CPO 4101-OW61
POLITICS OF THE EUROPEAN UNION

School of Politics, Security, and International Affairs

UCF
Fall 2021
Credit hours: 3

Professor: Demet Mousseau
ONLINE COURSE
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Office Hours: Online: Tuesdays: 1:30 pm – 3:00 pm, Thursdays: 1:30 pm – 3:00 pm, and by appointment

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UCF Catalogue Description: Politics of the European Union: PR: ENC 1102 or POS 2041 or C.I. Evolution of the European Union, theories of the EU and EU institutions and policies from a comparative perspective.

Course Goals/Objectives: Develop a knowledge base for understanding the sophisticated and complex issues of the EU; improve critical and analytical thinking; promote research and writing skills.

Detailed Section-specific Description of the Course: Topics include history and treaties of the EU, institutions and policy-making in the EU, policies such as agricultural and environmental policy, the economic and monetary union, foreign policy and the recent financial crises. Part I begins with identifying international and historical factors that played role in the evolution of European integration; Part II covers the institutional aspects and the policy and decision-making process in the EU; Part III proceeds with the discussion of specific EU policies; and Part IV addresses EU's external relations, foreign policy and EU-US relations.

Credits: 3
Class Hours: 3
Lab and Field Work Hours: 0
Contact Hours: 3

Required Text: There is a required book for the course which can be purchased in the university book store.

John McCormick and Jonathan Olsen. 2013. The European Union: Politics and Policies, 5th ed. Boulder, CO: Westview (latest edition is also acceptable).

Course Web Page: All lecture Power Point slides, including pictures, graphs, videos, and web links, as well as supplementary materials, will be made available on the course web page at Webcourses@UCF.

The EU's official website below is a useful link for this course, and can be utilized throughout the semester.

http://europa.eu/index_en.htm

Course Outline

Module I	**ORIGINS AND HISTORICAL EVOLUTION OF THE EU**
August 23-27	**Introduction and General Discussion**
August 27	**Webcourse Assignment (Due August 27, Friday)** **Important: First Assignment Due date:** Students must document academic activity in the Webcourse in the first week of classes. Complete the assignment created in the webcourse by the deadline below: **Deadline: Friday, August 27th**
August 30-Sept. 3	**The Background of the EU and International Context** *Reading*: McCormick, Introduction and chapter 1

Sept. 7-17 **Europe and the Postwar World: The Road from Paris**
Reading:
McCormick, chapter 2

Sept. 20-24 **To the Single Market and Beyond**
Reading:
McCormick, chapter 3

Sept. 20 **Important Date: September 20 -- Country assignments for papers due! It will be distributed by the GTA.**

Sept. 27-Oct. 1 **Consolidation and Financial Crisis: Maastricht, Lisbon, and the Eurozone**
Reading:
McCormick, chapter 4

Part II INSTITUTIONS AND POLICY PROCESS OF THE EU

Oct 4-8 **The European Commission**
Reading:
McCormick, chapter 5

Oct 11-15 **The Council of the European Union**
Reading:
McCormick, chapter 6

Oct. 11 **Paper proposals are due!**

Oct 18-22 **The European Parliament**
Reading:
McCormick, chapter 7

October 25-29	**<u>The European Court of Justice, European Council and Other Institutions</u>** *Reading*: McCormick, chapter 8, 9,10

Module III POLICIES

Nov. 1-5	**<u>Economic and Monetary Policy</u>** *Reading:* McCormick, chapter 12
Nov. 8-12	**<u>Cohesion and Social Policy</u>** *Reading:* McCormick, chapter 13
Nov 15-19	**<u>Agricultural and Environmental Policy</u>** *Reading*: McCormick, chapter 14
Nov 29-Dec. 3	**<u>Foreign and Security Policy and EU's Relations with its Neighbors</u>** *Reading*: McCormick, chapter 15, 16

Final Exam: TBA

Due Date for the Papers: Dec 3 (Online Turnitin)

Course Requirements & Methods of Evaluation

The course is structured around the lectures. There will be interactive debates and discussions. Students are expected to participate in discussions.

Course Calendar

Date	Details
Fri Aug 27, 2021	Webcourse Assignment due by 11:59pm
Oct. 18-25, 2021	Midterm Exam
Oct. 11, 2021	Paper Proposals are due
Final Exam	TBA
Dec 3, 2021	Paper due by 11:59pm

Course Requirements & Methods of Evaluation

The course is structured around the lectures. There will be interactive debates and discussions. Students are expected to participate in discussions.

18% - Participation and group discussions in chat.

20%-Video Assignments and reflection essays.

20% - Midterm Exam. Essay questions on readings and lectures.

20% - Final Exam. Essay questions on readings and lectures.

20% - Paper. Due Dec. 6 (upload papers in the webcourse).

2%-Paper proposal.

Late Paper Policy: Late papers are not acceptable.

Make-up Exam Policy: Make-ups for exams will be given only for documented circumstances of illness or official college activities. Under such circumstances you are required to notify me in 24 hours after missing the exam.

Letter/Grade Equivalencies:

93% - 100%	A
90% - 92.99%	A -
87% - 89.99%	B +
83% - 86.99%	B
80% - 82.99%	B -
77% - 79.99%	C +
73% - 76.99%	C
70% - 72.99%	C -
60% - 69.99%	D
Below 60%	F

Curve Policy: No curve.

Method of Grade Reporting: Webcourses@UCF.

Paper Rules and Guidelines

You will each write an 8 page (double-spaced) research paper on the question below. Cover page is not included in this but the bibliography is included. The papers are due on December 3rd. **Please do not send papers to me (teacher) via email.** They have to be uploaded in the Webcourse in the turnitin by the mentioned deadline (Dec 3 at 11:59 pm).

Focus on the following topic:

Analyze a member or candidate country's relations with the EU in terms of a specific EU policy. More information about the paper and country selections will be provided.

Country Assignments:

You will be assigned a country by the teacher by September 20th. If you miss this date, contact the teaching assistant as soon as possible, otherwise you will miss the track of paper plans and guidelines.

Rules

- Expected length is 8 pages (cover page is not included; bibliography is included).
- Use Microsoft Word.
- Use double spacing, standard margins, and 12-point *New Times Roman*
- Use the citation style of the *American Political Science Review or Chicago style*. This means reference your sources in the text in parenthetical format: "(last name(s) year: page number(s)". For example, (Horowitz 2000, 8–9)." when referring to particular pages. **Note how the period at the end of the sentence appears AFTER the ending parenthesis.**
- With parenthetical format, use footnotes only if you have something to say that does not fit well with the flow of your paper. Use footnotes, not endnotes.
- You should cite the source every time you use someone else's arguments, research, or quotations (otherwise you are plagiarizing). However, avoid long quotations. Instead try to express quotes in your own sentences, still citing them.
- Number your pages.
- Align text left.
- Divide your papers into sections, including introduction, conclusion and bibliography. You should have subsections in the body.
- Grammar and spelling should be correct.

Sources:

You should use multiple sources for the paper, including a combination of the following:

- Books (2) and journal articles (3) (books and articles total 5 sources): Conduct research in the relevant databases.
- Web-site sources (internet): You can use internet sources in addition to the books and journal articles. Please **do not use Wikipedia** as a web source since they can be unreliable. Web sources should be from reliable international organizations such as the UN, European Council, Amnesty International, World Bank, and others.
- Country sources: You can also use country-based resources in addition to books and articles. These include official web-sites of countries, governments, organizations, political parties, think tanks, universities, etc. Be sure to refer to specific reports and studies as your sources.

University Writing Center

University Writing Center
Colbourn 105
Satellite Locations: Main Library, Rosen Library & Online

407-823-2197
http://uwc.ucf.edu/

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

Campus Resources: You should be aware that help is available if you are struggling with this course! First see me, your instructor: I want you to understand the material and would be most pleased to help if you are having trouble. Other resources include the Student Academic Resource Center (SARC), for supplemental instruction and academic tutoring, and the University Writing Center.

UCF Official Syllabus Addendum

This section contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

Embrace Diversity. The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Academic Integrity. The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable

academic communities to translate ideals into action.
http://www.academicintegrity.org/icai/assets/FVProject.pdf (Links to an external site.)

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <http://wpacouncil.org/node/9 (Links to an external site.)+> and has been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgradeLinks to an external site..

For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/Links to an external site..

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording. Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Course Accessibility Statement. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility ServicesLinks to an external site. (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement. Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site..
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.htmlLinks to an external site. (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduLinks to an external site. and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (You CAN Survive an Active Shooter (Links to an external site.)) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students. If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.