

EURO 3234: Introduction to the European Union, Fall 2018

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EURO 3234-02U (MGA CRN: 81518): Online via USG GoVIEW.

Office Hours: Mondays/Wednesdays 3:30–5:30 p.m., Jones 314 (MGA Macon campus).

Tuesdays/Thursdays, 3:30–5:30 p.m., Wiggs 15 (MGA Cochran campus).

Also available by appointment.

Course Overview: Welcome to the class! This course is a study of the European Union (EU). It examines the historical development of the EU, the structure and functioning of its governing institutions, the nature of the EU as a political system, and key EU internal and external policies. Another theme examined throughout the course is US-EU relations in the context of a changing global order.

► **Course Structure:** Please note that this course is delivered completely online. While the course is not self-paced, it will not meet synchronously; instead, there will be regular assignments with deadlines and opportunities for class discussion.

► **Prerequisite:** HIST 1111/1112 (World History), POLS 2401 (Global Issues), or an equivalent course at your home institution.

► **Expected Learning Outcomes:** At the end of this course students should be able to understand and explain the following:

1. The historical origins and development of European integration.
2. Enlargement of the European Union (and its predecessors).
3. The current formal institutions of the European Union, and their interrelationships.
4. How the European Union is related to EFTA and the European Economic Area.
5. The development of the Schengen Agreement and common currency.
6. Relationships between the E.U. and external actors, including non-member states and international organizations (the United Nations, NATO, CIS/Eurasian Union, Council of Europe, etc.).

These outcomes will be assessed using the examinations in the course.

Term Schedule: Please be aware that all courses delivered by GoVIEW operate on a common academic calendar, which may differ from that of your home institution.¹ This course begins on Monday, August 13 and ends on Thursday, November 28; the final exam period will be November 29–December 4.

No assignments will be due on designated GoVIEW holidays: Labor Day (Monday, September 3) and Thanksgiving (Wednesday, November 21 through Friday, November 23).

Required Materials: There are no textbooks required for this course. However, there will be required readings posted in the course's Brightspace site in GoVIEW.

Additional readings may be assigned at my discretion; I will provide them for you in the course's Brightspace site in GoVIEW.

Technology Requirements: You are required to have access to Brightspace in GoVIEW for the duration of the course. You will also need access to a computer, tablet, or smartphone that can read Portable Document Format (Adobe PDF) files and supports HTML5 technologies for browsing the Internet.

Note that there will not be a link to this course from your home institution's learning management system. The USG GoVIEW site can be found at <https://go.view.usg.edu/>. If you do not know your GoVIEW username and password, please see <https://ecore.usg.edu/current-students/what-is-my-goview-login> for instructions.

If you are unable to access the course, please let me know as soon as possible in the term.

Grades: Your final grade in this course will be based on the following elements, weighted as follows:

¹The GoVIEW academic calendar is also used by eCore; it is posted online at <https://ecore.usg.edu/about/academic-calendar/>.

Article Summaries	50%	Midterm Report	20%
Class Discussion	10%	Final Report	20%

The overall average posted in Brightspace throughout the semester will also be weighted as above. *Your grade is not simply based on “adding up points” as it may be in some of your other courses.* You can review your current grades at any time in Brightspace.

The final grade in the course reported will be converted based on the scale below:

Final Average	Grade	Grade Points
90.0 or above	A	4.0
80.0–89.9	B	3.0
70.0–79.9	C	2.0
60.0–69.9	D	1.0
59.9 or below	F	0.0

Numeric grades will only be reported for students in dual enrollment programs. At the college level, only the final letter grade in the course is part of your permanent record.

Although a “D” is the minimum passing grade in undergraduate courses, any grades below a “C” may jeopardize your continued eligibility for federal, state, and institutional financial aid. Please refer to the “Satisfactory Academic Progress” policy on the Financial Aid website for details.

► **Grading Philosophy:** Your grades will be earned based my judgment of your performance in meeting the learning objectives of the course, and not on the basis of good intentions, whether or not you agree with my political or ideological views (you probably don’t), or how much effort you put in to the course. To judge your performance comprehensively, my grading may include both objective and subjective assessments; sometimes there is a clear “right” answer, sometimes there is no one “right” answer, and sometimes there are a number of potential responses that vary in completeness and correctness, and so my approach to grading differs based on that reality. My commitment to you is that I will assign fair and appropriate grades, in a reasonably timely manner,² according to this philosophy, based on the work that is presented for grading. If at any time you believe I have not met that standard, see the section on “Grade Appeals” below.

► **Article Summaries:** You will be assigned to complete six (6) article summaries. The summaries should summarize what the assigned article is about, identify and state what the main argument or thesis is of the article, and critique the article regarding its organization, structure, readability, how well you understood it, and any other critique you may want to provide.

Think of the summaries as being the same as if you asked someone to tell you or summarize to you what a book or a movie is about. You should not tell me everything the article described but *summarize* it. You should not tell me all of the good or bad points but the ones that stood out the most. You should tell me what you liked as well as disliked about the article.

To help you get started with your summaries, I have included some questions below that should be able to help you. You should not answer these questions in your summary directly; instead, your report should take the form of an essay with proper transitions between paragraphs. However, the answer to each question should be clear to the reader of your summary once fully read.

- What is the main idea/argument/thesis for the article you chose to read?
- What other ideas/arguments/theses, besides the main one, did you discover in the article, if any?
- What inaccuracies or awkward passages did you discover in the article, if any?
- What did you learn from reading this article?
- How would you have improved this article?
- If the article was too long, in your opinion, what would you have cut?

²You should expect the grading of written work to generally take between 5 and 10 business days.

- If the article was too short, in your opinion, what would you have liked to learn more about or what was needed to improve the article?
- What factual information did you discover in the article that you were only partially familiar with or that you did not even know about?

Article Summaries Guidelines:

- For each summary assignment, you will have a choice of at least two articles.
- Place the chosen article's title at the top of the summary on the first page.
- You are not required to cite the article you are reviewing *unless* you directly quote from the article. If you directly quote from the article, follow the citation guidelines below.
- A good summary will typically be at least two pages long.

The grade of your lowest summary will be dropped at the end of the term.

• **General Requirements for Written Work:** The following rules apply to all written assignments *except* discussion posts:

- Your papers should be double-spaced, with an 11 or 12-point proportional font³ in black ink, with one-inch (2.5 cm) margins.
- A title page is not required. On the first page you should include a title and your name.
- You should not include an abstract, summary, or table of contents.
- The midterm and final paper assignments can be divided into sections with headings, if you think this will help organize the paper better.
- Pages should be numbered, preferably at the bottom center or bottom right.
- Be sure to properly quote, paraphrase, or summarize sources as discussed below and in the "Plagiarism (And How To Avoid It)" handout posted in Brightspace.
- For citations, you can use either an "author-year" citation style (such as the system documented in the *APSA Style Manual*,⁴ APA, or MLA) or a footnote-based citation style (e.g. Chicago/Turabian); just be consistent throughout the paper. I recommend using whatever citation style you are most familiar with from other classes.
- If you use an author-year citation format (APSA, APA, MLA, etc.), you must include a list of works cited. If you use footnotes, if you fully cite each source at its first appearance, a separate list of works cited is not required.
- Page length guidelines are based on a 12 point, Times New Roman; if you choose another font, adjust your expectations accordingly. Another way to think about it: one page is approximately 250–300 words.

To submit assignments, follow the instructions below:

- At the top of the "Course Home Page," choose "Assessment"
- Next choose "Assignments."
- Select the file for the assignment you are submitting.
- Click "Add a File."
- Click Browse and search for your document. If you have not already done so, please name your document as I requested above.
- Once you find your document, click "Upload" found in the lower right corner of the pop-up box.
- Click "Submit."
- You should then get a screen that says "File Submission Successful."
- You should also receive an email confirming that you have submitted your assignment. If you do not receive an

³Not a "typewriter"-style font, like *Courier New* or *Consolas*.

⁴The *APSA Style Manual for Political Science* can be found online at <https://www.apsanet.org/Portals/54/APSA%20Files/publications/APSAStyleManual2006.pdf>.

electronic receipt for your submission, it did not go through and you should try again, if possible.

- The time for the due date is according to the clock maintained in GoVIEW (in the Eastern time zone, corresponding with the time observed in Atlanta, Georgia) and not your computer clock or any other clock. Because of this, I would suggest you submit your assignments before the due date.
- Your assignments must be submitted electronically so they can be checked for plagiarism; see below for more details.

► **Midterm Report:** The Midterm Report is a biographical summary of the political career of one of the politicians listed below who has played an important role in the history of the European Union. You may choose any politician listed below; however, you must email me by **Friday, September 7th** with the person you have selected. In the event several students choose the same person to write about, I reserve the right to ask you to choose another individual. If you don't think anyone on the list below is sufficiently interesting, you can choose another individual *with my approval*.

Your report should describe that person's attitude toward the European Union (or its predecessors) and experiences related to European integration. A majority of the report should focus on that individual's relationship with the E.U.; however, you should also include substantial biographical information about the individual's career in domestic and international politics not directly related to the E.U., as well as general background information.

A good report will be in the 8–15 page range. You need to use at least two books as sources; you should have at least six sources total. A majority of your sources should be scholarly works, rather than popular newspaper or magazine accounts. While Wikipedia and other encyclopedias may be helpful for locating sources, you should not rely on encyclopedic sources directly in your paper.

The report will be due on **Monday, September 24th**.

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| • Konrad Adenauer | • Joseph Bech | • Johan Begen |
| • Willy Brandt | • Leon Brittan | • Francis Arthur Cockfield |
| • Alcide De Gasperi | • Charles de Gaulle | • Jacques Delors |
| • Valéry Giscard d'Estaing | • Walter Hallstein | • Edward Heath |
| • Roy Jenkins | • Helmut Kohl | • John Major |
| • Sicco Mansholt | • Angela Merkel | • François Mitterrand |
| • Jean Monnet | • Georges Pompidou | • Helmut Schmidt |
| • Robert Schuman | • Javier Solana | • Paul-Henri Spaak |
| • Altiero Spinelli | • Margaret Thatcher | • Harold Wilson |

► **Final Report:** For the final report, choose *two* of the countries below, comparing and contrasting their experiences related to the European Union. You should explain why they wanted to join the EU, how easy or difficult it was, how active or powerful they are in the EU, what controversies have occurred because of their EU membership, what individuals from these countries have helped or hurt the EU, what problems have these nations faced due to EU membership, what advantages did these countries gain due to EU membership and any other aspect of their EU experience you can think of.

You can describe the EU experience of each and then compare and contrast the two nation-states or you can describe and compare and contrast the two nations at the same time. The list below does not include all nations; some of the more active and powerful nations are omitted from the list as I want students to learn about EU nations that are normally not focused upon.

You should let me know by **Monday, October 22nd** which two nations you wish to describe. If too many students want to describe a particular nation, I will have to ask you to choose another. You should, therefore, choose your nations sooner rather than later.

This report should also be in the 8–15 page range. It will be due on **Friday, November 29th**.

- Austria (1995)
- Belgium (1952)
- Bulgaria (2007)
- Croatia (2013)
- Cyprus (2004)
- Czech Republic (2004)
- Denmark (1973)
- Estonia (2004)
- Finland (1995)
- Greece (1981)
- Hungary (2004)
- Ireland (1973)
- Italy (1952)
- Latvia (2004)
- Lithuania (2004)
- Luxembourg (1952)
- Malta (2004)
- Netherlands (1952)
- Poland (2004)
- Portugal (1986)
- Romania (2007)
- Slovakia (2004)
- Slovenia (2004)
- Spain (1986)
- Sweden (1995)

► **Discussions:** An integral part of the course is participation in discussions. These discussions will consist of prompts that will be available for your response for a limited period (typically one or two weeks).

To receive full credit for discussions (other than the introductions discussion), you should complete at least one initial post and one response to another student. To ensure there are posts for other students to respond to in a timely fashion, and so all the posts don't come in at the last minute, your initial post must be posted at least 36 hours prior to the deadline for full credit.

You should follow the following guidelines for participation in discussions, which are also posted in Brightspace; these are based on those suggested by the Center for Research on Teaching and Learning at the University of Michigan:

- Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.
- Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
- Be courteous.
- Support your statements. Use evidence and provide a rationale for your points.
- Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.

You should also bear in mind your home university's student conduct policies.

Contacting the Professor: My regularly-scheduled office hours are listed at the beginning of the syllabus. During those times, I generally do not schedule appointments; rather, meetings are "first come, first serve." When I am not busy with a student in-person, I will also be available "virtually" at these times by phone or web chat. If you wish to make a confirmed appointment to see me *outside* my scheduled hours, please do so at least two business days in advance.

If you do contact me outside my office hours, please bear in mind that my other work and personal obligations may be on a different schedule than what is convenient for you; for example, I may be in class, in the midst of

research, or at a meeting. Except under extraordinary circumstances, if your email includes a question or otherwise requires a response, I will always get back to you within one business day, and frequently sooner; messages that merely inform me of a class absence may not be acknowledged.

If you call my office outside my office hours, please avoid leaving voice mail or messages with university staff; it is an incredibly unproductive and inefficient means of communication. You will usually receive a much quicker response by email.

To protect the privacy of your educational records, all discussion regarding grades or other confidential information must be conducted in person, via Brightspace, or via your official university email address; I will not discuss confidential information over the phone or via any non-school email address.

When contacting me outside of class, please be sure to specify both the course and section you are in, as it will allow me to respond more quickly to you.

Class Policies: The primary expectations of all students are integrity and civility. Each student should approach his/her academic endeavors, relationships and personal responsibilities with a strong commitment to personal integrity and interpersonal civility.

I believe that for our class to be successful, we must establish a supportive and respectful environment in the course.

▶ **Online environment:** The online environment will be new and challenging for many of you but it is vital that you complete all of the readings and assignments *on time*. You should check for instructor announcements, email, and discussion boards on a regular basis. I recommend setting up the notification system in GoVIEW so you receive text messages or emails when there are updates.

▶ **Extra credit:** To be fair to all students, I do not offer individualized extra-credit opportunities. If you believe you might benefit from extra credit, I strongly advise you take advantage of any opportunities offered to the whole class as they are announced over the term.

▶ **Revisions to the syllabus:** While I will make every effort to follow the syllabus as-written, if unforeseen circumstances arise during the semester I reserve the right to amend any policy in this syllabus.

▶ **Make-ups:** Make-up examinations must be scheduled in advance in the case of an unavoidable planned or reasonably-foreseeable absence; otherwise, make-ups will be given only in the case of an illness or other emergency that is properly documented, after the fact. To be fair to all students, make-up exams must be completed within two weeks of the originally scheduled exam date; also, make-up exams may be administered in a different format than the original exam offered to the rest of the class, at my sole discretion.

Make-up quizzes will not be arranged under any circumstances. There are also no make-ups for missed classes; however, students with an excused absence will receive credit for attending any classes missed with a valid excuse (such as student illness or participation in class-related or sponsored activities), and any missed in-class quiz will be dropped from the grade.

To be fair to all students in the class, students are responsible for *all assignments*, regardless of their date of initial enrollment in the course.

Late Assignments: A late penalty of 10 percentage points per day will apply to work turned in after the deadline for the assignment to be completed. Notwithstanding this policy, any work received more than 48 hours after the scheduled final examination may not be graded, resulting in a zero (0) on any assignments outstanding at that point in the semester. (Please refer to the policy on incomplete grades, discussed below, for exceptions.)

▶ **Grade Appeals:** Like everyone else, I am fallible and sometimes make mistakes. If I simply misrecorded a grade (for example, if I enter “70” in the gradebook when you earned an “80”) or made an arithmetic error, please bring me the returned assignment, and I will immediately correct the error.

If you believe you received an *unjust* grade, I am happy to discuss the grading of the assignment with you, in-person during regular office hours or at a scheduled appointment; please bring the graded assignment with you so we can have a productive conversation. If you remain unsatisfied with my explanation of the grade, to give us both ample time to consider the dispute, you will need to type a brief (one-page) explanation of your position and turn it in, along with the original graded assignment, *at least one week after* the assignment was originally

returned to you. I will then consider your appeal and make a determination. Appeals must be submitted in hard copy format; no appeals submitted via email will be considered. Please refer to the Student Handbook and Catalog for policies regarding appeals of *final letter grades*.

► **Academic Misconduct:** You are responsible for reading, understanding, and abiding by your institution's Student Code of Conduct.

I take academic misconduct (including, but not limited to, cheating on exams and plagiarism of written work) very seriously. So does the E.U. Studies Program.

In this course the *minimum* penalty for academic misconduct is a grade of zero (0) on the assignment in question, with no opportunity to repeat the assignment, along with referral to the testing center to complete an examination on plagiarism, cheating, and the Student Code of Conduct. Second or subsequent violations, or egregious misconduct (for example, an organized effort to cheat involving multiple students, or academic misconduct that causes harm to other students), will automatically be referred to your institution's Office of Student Affairs for a university-level resolution which may include a failing grade in the course, disciplinary probation, and/or academic suspension.

I offer some free advice, drawn from past experience as both a student and a professor: do not turn in plagiarized work because you have run out of time and feel as if you need to turn in *something*—taking the late penalty is better than the sanctions for academic misconduct. Similarly, if you forgot to study, it's better to get a low grade on the exam than the zero you'll get if you cheat.

One of the early computer programmers, Admiral Grace Hopper, is reported to have said that “[i]t's easier to ask forgiveness than it is to get permission.” That advice *does not* apply in this situation. If you have the slightest doubt about whether something is academic misconduct, *ask me before handing in the assignment for grading*.

A plagiarism prevention service is used in evaluation of written work submitted for this course. As directed by the professor, students are expected to submit or have their assignments submitted through the service in order to meet requirements for this course. The papers will be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

► **Disability Accommodations:** While you are welcome to discuss any special needs with me in private, to be fair to all students, accommodations are only provided when supported by appropriate documentation from your institutional Disability Services office.

The following policies apply to Middle Georgia State University students enrolled in this course:

► **Campus Emergencies:** In the event of a closure or delayed opening of the university due to inclement weather or other emergency, you should monitor the Knight Alert system for updates; sign up for these alerts at <http://www.mga.edu/police/alert.aspx>. You should expect communication via email and/or Brightspace regarding any assignments to be completed or revisions to the schedule while we are unable to meet.

In the event of an emergency situation on campus, call 9-1-1 and/or campus police at 478-471-2414.

► **HB 280 (Campus Carry Legislation):** For information on how this law affects your rights and responsibilities, please see <http://www.mga.edu/police/campus-carry.aspx>.

► **End of Course Evaluations:** Student evaluations of faculty are administered online at the end of each term for all courses with five or more students. Students will receive an email containing a unique link to a survey for each course in which they are enrolled. All responses are anonymous and completion of evaluations are voluntary.

Withdrawal Deadlines: The last day to drop the course without it appearing on your transcript is Friday, August 17. Students may withdraw from the course and earn a grade of “W” up to and including the midterm date, on Wednesday, October 3. After this point, students who withdraw will receive a grade of “WF,” which is calculated in the GPA as an “F.”

“No-Shows” and Informal Withdrawals: Students who have not attended any classes as of the reporting period (generally, during the second week of classes) may be reported as a “no-show” and may lose financial aid as a result. In addition, if you stop coming to class without withdrawing, it may jeopardize your eligibility for financial aid in future terms.

Incomplete Grades: An incomplete grade (grade I) will only be assigned in cases where the student had a lengthy illness or an unexpected obligation, such as extended military service or jury duty. The grade of I will not be assigned because the student is not satisfied with a low grade. It will only be assigned in cases where the student could not complete a substantial part of the course work due to factors beyond the student's control.

Course Outline: Any changes to this schedule will be announced in class and will be posted to the course calendar and in Brightspace. While I may periodically remind students of upcoming scheduled events, it is ultimately **your responsibility** to be familiar with this schedule and any changes to it.

There will be an online lecture posted on each of the topics below, other than the introduction. These lectures, in lieu of an assigned textbook, are highly recommended as background material for the discussions and written assignments.

Aug 13–Aug 19 Introduction and orientation to the course.

Aug 20–Sep 4: Module 1 Historical evolution of European integration, from World War II to the present.

Article Summary 1 due: Tuesday, September 4.

Sep 5–Sep 18: Module 2 Institutions of the European Union: the Councils, Parliament, Commission, and courts.

Midterm report topic due by email: Friday, September 7.

Article Summary 2 due: Tuesday, September 18.

Sep 19–Oct 2: Module 3 Deeper integration: the Schengen Agreement, the common currency, and the prospect of fiscal union.

Midterm report due: Monday, September 24.

Article Summary 3 due: Tuesday, October 2.

Oct 3–Oct 16: Module 4 Wider integration: the European Union, EFTA, the European Economic Area, the Single Market, and the customs union.

Article Summary 4 due: Tuesday, October 16.

Oct 16–Oct 31: Module 5 Accession and disintegration: further enlargement, fragmentation (Catalonia, Belgium, etc.), and Brexit.

Final report countries due: Monday, October 22.

Article Summary 5 due: Tuesday, October 30.

Nov 1–Nov 13: Module 6 The European Union as an international actor: EU foreign policy and its relationships with sovereign states and international organizations.

Article Summary 6 due: Tuesday, November 13.

Nov 14–Nov 28: Module 7 The future of the European Union and European integration.

Final report due: Friday, November 29.