Course Overview

HIST3735 - The European Union
Course Outline

Semester Semester 1 - 2010
Unit Weighting 10
Teaching Methods
Lecture
Tutorial

Brief Course Description
With a particular focus on the European Union (EU), and within the history of the integration process, students will evaluate the extent to which integration has changed the lives of citizens and relations between nation-states in Europe; critique EU policies and processes; analyse the EU's role as an international actor; and apply insights derived from integration theory.

Contact Hours
Lecture for 1 Hour per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term
Tutorials commence in week 2

Learning Materials/Texts
Course Objectives
Upon completion of this course students should be able to:
1) demonstrate a broad historical understanding of the major institutions of the European Union and issues confronting its formation and development;
2) distil and synthesise from relatively complex bodies of literature material relevant to specific questions;
3) present distinctive interpretations in the form of argument;
4) sustain a high standard of critical analysis;
5) communicate orally at undergraduate level in a large discussion group;
6) demonstrate advanced research and writing skills.

Course Content
Topics are likely to include.
* Introduction to European Integration
* Architects of Integration
* From Coal and Steel: Post-World War II Europe
* From Rome to Maastricht: 1957-1992
* How Does the European Union Work?
* The Euro, Money and Markets
* Enlargement and Diversity
* Green issues and Farming: Agriculture and the Environment
* A Constitution for the EU?
* The EU's External Relations
* Australia and the European Union
* Citizenship, Migration and Asylum
* Unity in Vision and Reality: Europe's Regions, Regionalism, and Nationalism

Assessment Items
| Essays / Written Assignments | Tutorial paper: 1000 words 20% Due 1 Week after Seminar. |
| Essays / Written Assignments | Major essay: 2,000 words 40% Due Friday 7 May. |
| Examination: Class | Class test, held on Friday 4 June in the week 13 Seminar: 20% |
| Group/tutorial participation and contribution | Class participation, including tutorial presentation, demonstrating reading and preparation: 20% |

Assumed Knowledge
20 units in History at 1000 level or equivalent e.g Politics

Callaghan Campus Timetable
HIST3735
European Union
Enquiries: School of Humanities and Social Science
Semester 1 – 2010

| Lecture | Friday | 12:00 - 13:00 | [V102] | Commences Week 2 |
| Tutorial 1 | Friday | 13:00 - 14:00 | [W243] |
| Tutorial 2 | Friday | 14:00 - 15:00 | [W243] | Commences Week 2 |

IMPORTANT UNIVERSITY INFORMATION
ACADEMIC INTEGRITY
Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning
and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one’s own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one’s own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person’s ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** (under student) at the link above.

Requests for **Extensions of Time** must be lodged no later than the due date of the item. This applies to students:
applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
</table>

School of Humanities and Social Science
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

End of CTS Entry

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://www.newcastle.edu.au/study/enrolment/regdates.html](http://www.newcastle.edu.au/study/enrolment/regdates.html)
NB: Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard**: Refer - [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Important Additional Information**

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

**Course Delivery**

This course is taught in conjunction with the Innovative Universities European Studies Centre at La Trobe University and is concurrently taught at a number of universities around Australia. The lectures are given by Stefan Auer at La Trobe; these lectures are available in audio or audiovisual formats and can be downloaded from the La Trobe University website for the course. Students will be issued with passwords and access details for the La Trobe website. The lecture structure is determined by La Trobe but generally consists of two lectures a week for weeks 1-4, followed by one lecture a week for the rest of the semester. From week 5, there is also a weekly interview, conducted with senior bureaucrats, diplomats and the like with hands-on experience of the workings of the EU. The interviews are not compulsory but are recommended viewing for the course. There is also a one-hour tutorial each week from week 2.

**Please Note**: There will be **NO on-campus lecture** for the course.

**READING LIST**

Seminar readings may be downloaded from the La Trobe website for the course. Alternatively, a course reader may be purchased from the University of Newcastle.

Students should not expect to use any single work as a text book for this subject, as it is crucially important that different views and perspectives are acquired from a variety of writers. However, a limited number of copies of the following useful books are available from the University Bookshop:

The most comprehensive and up-to-date is probably:


*An Historical Introduction to the European Union* (Paperback)

by Philip Thody (Author)

Publisher: Routledge; 1 edition (July 16, 2005)


**BACKGROUND READING**

A number of recommended sources for background reading are listed for each week tutorial sessions. Below is a selected list of titles that I found particularly engaging and useful:


**OTHER RESOURCES**

This is a very exciting time in European history. EU initiatives such as enlargement regularly feature in the news media, as do the EU’s responses to issues such as population movements, terrorism and globalisation. To keep abreast of contemporary developments, students should regularly consult sources such as newspapers, radio programmes, journals, electronic newsletters, and appropriate web sites. Here are some of the most useful sources:

**Newspapers/Journals**

*The Economist*

*The Guardian Weekly* (available from newsagents or in the library)

*Journal of Common Market Studies*

**European Union sites**

One way of keeping up-to-date with developments in EU is to visit the web site of EurActiv:

http://www.euractiv.com/

EU server: http://europa.eu.int


The European Commission: http://europa.eu.int/institutions/comm/index_en.htm

The European Court of Justice: http://europa.eu.int/institutions/court/index_en.htm

**General news sites**

BBC News online: http://news.bbc.co.uk/


Radio Deutsche Welle: http://www.dw-world.de/

(I would also recommend DW News on SBS TV)


**Associations/Research Centres**

The European Commission’s Delegation to Australia and New Zealand: http://www.ecdel.org.au/home.htm

The European Policy Centre (Brussels-based think tank) http://www.theepc.be
The Institute of European Affairs (based in Dublin) [http://iiea.com](http://iiea.com)
The Bruges Group (a ‘Euro-sceptic’ website inspired by Thatcher’s speech in Bruges) [www.brugesgroup.com](http://www.brugesgroup.com)

**Library Databases**
- Expanded Academic ASAP
- Proquest 5000

**Assessments**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation and presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Minor essay (1000 words)</td>
<td>20%</td>
</tr>
<tr>
<td>Research essay (2000 words)</td>
<td>40%</td>
</tr>
<tr>
<td>Class test</td>
<td>20%</td>
</tr>
<tr>
<td>COMPULSARY non-assessable Eurovision Assignment</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Class Participation (worth 20%)**
Includes tutorial presentation, demonstrating reading and preparation.

*The class presentation consists of a 3–5 minute oral presentation based on the chosen topic for the minor essay, to be handed in for assessment a week after presentation. The students will not read their presentation in the tutorial, but will be expected to answer questions on their topic. These questions will be used as the basis for opening up discussion with other students in the tutorial group.*

- The topic of the presentation will be the student’s main essay question, which will be chosen in the Week 2 seminar.
- These presentations will take place in the tutorials from Week 3 onwards.
- The tutor and the tutorial group will question each presenter and contribute to discussion of the topics raised.
- The intention is that the presenters will be given an opportunity in this session to refine and develop their ideas on the topic in preparation for the main essay, which will normally be due one week after the presentation.
- Further details will be provided in the tutorials if necessary.

**1000-Word Minor Essay (worth 20%)**
*Due date:* varies; one week after the tutorial on the essay topic.

*The minor essay will answer an essay question based on one of the tutorial topics.*

- The essay topics will be chosen in the seminar in Week 2.
- Essays are due one week after the oral presentation.
- The essays must have a summary of the argument presented, be referenced according to History guidelines, and have a bibliography attached.
- Further details will be provided in the tutorials if necessary.

**2,000 Word Essay (worth 40%)**
*Due date:* Friday 7 May.

- The main essay will answer an essay question to be chosen from a list to be provided in the seminars.
- The essays must have a summary of the argument presented, be referenced according to History guidelines, and have a bibliography attached.
- Further details will be provided in the tutorials if necessary.

**Exam (worth 20%)**
*Date:* Friday 4 June (In place of Week 13 Seminar)
The examination will be based on the lecture topics and the tutorial topics.  
- Further details will be issued later in the semester.

Compulsary, non-assessable Eurovision assignment:

All students will:

1) Watch the first night of the Eurovision semi-finals (semi-finals 25 & 27 May, Finals 29 May)
2) Come to the week 12 tutorial (28 May) prepared to answer the following question: To what extent has Eurovision been more successful than the European Union in fostering European Integration.

Please note: Eurovision will be screened on SBS, on evenings AFTER the events occur in Europe (due to the difference in timezones). Dates of the SBS screenings will be advised later in the year, but I expect the first semi-final to be screened on 26 May.

STRUCTURE OF THE TUTORIAL PROGRAMME

Part I: History

Week 2 – Introduction to European Integration: What is EUrope? (Friday 12 March)

Week 3 – How Does the European Union Work? (Friday 19 March)

Week 4 – Towards European Unity: From Ideas to Implementation (Friday 26 March)

Week 5: No Seminar (Good Friday)

Week 6 – The origins of the EU: The European Community before the Collapse of Communism (Friday 16 April), AND

- The Construction and Expansion of the European Union: Accommodating a Bigger and More Unified Europe? (Friday 16 April)

[Double topic because there is no seminar in Week 5]

Part II: Member States and the EU

Week 7 – Germany and France: Still ‘the Engine’ of European Integration? (Friday 23 April)

Week 8 – Britain and Europe (Friday 30 April)

Week 9 – Small States in the European Union (Friday 7 May)

Part III: EU in the Wider World: Current and Future Challenges

Week 10 – Europe after the Cold War: New Challenges in Enlargement, Environment, and Security (Friday 14 May)

Week 11 – Constitutionalism and Democracy in the EU (Friday 21 May)

Week 12 – Citizenship, Diversity and Migration (Friday 28 May)

Week 13 – Class Test (Friday 4 June)
**Week 13 – EU and Asia and Australia**

**Week 14 – Power and Weakness: EU as a Global Player in the 21st Century**

**Part 1: Origins and the Evolution of the European Union**

**Week 2 (12 March)**

**What is Europe?**

Key questions:
What is Europe? Is it boring? Can Europe be equated with the European Union? What are the boundaries of Europe? Should Russia and Turkey be seen as belonging to Europe? Address these questions in relation to the roles of religion, language, economics and different historical legacies that shaped European societies. In what ways is ‘Europe’s Experimental Union’ (Laffan et al. 2000) unique? Does it behave more like a nation state, or rather just like another international organization? What is the relevance of the European anthem and the Euro - the common European currency - for the project of European unity?

**Required reading:**

**Further reading:**

**Week 3 (19 March)**

**How Does the European Union Work?**

Key questions:
What are the key institutions of the EU? Which are the most important and unimportant? Why? Can you name some “informal” aspects of the way EU institutions work? Does the European Parliament represent those who vote for it? Do MEPs tend to represent particular countries or particular ideological viewpoints? How much power does this institution hold? What is the role of the Council of the European Union in the policy-making process? What is the role of the European Commission? How does it manage the EU’s external relations? What is the role of the Council of Ministers in the policy-making process? How does the European Court of Justice function? Who might seek recourse to the Court? What is meant by the term ‘democratic deficit’? How might this be overcome? How do the EU’s institutions work together? Is the European Union democratic? Are its institutions transparent and accessible?

Required Reading:
- Timothy Garton Ash, ‘This treaty is a mess, but it will free Europe to do more important things,’ The Guardian, 13 December 2007.

Further Reading:

Week 4 (26 March)
Towards European Unity: From Ideas to Implementation

Key questions:
Is the project of European unity best understood as the continuation of the Enlightenment project and its cosmopolitan ideals? What were the main aims of European integration? Have these changed over time? What have been the long term impediments to the emergence of European unity? What were the reasons behind earlier attempts at closer cooperation between states? Why did they fail?

Required reading:

Further Reading:
**Week 5 (2 April)**
Good Friday: No seminar

**Week 6 (16 April)**

NB: Because we have no seminar in Week 5, there are TWO topics to cover in Week 6.

**Week 6 Topic 1**
The origins of the EU: The European Community before the collapse of communism

Key questions:
Why does Churchill think European unity is needed and what models does he offer? Why are France and Germany so important? How did Franco-German relations shape the nature of the integration project? What was the dispute between unionists and federalists about? What were the political and economic developments driving towards integration? What were the most important factors? Who were the most important actors and why? What did the founding members find attractive about pooling national sovereignty?

Has the European project been primarily directed by national governments, or have European institutions played their own important role?

**Required Reading:**

**Further reading:**

**Week 6 Topic 2:**
The Construction and Expansion of the European Union: accommodating a bigger and more unified Europe?

Key questions:
What were the negative and positive factors impacting on integration processes during this period? With reference to Dinan, which explanations for the development of the European community do you find most convincing? What did various national interests find attractive about the idea of European unity and what did they find unappealing about it? What reasons can you find for variations in national positions; over time and
across geography? Can Europe be both bigger and more unified? Do you think Garton Ash is for or against widening or deepening of the EU? Does the lack of democracy in the EU damage its legitimacy?

Required Reading:
- Timothy Garton Ash, 'Europe’s True Stories,' Prospect Magazine 131 February 2007

Further reading:
- Fraser Cameron, 'Widening and Deepening,' in Fraser Cameron (ed.), The Future of Europe, London: Routledge, 2004, pp. 1-17 esp. pp.8-12 (NB this article can be found in the reading pack for week 9).

Part 2: Member States and the EU

Week 7 (23 April)
Germany and France: Still ‘the Engine’ of European Integration?

Key questions:
What kind of Europe have German and/or French political leaders aspired for? What views have they held in common and where have they differed? Are the claims about the declining influence of Germany and France justified? Are either of them more likely to revive their influence than the other? Does the project of European unity still revolve around these two countries?

Required Reading:
- Steven Philip Kramer, 'The End of French Europe?' Foreign Affairs 85, no. 4 2006: 126.

Further Reading:

Week 8 (30 April)
Britain and Europe
Key questions:
What are the issues that the UK has had with Europe and have they varied over time? Is the EU a threat to the UK? How can you explain that most British politicians consistently favoured the enlargements of the EU/EC? Why did Britain refrain from joining the common currency? Was Margaret Thatcher’s Speech in Bruges pro-, or anti-European? In what sense can Thatcher be described as a ‘Founding Mother of the New Europe’ (Gillingham 2003: 136)? How did the British attitude towards Europe change under former PM, Tony Blair?

Required Reading:

Further Reading:
- ‘Excerpt from the Debate in the House of Commons on the EU Constitution: The Incredibly Pompous Preamble’ [http://www.publications.parliament.uk]
- The essential history of the United Kingdom [videorecording]. BBC in association with France 3 L’United Continentales, Radio Telefis Eireann, RTP and TV2 Denmark, c1993

Week 9 (7 May)
Small States in the European Union
Key questions:
What was the tragedy of Central Europe according to Kundera? Is Kundera’s argument still relevant after 1989? What role did the EU play in the postcommunist transition of Central Europe? Is membership in the European Union a net benefit to small states? How does the experience of Central and Eastern Europe differ from small states that entered the EU previously (e.g. Ireland)? Can the new member states emulate the successful Irish experience?

Required Reading:
- “Eastern Europe” Wrongly Labelled’ The Economist 7 January 2010

Further Reading:
- “Emerging Patterns of EU Membership: Drawing Lessons from Slovakia’s First Two Years as a Member State.” Politics 27, 2007, pp. 69-75.
Part 3: EU in the Wider World – Current and Future Challenges

Week 10 (14 May)

Europe after the Cold War and the Challenges of Enlargement

Key questions:
Why is the enlargement of the European Union significant? What impact has it had, if any, on the system of governance? Has it changed the influences on economic or foreign policy? Are there geographic, political and/or cultural limits to future enlargements? Has the EU already reached its capacity, or can it absorb more new members? Has enlargement stretched the capacity for democratic governance beyond reach?

Required Reading:

Further Reading:
- Sharon L. Wolchik and Jane L. Curry (eds), Central and East European Politics: from communism to democracy, Lanham: Rowman & Littfield, 2008.

Week 11 (21 May)

Constitutionalism and Democracy in the EU

Key questions:
Does Europe need a Constitution? Can the constitutionalisation of Europe improve the democratic accountability of its institutions? Is the Lisbon Treaty just a constitution in disguise, considering that it seeks to implement a number of crucial provisions entailed in the failed Constitutional Treaty? Will the Treaty, once adopted, ameliorate or exacerbate the democratic deficit? Why was the Constitutional Treaty rejected yet the Lisbon Treaty succeeded?

Required Reading:
Further Reading:
- Charlemagne 'We are all Belgians now' The Economist, 28 November 2009 p. 56 (available at www.economist.com/world/europe/displaystory.cfm?story_id=14963491)

Week 12 (28 May)
Citizenship, Diversity and Migration

Key questions:
How does the European Union influence the lives of its citizens? The EU has been criticised as an elite driven project. Do you think this is fair? Also consider this question in the context of attempts to create a constitution for Europe. Consider the major challenges and issues since the creation of the ECSC. Has the EU addressed the concerns of its citizens? Does the term ‘Fortress Europe’ have currency? Can the interests of minorities such as Muslims or Romany be represented at a European level? Are there any limits to European diversity? How could or should Europe meet the challenges of immigration? Is it even a European as opposed to national issue?

Required reading:
- Mark Steyn, 'To Be or Not to Be', America Alone: The End of the World as we Know It, Washington, DC: Regnery, 2006, pp. xi-xxx.

Further Reading:
NB: While the Seminar programme ends in Week 12 at Newcastle (with the Class Test in week 13), the La Trobe course includes two further seminars (Weeks 13-14). These are listed below for students to use for reading lists if relevant for their essay questions.

**Week 13**

**The EU and Asia and Australia**

Key questions:
Why is Europe important to Australia? Could Australia ever become a member of the EU? Short of full membership, would it be beneficial to increase the political and commercial links through arrangements such as ANZ-EU FTA (Australian and New Zealand and the EU Free Trade Agreement)?

**Required reading:**

**Further Reading:**

**Week 14**

**Power and Weakness: The EU as a Global Player in the 21st Century**

What are the EU’s main current and future challenges? How does the left-wing critique of the EU differ from the neo-liberal eurosceptic critique? How does the EU exert its influence beyond its borders? Is its commitment to and respect for international law an effective means to deal with current challenges? Or is the notion of the ‘soft power’ Europe just a convenient smokescreen for the fact that the EU is powerless when it comes to fundamental challenges of peace and war? Do you find Habermas’ argument in favour of a Common Foreign and Security Policy convincing?

**Required Reading:**

**Further reading:**