

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: The European Union

Course Code: POL3914

Course Duration: One semester

Credit Units: 3 credits

Level: B3, A2

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction:

English

Medium of Assessment:

English

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)

Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

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)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate knowledge and understanding of the history and processes of European integration	20%		√	√
2.	Demonstrate knowledge and understanding of the institutions and agencies of the EU and their functions	20%		√	
3.	Identify and critically assess major political, economic, environmental and cultural issues of the EU	30%			√
4.	Discover and reflect about the role of the EU in the modern world	30%			√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	To provide an introduction to and guide students in discovering the history, processes and debates surrounding European integration.	√	√	√	√			2 hours per week
Tutorial discussions, presentations and end-of-term paper	Guide students to question, reflect, discover and apply the lectures to specific themes, cases and questions			√	√			2 hours every other week

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: <u>100</u> %								
End of term paper			√	√			50%	1500 words
2 Class Presentations	√	√	√	√			50%	25% each
Examination: _____ % (duration: _____, if applicable)								
							100%	

* The weightings should add up to 100%.

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.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. End of term paper		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	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	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	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	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
2. Two class presentations		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	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	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	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	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

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Europe, integration, single market, euro

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Books

- Nugent, Neill (2003) *Government and Politics of the European Union*, 5th ed, Basingstoke: Macmillan.
- McCormick, John (1999) *Understanding the European Union: A Concise Introduction*, Basingstoke: Macmillan.
- Geddes, Andrew (1999) *Britain in the European Union*, 2nd ed, Tisbury: Baseline.
- Dinan, Desmond (1999) *Ever Closer Union? An Introduction to the European Union*, 2nd ed, Basingstoke: Macmillan.
- Cram, Laura, Dinan, Desmond and Nugent, Neill (eds) (1999) *Developments in the European Union*, Basingstoke: Macmillan.
- Peterson, John and Bomberg, Elizabeth (1999) *Decision-Making in the European Union*, Basingstoke: Macmillan.
- Wallace, Helen, and Wallace, William (eds) (2000) *Policy-Making in the European Union*, 4th ed, Oxford: Oxford University Press.
- Artis, Mike and Lee, Norman (eds) (1997) *The Economics of the European Union: Policy and Analysis*, Oxford: Oxford University Press.
- Hix, Simon (1999) *The Political System of the European Union*, Basingstoke: Macmillan.
- Nelsen, Brent F and Stuff, Alexander C G (eds) (1998) *The European Union: Readings on the Theory and Practice of European Integration*, 2nd ed, Basingstoke: Macmillan.
- Rosamond, Ben (1999) *Theories of European Integration*, Basingstoke: Macmillan.
- Dinan, Desmon (ed) (1998) *Encyclopedia of the European Union*, Basingstoke: Macmillan.

Journals

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

Online Resources:

- European Union: <http://europa.eu/>
- European Council (CONSILIUM): <http://ue.eu.int/>
- European Parliament: <http://www.europarl.europa.eu/>
- European Commission in Hong Kong: http://eeas.europa.eu/delegations/hong_kong/
- European Documentation Centre at HKBU: <http://www.hkbu.edu.hk/~europe/edc/>
- European Union in the US: <http://www.eurunion.org/eu/>
- A Concise Encyclopaedia of the European Union:
<http://www.euro-know.org/europages/dictionary/index.html>
- Community Research and Development Information Service (CORDIS):
http://cordis.europa.eu/home_en.html
- UC Berkeley European Union Internet Resources:
http://www.lib.berkeley.edu/doemoff/govinfo/intl/gov_eu.html