It represents some familiarity with the political institutions and history of both Western and Eastern Europe, though pertinent information will be reviewed and background data provided throughout the semester. The course will familiarize students with the EU, its political history, core institutions, and public policies. The course is arranged in four parts. In the first part, we explore both the political history of European integration in the post-war era, and the various theories put forward by political scientists to explain and understand the process of European integration. Next, in part two, we turn from European integration as a process to the workings of the EU as a political system, including its core institutions and its legislative, executive and judicial politics. In part three, we turn for several weeks to look at the substance of EU policies, including the core project of completing a European internal market, the single currency, the incomplete development of a “social Europe,” and the Union’s ambition to play a more important role alongside the member states in Justice and Home Affairs. Finally, we conclude in part four with an analysis of the key challenges facing the EU in the coming years, including the challenges of enlargement, the “Europeanization” of domestic politics, the negotiation and later rejection of a new “Constitution” for Europe, and EU relations with the United States and the rest of the world. It is oriented toward upper division students who have already taken POLS 3321 (Comparative Politics) and/or POLS 3331 (International Relations) or their equivalents. This course will also be one of the two new “capstone” courses for students wishing to take an (proposed) EU Studies Minor.

**OBJECTIVES AND GOALS**

The objectives of the course are, content-wise, three-fold. Firstly, students will gain a basic understanding of the operation of the institutions of the European Union. They will be able to answer questions similar to the following: “How and why does the Commission operate as both the initiator and implementer of legislation?” They will also understand the basic political relationships between individuals, member states, and the institutions of the EU. As such, they will be able to answer questions about why the “Empty Chair” crisis was so important for member states in the 1960s and how institutional changes like qualified majority voting have made member state less powerful. Students will also learn about the EU’s policymaking process as well as the policies that result. Consequently, they will be able to understand why EU environmental policies, as a whole, are much higher in some countries than others, and why the EU and the US have different approaches to solving environmental problems.

The above content-objectives will be assessed through in class activities, either student writing and oral presentations. Larger goals will combine in-class and out-of-class work. The goals of the course, as far as student practices and learning are concerned, are as follows. Students will gain an understanding of the major theoretical contributions to the study of the EU. They will be able to generate ideas and insights and rephrase major issues related to these theoretical approaches, enhancing their analyzing skills. They will apply these concepts and ideas through their writing and research. Here they will connect theoretical ideas to empirical evidence in an effort to create a working thesis. Their paper will support this thesis through careful data collection, which will allow them to weigh different perspectives and create a reasoned argument. Students will develop their
writing, researching, argumentation and critical thinking skills.

STUDENT LEARNING OUTCOMES

By the end of the semester, students should be able to:

- Recall factual/conceptual knowledge related to EU politics
- Compare and contrast various theoretical approaches related to EU politics
- Analyze primary and secondary sources for key concepts related to EU politics
- Collect and evaluate data for simulations
- Create a presentation related to EU politics

COURSE FORMAT

Class lectures and discussions are based on a presumed familiarity with the texts; therefore, it is **required** that reading be done beforehand. The class will split between lectures and discussion. At certain points in the semester we will form teams of discussion leaders who will be responsible for preparing discussion on a week’s readings.

COURSE REQUIREMENTS

There will be four exams over the course of the semester. Each exam will be worth 100 points, for a total of 400 points. These exams are designed to give you feedback on your performance. The exams will have both objective and essay sections. A formal solo or group presentation on one member state will count for 50 points. Additionally, your six slide presentation will account for another 50 points. This presentation will present an overview of your member state’s political background and policy stances toward the EU. We will also have two EU policy simulations that will be worth 100 participation points. We will also have written work to go with each of the simulations. We’ll also have a map quiz and a reflection exercise at the end of class.

As you can see, how a student prepares him/herself for class will be important, as well as the performance in class. Good class participation means coming to class having read the texts, presenting ideas, raising questions, and participating in class discussion in an informed way.

To recap:

- 50 points for in-class exercises (randomly assessed)
- 50 points for map quiz
- 400 points for exams (4 exams at 100 points each)
- 50 points for country presentation (solo presentation)
- 50 points for written summary of presentation (powerpoint to be posted on web)
- 50 points for participation in EU policy simulations
- 50 points for participation in EP simulation
- 50 points for EP party presentation
- 50 points for EP party paper
- 25 points for reflective learning exercise

**825 total points**

*Grading will be done on a conventional 90%-80%-70%-60% scale*

ATTENDANCE AND MAKE UP EXAMS

Make up exams will be given concurrently with the final. If you miss an exam you will make it up on the day of the final exam (which you must also take). Assignments that are turned in late will be deducted 2% per day. I strongly recommend that you notify me in advance if you know you must miss a particular class. Please keep in mind that missed classes also detrimentally impact on your class participation. Studies show that classroom attendance and class performance are positively correlated. I
strongly urge you to work together in preparing for class, exams, and the paper. Working with others in an organized manner is a good way to discover new study strategies and a way to share information. Both of these can enhance performance. All written work, however, must be your own. Plagiarism is literally stealing someone else’s work, whether that person is a fellow student or another scholar. Plagiarism is serious and will result in failure of the work in question.

ACADEMIC ADVISING

The College of Arts and Humanities requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located at Driftwood 203E and can be reached at 825.3466.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 825.5816 or visit the office in Driftwood 101.

GRADE APPEAL PROCESS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal.

A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. If the problem cannot be resolved at this level, the student may take the steps below.

1. Presentation of grievance to instructor. (This step must be taken within fourteen calendar days after the beginning of the next term.)
2. Appeal to department chair or area coordinator.
3. Written appeal to the University Academic Standards Grievance Committee.
4. Preliminary review and advising by an ombudsman appointed by the Provost.
5. Submission of file by department chair to the chair of the University Academic Standards Grievance Committee.
6. Review of file by committee chair and submission of case to committee.
7. Proceedings of the University Academic Standards Grievance Committee. (Committee holds hearing, reviews data, presents findings to all parties, and makes recommendation to Provost.)
8. Decision by Provost.
9. Final appeal in writing to the Provost if student or instructor thinks appropriate procedures have not been followed.

For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

RECOMMENDED TEXTS

The Politics of the European Union, Lelieveldt and Princen.
Reserve Articles

COURSE SCHEDULE
Introductions, “What is the EU?”

Chapter 1, “Historical Development”

Chapter 2, “Analyzing the EU”

Chapter 3, “Institutional Framework”

Chapter 4, “Legislation and decision-making”

Chapter 4, “Legislation and decision-making” Map Quiz

Exam Review

First Exam

Research Day for Presentations

Country Presentations

Country Presentations

Chapter 5, “Public Opinion”

Chapter 6, “Interest Groups and Interest Representation”

Chapter 7, “Political Parties and the EP”

Second Exam

Spring Break

Spring Break

EP Simulation

Chapter 8, “Overview of EU Policymaking”

Chapter 8, “Overview of EU Policymaking”

Chapter 9 “Agenda Setting”

Last Day to Drop a Class

Chapter 9 “Agenda Setting”

Chapter 10, “Decision-making”

Third Exam

Simulation Preparation Day

Chocolate Simulation

Chocolate Simulation

Chapter 11, “Implementing Policies”

Chapter 11, “Implementing Policies”

Chapter 12, “EU as a Political System”

Fourth Exam, TBA