CRN: 70401
Course: GST 6540, Politics of the European Union
Fall Term 2014, 12-week term
18 September – 17 December 2017
Course Format: Traditional, on Campus
Meeting Time: Tuesday, 5.50 – 8.30p.m.

Note: Room assignments for on campus courses will be available by the start of term in MyNEU/Self Service Banner.

Instructor Name: Friedrich LOHR
E-mail: f.lohr@neu.edu
Phone Number: 617 – 794 2146

Required Text
Book title:
DINAN, Desmond *Ever closer union: an introduction to European integration*
Publisher Lynne Rienner Publishers, Boulder, Colorado; 4th ed. 2010
ISBN: 9781588266071

Course Description
Course Description:
Explores various political, economic, and social aspects of creation and functioning of the European Union. Provides general introduction to the politics, structure of governance, institutional design, and various policies of the European Union. The first part of the course begins with an historical overview of the European integration process and surveys various theories of integration. Separate sessions cover particular topics, such as history and evolution of the EU integration, major institutions, inter-institutional dynamics of governance, and role of member states. The second part of the course deals with current key policy issues, such as environment, enlargement, immigration, EU citizenship, crime prevention and terrorism, monetary union, CFSP, euro-skepticism, and democratic deficit. [http://www.cps.neu.edu/courses/detail/GST6540](http://www.cps.neu.edu/courses/detail/GST6540)

Course Outcomes
Upon completing this course, the students will:

- Be knowledgeable in general terms about the European Union (its origins, institutions, member states; its working, core policies, achievements, weaknesses and problems),
- Be able to perform a) focused analytical writing of presentations, speeches, briefing papers, b) public speaking through presentations in class and through group discussions c) negotiation in a simulated Council meeting
- Be able to acquire some understanding of the European Sovereign Debt Crisis (€), getting to know its main actors and prevalent dynamics.

Course Methodology
Each week, you will be expected to:
1. Review the week’s learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Class Discussions.
5. Complete and submit all assignments and tests by the due dates.

Attendance Policy/Tardiness
Students are expected to attend all classes, be on time and stay for the duration of the class. Any unexcused absences or excessive tardiness will result in a grade deduction at the discretion of the instructor. In the event of legitimate and unavoidable situations, such as personal illness, urgent family or work-related issues, students should reach out to the instructor before class.

Communication/Submission of Work
Students should communicate with each other via the discussion board. E-mails to the instructor are welcome; take-home assignments should by preference be submitted via e-mail. Presentations should also be submitted to the whole class so that all students can benefit from each other’s learning.

Submitting an Assignment Electronically:
In the Assignments folder, click on the View/Complete Assignment link to view and each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on My Grades in the Tools module from the Northeastern University Online Campus tab.

Grading/Evaluation Standards:
- In-Class quiz: 5 %
- 2 Written examinations (10 % each) - 20%
- In-Class Presentation - 15%
- Research Paper - 30%
- Simulation exercise – 15 %
- Class Participation - 10%
- Attendance – 5 %

Students will be assessed on the achievements of the learning objectives according to

1. Examinations. There will be an in-class quiz in week 3, and two take-home examinations in weeks 6 and 11.
2. Presentations. Every student will be required to make one presentation in class. The student will prepare a brief research paper (1,000-2,000 words) on the topic assigned in the schedule of presentations; the short research paper will be distributed to the class at least 48 hours prior to the session. Each presentation will be approximately 15-20 minute-long and will complement the topic of the day.
3. **Final paper.** Due on Dec. 12, students will submit a research paper on a topic of their choice approved by the instructor. The length of the research paper will be between 16 and 20 pages (4000-5000 words) for graduate students, and 12 – 16 pages (3000-4000 words) for undergraduate students. A two-page research project (delimitation of topic, statement of the problem, theoretical framework, research question and hypothesis) must be submitted to the instructor for approval on October 7.

4. **Simulation.** Each student will be assigned to represent one of the EU members in a simulation of negotiation in the Council of the European Union. The student will defend the current positions of the country he/she represents based on his/her research on the official government sources. In addition to his/her participation in the debate, there will be a written component, in which the student will a) summarize official positions and b) present information to support his/her arguments (2 or 3 pages). The simulation will be held on December 2.

5. Students are expected to attend class regularly and participate in the class discussion. Students arriving later than 6:05pm are welcome; however, their presence will not be considered in the attendance list unless special arrangements have been made with the instructor.

**Late work will not be accepted without prior arrangement and instructor approval**

**Grading Rubric:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
<td>Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
<td>Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.</td>
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<tr>
<td>74-76</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>69% or below</td>
<td>F</td>
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</tbody>
</table>

*Please note that CPS does not award grades below a C- for graduate level courses.*
Apart from the initial quiz which will mainly serve the purpose of evaluating the need to send early alert notices to Students, participants will be grades according to their originality of thought and their capability to blend acquired factual knowledge with logical, clear, cogent reasoning. As far as time allows they should also name sources supporting their arguments unless they are purely basis on straightforward logic. Please also consult the discussion of grading standards in the CPS Student Handbook, available at http://cps.neu.edu/student-
resources/.

It is expected that students’ written work be clear, comprehensible, and competently produced. The following resources are available to our students who need help to improve their writing skills:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit written material in any subject and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- **Writing Center** on Northeastern Campus – contact the center to schedule an appointment.
- **The Purdue Online Writing Lab** (http://owl.english.purdue.edu/owl/) is a valuable source of information about grammar, sentence structure, and general writing skills.

### Class Schedule / Topical Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week starts/ends</td>
<td>Introduction to the course; Europe - Unity in Diversity: Integration and its Theoretical Foundations</td>
<td>Dinan, Chapters 1 – 3; Start identifying subjects for presentations and research papers</td>
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<tr>
<td></td>
<td>Sept. 18-24</td>
<td></td>
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<tr>
<td>2</td>
<td>Sept. 25 – Oct1</td>
<td>Reconstruction, Reorganization and Inspiration – on Uncertain Terrain</td>
<td>Dinan, Ch. 4, 5</td>
</tr>
<tr>
<td>3</td>
<td>Oct. 2-8</td>
<td>The Emerging EU – Enlargement vs. Deepening; Brexit I</td>
<td>Dinan, Ch. 5, 6; Initial quiz</td>
</tr>
<tr>
<td>4</td>
<td>Oct. 9 – 15</td>
<td>The European Commission, The European Council</td>
<td>Dinan Ch. 7, 8</td>
</tr>
<tr>
<td>5</td>
<td>Oct. 16 - 22</td>
<td>The European Parliament, other Institutions</td>
<td>Dinan, Ch. 9, 10; Outlines for Research Papers due</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 23 - 29</td>
<td>Inter-Institutional Dynamics</td>
<td>Dinan, Ch. 11; First written assessment</td>
</tr>
<tr>
<td>7</td>
<td>Oct 30 – Nov.5</td>
<td>Specific policies: Agriculture, Cohesion, Environment, Energy</td>
<td>Dinan Ch. 12, 15</td>
</tr>
<tr>
<td>8</td>
<td>Nov. 6 - 12</td>
<td>Specific Policies: The Internal Market</td>
<td>Dinan, Ch. 13</td>
</tr>
<tr>
<td>9</td>
<td>Nov. 13 -19</td>
<td>The Euro Crisis: Still Muddling Through; Brexit II</td>
<td>Dinan, Ch. 14</td>
</tr>
<tr>
<td>10</td>
<td>Nov. 27 – Dec. 3</td>
<td>External Relations of the EU</td>
<td>Dinan, Ch. 16</td>
</tr>
<tr>
<td>11</td>
<td>Dec. 4 - 10</td>
<td>EU Security and Defense</td>
<td>Dinan, Ch. 17; Second written assessment</td>
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</table>
Academic Integrity Policy

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University’s policy on academic integrity; the complete policy is available in the Student Handbook. The Student Handbook is available on the CPS Student Resources page > Policies and Forms.

Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise

Plagiarism – intentionally representing the words, ideas, or data of another as one’s own in any academic exercise without providing proper citation

Unauthorized collaboration – instances when students submit individual academic works that are substantially similar to one another; while several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual’s independent work.

Participation in academically dishonest activities – any action taken by a student with the intent of gaining an unfair advantage

Facilitating academic dishonesty – intentionally or knowingly helping or attempting to violate any provision of this policy

For more information on Academic Integrity, including examples, please refer to the Student Handbook, pages 9-11.

College of Professional Studies Policies and Procedures

For comprehensive information please see the download the Student Handbook also available on the Student Resources page of the Northeastern University College of Professional Studies website.

End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at https://neu.evaluationkit.com. Your survey responses are completely anonymous and confidential. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

Northeastern University Online Policies and Procedures

For comprehensive information please go to http://www.cps.neu.edu/online/

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