City University of Hong Kong

Information on a Course
offered by Department of Public Policy
with effect from Semester A in 2013 / 2014

Part I

Course Title: The European Union

Course Code: POL3914

Course Duration: One semester

No. of Credit Units: 3 credits

Level: B3,A2

Prerequisites: (Course Code and Title) Nil

Precursors: (Course Code and Title) Nil

Equivalent Courses: (Course Code and Title)
SA3914 The European Union, SA2914 The European Union

Exclusive Courses: (Course Code and Title)

Part II

1. Course Aims:

The European Union (EU) is today a consortium of 27 states with a population of nearly 500 million people. Through its existence, the EU has had a long series of changes, including introduction of a new currency, the euro, in 2002, creation of a single economic market in 1992, and addition of new member states across many years. In this course we will analyse both the widening (number of member states) and the deepening (extent of integration) that have taken place in Europe over the past 50 years. The 6 member states originally involved in the project in the 1950s became 9 in 1973, 10 in 1982, 12 in 1986, 15 in 1995 and 25 in 2004 and 27 as of 2012. Similarly, the initial European Coal and Steel Community (ECSC) created in 1952 became the European Economic Community (EEC) in 1958, the European Community (EC) in the 1970s and finally the European Union (EU) in 1993. All of these changes make the project of European integration a unique experiment in international governance. The innovation made – in economics, politics, the law, corporate affairs, and society more generally – are among the most important witnessed anywhere in the world since 1950.
The course will allow students to discover both the European Union itself, and the wider context in which it has developed. Although much of the course focuses on political matters, many broader issues will also be covered. Throughout, we will attempt to get to grips with European culture, and to understand the major nations and states found in contemporary Europe. Wherever possible, videos will be used to bring the major course themes to life. By the end of the course, students will be able to provide a critical assessment of key aspects of the contemporary European Union. They will also have some knowledge of the most important countries that belong to it.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs</th>
<th>Weighting (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate knowledge and understanding of the history and processes of European integration</td>
<td>20%</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrate knowledge and understanding of the institutions and agencies of the EU and their functions</td>
<td>20%</td>
</tr>
<tr>
<td>3.</td>
<td>Identify and critically assess major political, economic, environmental and cultural issues of the EU</td>
<td>30%</td>
</tr>
<tr>
<td>4.</td>
<td>Discover and reflect about the role of the EU in the modern world</td>
<td>30%</td>
</tr>
</tbody>
</table>

3. Teaching and learning Activities (TLAs)
(designed to facilitate students’ achievement of the CILOs)

<table>
<thead>
<tr>
<th>ILO No</th>
<th>TLAs</th>
<th>Hours/week (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO 1, 2, 3, 4</td>
<td>Lectures: to provide an introduction to and guide students in discovering the history, processes and debates surrounding European integration</td>
<td>2 hours per week</td>
</tr>
<tr>
<td>CILO 3, 4</td>
<td>Tutorial discussions, presentations and end-of-term paper: guide students to question, reflect, discover and apply the lectures to specific themes, cases and questions</td>
<td>2 hours every other week</td>
</tr>
</tbody>
</table>

4. Assessment Tasks/Activities
(designed to assess how well the students achieve the CILOs)

<table>
<thead>
<tr>
<th>ILO No</th>
<th>Type of assessment tasks/activities</th>
<th>Weighting (if applicable)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO 3, 4</td>
<td>End of term paper</td>
<td>50%</td>
<td>1500 words</td>
</tr>
<tr>
<td>CILO 1, 2, 3, 4</td>
<td>2 Brief Class Presentations</td>
<td>50%</td>
<td>25% each</td>
</tr>
</tbody>
</table>

End of term paper: 50% of course grade
The course paper should be about 1500 words in length, and must be submitted by week 13. Students should answer either one of the questions given below for the class presentations, or a question they have developed themselves. If they answer one of the class presentation questions, it must be a different question from the one for which they present. They cannot write the end of term paper on the topic of their class presentation. If they answer a question they have developed themselves,
they must get written agreement from the Course Leader. When they submit their end of term paper, they must attach the written agreement to it.

**Class Presentations: 50% of course grade (25% each)**
At the start of the course, each student will be assigned to a small group. During the course, each group will be required to make two class presentations of 20-30 minutes each. One presentation will seek to answer one of the questions given below as class assignments. The other presentation will inform class members about a European state, focusing on the key characteristics of that state and its role inside or outside the EU. In making their presentations, groups should consider using tapes or videos. These are likely to be especially useful in member state presentations, and can draw on many different aspects of the country in question, such as politics, history, art and popular culture. There will be no class presentations in session 1, 9 and 12.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class assignment</th>
<th>Group</th>
<th>Country overview</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Why did some states join the EU in the 1950s, while others did not?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Which are the key EU member states?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Which are the most important EU institutions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Why has the EU made most progress in the economic sphere?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>How significant is the euro?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Is the EU an effective environmental policy actor?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Is there such a thing as European culture?</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>Why did the Berlin Wall come down in 1989?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>What is the likely impact of enlargement on the EU?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Is ASEAN likely to follow the steps taken by the EU?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Countries we will study**
- Austria
- Czech Republic
- France
- Germany
- Greece
- Italy
- Netherlands
- Poland
- Portugal
- Spain
- United Kingdom
5. **Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grading criteria in relation to CILOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Outstanding ability to creatively demonstrate capacity to explain and argue about the history, process of integration, institutions, agencies and their functions, and political, economic, environmental and cultural aspects of the EU</td>
</tr>
<tr>
<td>A</td>
<td>Good ability to creatively demonstrate capacity to explain and argue about the history, process of integration, institutions, agencies and their functions, and political, economic, environmental and cultural aspects of the EU</td>
</tr>
<tr>
<td>A-</td>
<td>Average ability to demonstrate capacity to explain and argue about the history, process of integration, institutions, agencies and their functions, and political, economic, environmental and cultural aspects of the EU</td>
</tr>
<tr>
<td>B+</td>
<td>Below average ability to explain and argue about the history, process of integration, institutions, agencies and their functions, and political, economic, environmental and cultural aspects of the EU</td>
</tr>
<tr>
<td>B</td>
<td>The student is unable to explain and argue about the history, process of integration, institutions, agencies and their functions, and political, economic, environmental and cultural aspects of the EU</td>
</tr>
<tr>
<td>B-</td>
<td>The student is unable to explain and argue about the history, process of integration, institutions, agencies and their functions, and political, economic, environmental and cultural aspects of the EU</td>
</tr>
<tr>
<td>C+</td>
<td>Outstanding ability to creatively demonstrate capacity to explain and argue about the history, process of integration, institutions, agencies and their functions, and political, economic, environmental and cultural aspects of the EU</td>
</tr>
<tr>
<td>C</td>
<td>Good ability to creatively demonstrate capacity to explain and argue about the history, process of integration, institutions, agencies and their functions, and political, economic, environmental and cultural aspects of the EU</td>
</tr>
<tr>
<td>C-</td>
<td>Average ability to demonstrate capacity to explain and argue about the history, process of integration, institutions, agencies and their functions, and political, economic, environmental and cultural aspects of the EU</td>
</tr>
<tr>
<td>D</td>
<td>Below average ability to explain and argue about the history, process of integration, institutions, agencies and their functions, and political, economic, environmental and cultural aspects of the EU</td>
</tr>
<tr>
<td>F</td>
<td>The student is unable to explain and argue about the history, process of integration, institutions, agencies and their functions, and political, economic, environmental and cultural aspects of the EU</td>
</tr>
</tbody>
</table>

**Part III**

**Keyword Syllabus:** Europe, integration, single market, euro

**Lecture Schedule:**

1. Introduction to the EU
2. Condensed history of European integration
3. The EU and its member states
4. EU institutions and agencies
5. Economic integration and the single market
6. The euro
7. European environmental protection
8. European culture
9. Movie: *Klimt*
10. ‘New’ Europe
11. Enlargement of the EU
12. Movie: *Katyn*
13. The EU and the modern world
Recommended Readings:

Text(s):

**Books**

**Journals**
- *European Union Politics*
- *Journal of Common Market Studies*
- *Journal of European Public Policy*

**Online Resources:**
- European Council (CONSIGLUM): [http://ue.eu.int/](http://ue.eu.int/)
- European Documentation Centre at HKBU: [http://www.hkbu.edu.hk/~europe/edc/](http://www.hkbu.edu.hk/~europe/edc/)
- UC Berkeley European Union Internet Resources: [http://www.lib.berkeley.edu/doemoff/govinfo/intl/gov_eu.html](http://www.lib.berkeley.edu/doemoff/govinfo/intl/gov_eu.html)
Appendix 1

1. Introduction to the EU
In addition to introducing the course and the EU, this session will be used to introduce class members to each other and to agree basic rules for conducting class sessions.
Class assignment: There is no class assignment for this session.

2. Condensed history of European integration
European integration is in many ways a remarkable phenomenon. Initially 6 states agreed to cede some political sovereignty to a supranational body. Subsequently more states have joined them, and more sovereignty has been ceded. This session will seek to describe and explain this process.
Class assignment: Why did some states join the EU in the 1950s, while others did not?

3. The EU and its member states
The EU does not have precisely the same relationship with all its member states. Even in formal terms some are privileged. Informally, the differences are even greater. This session will analyse the roles different member states play in the EU.
Class assignment: Which are the key EU member states?

4. EU institutions and organization
The EU is an odd creation. In some respects it resembles a state. In other sense it is little more than an international organization, like, say, the UN or NATO. This session will examine the main EU institutions and the ways in which they fit together.
Class assignment: Which are the most important EU institutions?

5. Economic integration and the single market
The most important recent projects in the EU have been economic: creation of a single market, and launch of the euro. The single market was largely in place by 31 December 1992. This session will examine its implications.
Class assignment: Why has the EU made most progress in the economic sphere?

6. The euro
The euro was created on 1 January 1999, and was put into general circulation across most of the EU on 1 January 2002. This session will consider its importance and impact.
Class assignment: How significant is the euro?

7. European environmental protection
In recent years, the EU has faced difficult environmental issues, notably in relation to water, biodiversity and climate change. For some years it has attempted to develop policy capacity in environmental affairs. This session will analyse progress to date.
Class assignment: Is the EU an effective environmental policy actor?
50 Years of Environmental Protection in EU
http://www.youtube.com/watch?v=uTEMFFKuKxF

8. European culture
Europeans have made enormous contributions to world culture. This session will not attempt to provide a full analysis of European culture. The aim will be more to celebrate and enjoy it.
Class assignment: Is there such a thing as European culture?
The film *Klimt* presents the life of one of the greatest painters of Western Europe at the turn of the 20th century. Directed by Raúl Ruiz (*Time Regained*) the film is a character study of Gustave Klimt (*The Kiss, 1908*) who lies in hospital, dying. In reveries, he recalls the early 1900s: at the World Exposition in Paris, Klimt meets Georges Méliès, who does a moving picture for him, and Klimt falls under the spell of a woman who may be Lea de Castro. We see Klimt in his studio; we meet his mother and sister, who suffer from mental illness. On his deathbed and as a younger man, he imagines things as well: encounters with ministers and waiters and with women who are willing participants in his pleasures. Is this the source of art? The film was a winner of Moscow Film Festival (Best Film) 2006. The film portraits characteristics of modern European culture.

**Class assignment:** There is no class assignment for this session.

10. ‘New’ Europe
While the EU was forming in the second half of the twentieth century, many European countries were client states of the Soviet Union, and were effectively ruled from Moscow. This session will look at the experience of this part of Europe after 1945, and the collapse of communism in Europe in 1989.

**Class assignment:** Why did the Berlin Wall come down in 1989?

11. Enlargement of the EU
One of the biggest challenges facing the EU now is making a success of the May 2004 enlargement, mainly to incorporate countries from the former Communist bloc of East-Central Europe. This session will examine the issues generated by enlargement.

**Class assignment:** What is the likely impact of enlargement on the EU?

The film *Katyn* presents the murder of thousands of Polish officers by the Soviet Secret Police during World War II. Using authentic diaries and letters to tell the fate of Polish officers, the film shows the predicament of Poland attacked in the forest of Katyn by the Nazis from the west on 1 Sept 1939 and on 17 Sept by the soviets from the east under a secret deal between Stalin and Hitler. The news of the tragedy was finally revealed in 1943 after the Nazis invaded the Soviet Union and discovered the mass graves. Soviet propaganda blamed the deaths to Hitler. In 1990, the Kremlin officially disclosed that Stalin secret police was responsible for the crime. The film was nominated for the Golden Globe Awards and the Academy Awards. It depicts one of the lowest points in European civilization.

**Class assignment:** There is no class assignment for this session.

13. The EU and the modern world
This session will attempt to think through the global significance of European integration. In particular, it will debate the implications of the EU for Asia, focusing on ASEAN and the possibility that it might one day develop into an Asian version of the EU.

**Class assignment:** Is ASEAN likely to follow the steps taken by the EU?
Explanatory Notes for completing Form 2B

1. **Course Title**
   This is the full title of the course in English.

2. **Course Code**
   An alpha numeric code normally using department code as a prefix, followed by 4-5 digits, where the first digit indicates the level of the course.

   For example, the course “Introduction to Computer Science” may have a course code of “CS2001”. “CS” is the department code for the Department of Computer Science. “2” after the department code is the level of the course, and in this case the course is at the level of B2, and “001” is the sequence number assigned to the course.

3. **Course Duration**
   This refers to the duration of the course in terms of number of weeks or semesters.

4. **No. of Credit Units**
   Number of credit units assigned for the course.

5. **Level**
   The level of a course shows its degree of academic difficulty. The following levels should be used:

   Associate Degree courses can have levels of A1 or A2;
   Bachelor’s Degree courses can have levels of B1, B2, B3 or B4; and
   Taught postgraduate courses can have levels of P5 or P6.

6. **Prerequisites**
   These are courses that students must pass before they are allowed to take the current course. A rigid structure of prerequisites may unintentionally hinder a student’s progress and limit flexibility in the choice of courses. Furthermore, the timing of the availability of the pre-requisite courses as well as the current course would be critical. Departments should therefore be careful when defining pre-requisites for courses.

7. **Precursors**
   These are courses that students are advised to take and pass before they attempt the current course. In general, precursors are more flexible in allowing student choice and progression. They also serve as indicators of the requirements of the current course.

8. **Equivalent Courses**
   Departments may wish to designate some courses as equivalent in terms of level and similarity of content to those which are required courses. There are two major purposes for designating courses as equivalent to required courses. First, students will usually register on one course out of the list of equivalent courses. If they register on more than one course on the list, then only the result of the last course examined would count towards the GPA. Second, if a particular course has been
withdrawn, students can choose one of its equivalent courses on the list to fulfill the programme requirement.

9. **Exclusive Courses**
   These are courses where there is sufficient overlap in their content to make it inappropriate for students to earn credits for more than one of such

10. **Course Aims**
    This is a brief description of what the course is about and what it intends to achieve. Course Aims should be compatible with Programme Aims. It should be written in a manner which is clearly understood by students and staff. As a rule of thumb, if the aims and intended learning outcomes of a course are changed other than for editorial reasons, a new course should be proposed.

11. **Course Intended Learning Outcomes (CILOs)**
    CILOs state what the student is expected to be able to do at the end of a course according to a given standard of performance. Outcomes should be achievable and assessable. They should be clear to students on the learning outcomes expected at the end of the course and also clear to staff to enable them to design appropriate teaching and learning activities (TLAs) and assessment tasks which facilitate the achievement of CILOs. It is important to ensure that Course ILOs address Programme ILOs.

    Weightings can be assigned to CILOs according to their relative importance to the course.

12. **Teaching and Learning Activities (TLAs)**
    TLAs are designed to align with CILOs to facilitate student’s achievement of those outcomes. TLAs could be teacher, peer, or self-initiated and take various formats such as project work, case studies, lectures, tutorials, practicals, placements, problem-based learning, studio etc. The choice of TLAs should be such as to facilitate active learning and the achievement of CILOs.

13. **Assessment Tasks/Activities**
    Assessment tasks or activities are designed to align with the CILOs to provide evidence on how well each student has achieved the CILOs. Such evidence could be provided by project work, case studies, assignments, examinations, laboratory work and reports, practicals, practicum etc. The choice of Assessment Tasks should relate directly to the learning outcomes of the course. “Remarks” could include information such as when a task is to be performed, when due, the word limit of the assessment tasks/activities, assessed on a Pass/Fail basis etc., as applicable.

14. **Grading of Student Achievements**
    Grading of students’ achievement should be in accordance with the Academic Regulations. Please indicate however whether grading is assigned based on student achievement of ILOs according to defined grading criteria or on their performance in assessment tasks/activities.

15. **Notes for Dissertation-type courses:**
    Courses may be designated “dissertation-type” courses in the course catalogue. Dissertation-type courses relate to independent work which takes a variable time
to complete. Section 12 (Teaching and Learning Activities) and Section 13 (Assessment Tasks/Activities) should be replaced with information relevant to such courses, including a specification of a normal duration for course registration and a maximum duration for course registration, both in terms of the number of semesters. In all cases, Form 2B for dissertation-type courses should note that students are not permitted to repeat a dissertation-type course.

16. **Keyword Syllabus**
   This is a brief introduction to the syllabus of the course which is designed to motivate students’ learning.

17. **Amendments/Revisions to Form 2B**
    Amendment or revisions to the information provided in Form 2B are subject to the procedures outlined in the University’s QA Principles, Policies and Practices. Faculty and School Boards should consider delegation of authority to Programme Committees, Faculty/School Validation and Monitoring Committees as necessary to facilitate innovation and change as appropriate.
Academic Regulation 8 -- Grading of Courses

8.1 Courses are graded according to the following schedule:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Grade Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
<td>Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Marginal: Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure: Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>&quot;Pass&quot; in a pass-fail course. Courses to be graded on a pass-fail basis for a programme are specifically identified under the programme in the course catalogue.</td>
</tr>
</tbody>
</table>

Operational Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>S</td>
<td>Dissertation Submitted</td>
</tr>
<tr>
<td>X</td>
<td>Assigned when a student is permitted to drop the course after the normal drop date.</td>
</tr>
</tbody>
</table>

8.2 Students assigned a grade of D or better, or a Pass grade in a pass-fail course, earn credit units for the course. Grades of F, IP, I, S, or X do not earn credit units.

8.3 Grades of P, I, IP, S and X are not counted in the calculation of a student's CGPA. Grades of F are counted, unless the fail is recovered under AR11.3.

8.4 Grades of P, I, IP, S and X are not counted in the calculation of a student's SGPA.