Turnitin plagiarism check. The response paper is due Tuesday 2:00 pm before our Tuesday session you choose to write a response paper on. So you will write your response paper before we start discussing that week's readings. It cannot be on the week you are assigned a discussion prompt.</p> <p>Further instructions are on the assignment page.</p>

Discussion Prompts & Discussion Leadership	10%	<p>Each student will be assigned one week to submit an interesting question throughout the semester. (It will probably be two students per week and the instructor will assign these weeks randomly on Canvas after the add/drop. Please make sure you submit your discussion prompt 7 pm the day before you are assigned a reading. Everyone will be able to view their question (no anonymity). I expect everyone to check these questions posted by their classmates before coming to class on Tuesday or Thursday. Further instructions will be provided on the logistics. I reserve the right to reflect questions on the screen in class. I will grade the quality of your questions but contributing to class discussions with questions that are intellectually stimulating (and posted on Canvas regularly and before the deadline) will also affect your prompt grade positively.</p> <p>If you are an introvert who does not feel comfortable discussing in the class, use these discussion questions as an opportunity to shine. Although only the person who is assigned the week will be graded, if you feel like you do not get an opportunity to express your opinion on the question when we actually discuss it in class (or if we are out of time) feel free to respond in writing on the discussion thread to secure a good active participation grade.</p> <p>I would also suggest you really spend time on your week in writing a question with a prompt. You will also have the satisfaction of engaging in a discussion that is led by your ideas. Originality is not the only merit we should value. We will sometimes end up asking similar questions, but posed in a different way, and this will allow us to delve into a pattern that we thread together, and view the big picture. Prompt should not be just about inquiring information from the reading. It should lead us to think critically based on the information you processed from the reading.</p> <p>I will ask you to make an introduction in class for a few minutes to pose discussion question.</p> <ul style="list-style-type: none"> • What does the reading say and how did you come up with this discussion prompt based on the reading? • Engage in a discussion with your classmates by referencing the reading. • Think about potential answers from your classmates and think about examples to sometimes play devil's advocate. <p>You are going to be the one who leads the discussion for 10-15 minutes and your reasoning for posing that discussion prompt and your ability to do close reading and your ability to paraphrase and exemplify your question to stimulate a discussion will determine your grade in this assignment. This is an assignment to prove that you can do close reading.</p>
Final Paper Presentation	10%	<p>We will either do in-person presentations or you will record your presentations. Further instructions and an example will be on this link: (To be clarified after add/drop when we know how many students will remain in the class). To save time, we may do recordings of presentations to be watched outside of the classrooms and Q&A to presenters in class only.</p>

Presentation Guideline

10-12 min recording

Think in terms of the following slides:

- A title slide – Name and the paper title
- One slide with the research question and the puzzle you want to investigate and tell us why it is an interesting case.
- One slide perhaps to give a background to your dependent variable, the thing you are trying to explain. You are not Wikipedia, so you don't have to give a background on each and every aspect of the issue. Stick to the background that is relevant to your puzzle. If you do a good job the audience can check further about the case themselves. Your duty is to show why the thing you are trying to explain happened the way it happened.
- 2 or 3 slides covering your independent variable or variables and the evidence you found by the date of your presentation to support these independent variables that explain your dependent variable. If you cannot back up your independent variable with evidence, it means you are making assertions. If you can refute other potential explanations with evidence, that's even better. The more evidence you can show the more feedback you will get. This is the part that will matter the most. I need to see progress since our final paper meetings.
- One slide with your possible conclusion in the paper and an acknowledgment of what you still need to figure out.
- One slide with your sources. Any citation style is ok.

You should not require any more than an absolute maximum of 6 slides with substantial written content– this would mean talking to each slide for only one to two minutes.

It is generally distracting to the audience to have too many slides in a short presentation. Do not put too much text on a slide – you want the audience to listen to you and not to be reading your slides! Visuals are ok as long as they don't keep you from covering your main points in the presentation.

Final Paper

20%

8-10 pages

Final Paper will constitute 20% of your grade. It will be to your benefit to begin thinking about it, and working on it early in the semester. This paper will require outside reading. Much of the basic information will come from class, but all specific information pertinent to your topic will come from additional outside sources. All papers must include a title, an abstract, page numbers, headings and subheadings where appropriate, a bibliography that includes all reference materials, footnotes/endnotes where appropriate, and proper in-text citations. Papers must be typed using standard margins, 12pt type and double-spaced. The length of the paper should be 8-10 pages. You may choose any recognized citation format, but you must be consistent throughout. A detailed guideline will be provided during the semester through Canvas e-learning system. Final papers must be submitted to Turnitin on Canvas for plagiarism check. There is no need to submit a hard copy.

Each student should have a private meeting with the instructor to discuss their paper topic ideas. You should know your topic and be able to talk about a preliminary outline. Choose one of the general themes from the syllabus and decide on which aspect you would like to write on. Further guidelines will be provided.

You can sign up on calendar on Canvas for a 15 min time slot to discuss your final paper topic.

5% of your final paper grade will be based on the abstract of your paper. Abstract template will be provided.

PAPER TOPIC IDEAS

Some examples are :

Backsliding Attempts – Successful Attempts, After a Failed One

Backsliding Attempts- Successful, too little resiliency

Backsliding Attempts- Failed Ones – why despite all the successful attempts, this particular attempt failed

Backsliding Attempts- Initially failed but in the long run successful

Backsliding Overall – but resilient spheres – perhaps active judiciary

Backsliding Overall – but vulnerable spheres – easy media sellout

Comparison-No Backsliding in one country despite similar background- Backsliding in another

Backsliding despite legal protections – such as EU membership or the incentive to become a member

ABSENCE/PRESENCE/DEGREE/TIMING/SEQUENCE- be specific

COURSE SCHEDULE

WEEK	SUBJECT	DEADLINES	DISCUSSION	CHOOSE RESPONSE PAPER
1	Intro to Backsliding	Introduce Yourself		Circle the one you choose
2	Typology of Regimes	W2Quiz (Jan 20 11:59 pm)	Discussions 7pm M/W	Jan 17 2pm
3	Dynamics of Backsliding	W3Quiz (Jan 27 11:59 pm)	Student 1,2,3	Jan 24 2pm
4	Old Methods-Interwar	W4Quiz (Feb 5 11:59 pm)	Student 4,5,6	Jan 31 2pm
5	Old Methods- Military Coup	W5Quiz (Feb 6 11:59 pm)	Student	Feb 7 2pm
6	Cold War-Soviet Legacy	W6Quiz (Feb 13 11:59 pm)	Student	Feb 14 2pm
7	Balkans- Enlargement	W7Quiz (Feb 20 11:59 pm)	Student	Feb 21 2pm
8	Populists Leaders	In-Class Mid-Term Feb 28		
9	Institutional Decline	W9Quiz (Mar 6 11:59 pm)	Student	Mar 7 2 pm
10	Media and Civil Society	Office Hours for Papers	Student	Mar 14 2 pm
11	People	W11Quiz (Mar 20 11:59pm)	Student	Mar 20 2 pm
12	Conflict- Russia, Ukraine	W12Quiz (Mar 27 11:59 pm)	Student	Mar 28 2pm
13	Political Parties	W13Quiz (Apr 3 11:59 pm)	Student	Apr 4 2 pm
14	The EU and Authoritarianism	Office Hours for Papers	Student	April 11 2 pm
15		Student Presentations	Student	
16		Student Presentations	Student	
		Final Paper		May 1 11:59 pm

READINGS

Refer to individual modules on Canvas for required readings

Week 1: Introduction

- Intro to Concepts
- What is Democratic Backsliding
- Waves of Democratization
- Transitory Literature
- Consolidology Literature
 - Nancy Bermeo, "On Democratic Backsliding," *Journal of Democracy* 27, no. 3 (2016): 5–19.
 - Audio of an excerpt from "How Democracies Die" by Steven Levitsky and Daniel Ziblatt. Listen to it before class. It actually contains the quote of the semester
 - Huntington, Samuel P. "Democracy's Third Wave." *Journal of Democracy* 2.2 (1991): 12-34.

Week 2: Typology of Political Regimes

- Authoritarianism
- Totalitarianism
- Democracy
- Hybrid Regimes - Competitive Authoritarianism
- Democratic Transition and Consolidation
 - Robert Dahl (1971). *Polyarchy*. (New Haven, Yale University Press), 1-16
 - Juan Linz and Alfred Stepan (1996). *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. (Baltimore, Johns Hopkins University Press), 38-54.
 - Philippe C. Schmitter and Terry Karl (1991). "What Democracy Is ...and Is Not?" *Journal of Democracy* 2(3): 75-88.
 - Levitsky, Steven, and Lucan A. Way. "Elections without democracy: The rise of competitive authoritarianism." *Journal of democracy* 13.2 (2002): 51-65

Week 3: Dynamics of Democratic Backsliding

- How is the new backsliding different from the earlier forms?
- Motive, Opportunity, Resources, International Pressure, Motivation of the Incumbent (tenure or policy change)
 - Levitsky, Steven, and Lucan Ahmad Way. "The Myth of Democratic Recession." *Journal of Democracy* 26, no. 1 (2015): 45–58.
 - David Waldner and Ellen Lust **Unwelcome Change: Coming to Terms with Democratic Backsliding** *Annual Review of Political Science* 2018 21:1, 93-113 (<https://www.annualreviews.org/doi/abs/10.1146/annurev-polisci-050517-114628>)
 - Sitter, N., & Bakke, E. (2019, August 28). Democratic Backsliding in the European Union. *Oxford Research Encyclopedia of Politics*. Retrieved 23 Jan. 2021, from <https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore/9780190228637-e-1476>
 - The Nature of Democratic Backsliding in Europe - Carnegie Europe - Carnegie Endowment for International Peace <https://carnegieeurope.eu/2018/07/24/nature-of-democratic-backsliding-in-europe-pub-76868>

Week 4: Old Methods of Democratic Backsliding

- History of European Democracy and Authoritarianism in a nutshell, Inter-War Years
 - Stephen J. Lee - *European Dictatorships 1918-1945*-Routledge (2008) Chapter 1-2

Week 5: Old Methods of Democratic Backsliding

- Spain, Portugal- Military Dictatorships
- Greece, Turkey

Nancy Bermeo Ordinary People in Extraordinary Times Chapters available on Canvas

Linz Stepan Problems of Democratic Transition Chapters available on Canvas

Week 6 Central and Eastern Europe, the Cold War and the Enlargement

- Democratic Transitions and the Soviet Legacy as a challenge
- Yugoslavia and Former Yugoslavian Countries Today
- Oberschall, A. (1996). Opportunities and framing in the Eastern European revolts of 1989. In D.McAdam, J. McCarthy, & M. Zald (Eds.), *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings* (Cambridge Studies in Comparative Politics, pp. 93-121). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511803987.006
- Crawford B, Lijphart A. Explaining Political and Economic Change in Post-Communist Eastern Europe: Old Legacies, New Institutions, Hegemonic Norms, and International Pressures. *Comparative Political Studies*. 1995;28(2):171-199. doi:10.1177/0010414095028002001
- Krastev, Ivan, and Stephen Holmes. "Explaining Eastern Europe: imitation and its discontents." *Journal of democracy* 29.3 (2018): 117

Week 7 Balkans

- Miran Lavrič & Florian Bieber (2021) Shifts in Support for Authoritarianism and Democracy in the Western Balkans, *Problems of Post-Communism*, 68:1, 17-26, DOI:10.1080/10758216.2020.1757468
- Vachudova M.A. (2019) EU Enlargement and State Capture in the Western Balkans. In: Džankić J., Keil S., Kmezić M. (eds) *The Europeanisation of the Western Balkans. New Perspectives on South-East Europe*. Palgrave Macmillan, Cham.
- Kmezić M. (2019) EU Rule of Law Conditionality: Democracy or 'Stabilitocracy' Promotion in the Western Balkans?. In: Džankić J., Keil S., Kmezić M. (eds) *The Europeanisation of the Western Balkans. New Perspectives on South-East Europe*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-91412-1_5

Week 8: Populist Leaders and Elections

- How important are leaders?
- Poland, Hungary, Turkey
- Karolewski I.P. (2021) Towards a Political Theory of Democratic Backsliding? Generalising the East Central European Experience. In: Lorenz A., Anders L.H. (eds) *Illiberal Trends and Anti-EU Politics in East Central Europe*. Palgrave Studies in European Union Politics. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-54674-8_13
- Luo, Zhaotian and Przeworski, Adam, *Democracy and Its Vulnerabilities: Dynamics of Democratic Backsliding* (November 24, 2019). Available at SSRN: <https://ssrn.com/abstract=3469373>
- Grzymala-Busse, Anna. "How populists rule: The consequences for democratic governance." *Polity* 51.4 (2019): 707-717. (https://doi.org/10.1007/978-3-030-54674-8_13) (<https://ssrn.com/abstract=3469373>)
- Körösi A. The Theory and Practice of Plebiscitary Leadership: Weber and the Orbán regime. *East European Politics and Societies*. 2019;33(2):280-301. doi:10.1177/0888325418796929

MID-TERM

Week 9: Democratic Backsliding and Institutional Decline

- Executive, Legislature and the Judiciary
- Poland, Hungary, Turkey etc.
- Kovacs, K., Scheppele, K.L., The fragility of an independent judiciary: Lessons from Hungary and Poland and the European Union, *Communist and Post-Communist Studies* (2018), <https://doi.org/10.1016/j.postcomstud.2018.07.005>
- Poland: Poland's Replacement for Istanbul Convention would ban abortion and gay marriage: <https://balkaninsight.com/2021/03/15/polands-replacement-for-istanbul-convention-would-ban-abortion-and-gay-marriage/>
- Hungary: Bianka Vida (2019) New waves of anti-sexual and reproductive health and rights strategies in the European Union: the anti-gender discourse in Hungary, *Sexual and Reproductive Health Matters*, 27:2, 13-16, DOI: 10.1080/26410397.2019.1610281
- Romania: Three years on from landmark ruling, Romania continues to ignore rights of same-sex couples: <https://emerging-europe.com/news/three-years-on-from-landmark-ruling-romania-continues-to-ignore-rights-of-same-sex-couples/>

Week 10: Media and Civil Society

- Poland, Hungary, Slovenia and Czech Republic etc.
 - Över, Defne. "Democratic backsliding and the media: the convergence of news narratives in Turkey." *Media, Culture & Society* 43.2 (2021): 343-358.

Week 11: What about the People and the Opposition

- Any sources of democratic backsliding caused by demand by the people?
- Poland, Hungary, Slovenia and Czech Republic etc.
- Bakke, E., & Sitter, N. (2020). The EU's Enfants Terribles: Democratic Backsliding in Central Europe since 2010. *Perspectives on Politics*, 1-16. doi:10.1017/S1537592720001292 - Free Access- Downloadable as pdf as well.

Week 12: Conflict and Democratic Backsliding

- Russia, Ukraine, Belarus
- Yakouchyk K. Beyond Autocracy Promotion: A Review. *Political Studies Review*. 2019;17(2):147-160. doi:10.1177/1478929918774976
- Adam Holesch & Anna Kyriazi (2021) Democratic backsliding in the European Union: the role of the Hungarian-Polish coalition, *East European Politics*,
- Nelli Babayan (2015) The return of the empire? Russia's counteraction to transatlantic democracy promotion in its near abroad, *Democratization*, 22:3, 438-458, DOI: 10.1080/13510347.2014.993973
- Honorata Mazepus, Antoaneta Dimitrova, Matthew Frear, Tatsiana Chulitskaya, Oleksandra Keudel, Nina Onopriychuk & Natallia Rabava (2021) Civil society and external actors: how linkages with the EU and Russia interact with socio-political orders in Belarus and Ukraine, *East European Politics*, 37:1, 43-64, DOI: 10.1080/21599165.2021.1873780

Week 13: Authoritarian Aspirations of Political Parties of Europe

- Partisanship
- Political Party
- Internal Democracy in parties
- Democratic Backsliding due to incumbent or opposition behavior
- Political Clientelism, Corruption and Democracy
- Cleary, M., & Öztürk, A. (2020). When Does Backsliding Lead to Breakdown? Uncertainty and Opposition Strategies in Democracies at Risk. *Perspectives on Politics*, 1-17. doi:10.1017/S1537592720003667

Week 14: The EU and Its Response to Authoritarian Turn

- Article 7 threat
- Militant Democracy
- Responsibility to Protect

PRESENTATIONS

Week 15: Recap

- How do democracies die and does the death come in waves?

PRESENTATIONS

VI. REQUIRED POLICIES

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete

evaluations in three ways: 1. The email they receive from GatorEvals, 2. Their Canvas course

menu under GatorEvals, or 3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.