HIST3730 - The European Union

Course Outline

Semester: Semester 1 - 2009
Unit Weighting: 20
Teaching Methods: Problem Based Learning, Lecture, Self Directed Learning, 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 2 Hours per Week for the Full Term
Tutorial for 2 Hours per Week for the Full Term
Tutorials commence in week 2

Learning Materials/Texts

Course Objectives
The work required in this course will enable the application of skills learnt in first year history and politics to the more intensive study of the world's largest multi-national economic and political region. In particular, priority will be given to the mastery by students of the ability to distil from relatively complex bodies of

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2009

CTS Download Date: 13.2.09
literature the material relevant to specific questions, to develop the art of presenting distinctive interpretations in the form of argument, and to establish and sustain a high standard of critical analysis and effective writing. Many of the skills acquired are transferable to other areas of life, education and the workplace. These include: time management; written communication; problem solving; critical analysis; acquisition and assessment of information; synthesising; understanding of social and individual behaviour; ability at team and independent work; effective research; public communication; project planning. Ability in developing these skills will be reflected in assessment in the course.

**Course Content**

* Week 1 - Introduction to European Integration  
* Week 2 - Architects of Integration  
* Week 3 - From Coal and Steel: Post-World War II Europe  
* Week 4 - From Rome to Maastricht: 1957-1992  
* Week 5 - How Does the European Union Work?  
* Week 6 - The Euro, Money and Markets  
* Week 7 - Enlargement and Diversity  
* Week 8 - Green issues and Farming: Agriculture and the Environment  
* Week 9 - A Constitution for the EU?  
* Week 10 - The EU's External Relations (or: How the EU Tries to Shape the Rest of the World)  
* Week 11 - Australia and the European Union  
* Week 12 - Citizenship, Migration and Asylum  
* Week 13 - Unity in Vision and Reality: Europe's Regions, Regionalism, and Nationalism

* The EU's External Relations

**Assessment Items**

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written</td>
<td>One 1000-word exercise 15%</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Essays / Written</td>
<td>One 4,000-word essay 40%</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
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<tr>
<td>Examination:</td>
<td>One 2-hour examination 35%</td>
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<tr>
<td>Formal</td>
<td></td>
</tr>
<tr>
<td>Presentations - Class</td>
<td>Class presentation (equivalent 1000-words) 10%</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**

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

**Callaghan Campus Timetable**

**HIST3730**  
**EUROPEAN UNION**

Enquiries: School of Humanities and Social Science  
Semester 1 - 2009

| Lecture and Tutorial | Thursday 14:00 - 16:00 [MC110] | Friday 14:00 - 16:00 [MCG25] | 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](http://www.newcastle.edu.au/policylibrary/000641.html) 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](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 below are liable for the full cost of their student contribution or fees for that term.

<table>
<thead>
<tr>
<th>For Semester 1 courses: 31 March 2009</th>
<th>Block Census Dates</th>
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</thead>
<tbody>
<tr>
<td>For Semester 2 courses: 31 August 2009</td>
<td>Block 1: 16 January 2009</td>
</tr>
<tr>
<td>For Trimester 1 courses: 18 February 2009</td>
<td>Block 2: 13 March 2009</td>
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<tr>
<td>For Trimester 2 courses: 9 June 2009</td>
<td>Block 3: 15 May 2009</td>
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<td>For Trimester 2 courses: 9 June 2009</td>
<td>Block 4: 10 July 2009</td>
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<tr>
<td>For Trimester 3 courses: 22 September 2009</td>
<td>Block 5: 11 September 2009</td>
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<tr>
<td>Singapore Census Dates</td>
<td>Block 6: 16 November 2009</td>
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<tr>
<td>For Trimester 1 Singapore courses: 27 January 2009</td>
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</tr>
<tr>
<td>For Trimester 2 Singapore courses: 26 May 2009</td>
<td></td>
</tr>
<tr>
<td>For Trimester 3 Singapore courses: 22 September 2009</td>
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</tbody>
</table>

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>
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</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Precinct</td>
<td>Phone 4921 5000</td>
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</tbody>
</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.

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End of CTS Entry

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Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. Refer - http://www.newcastle.edu.au/policylibrary/000648.html

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://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - 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/
• 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

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

□ Type your assignments: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
□ Word length: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
□ Proof read your work because spelling, grammatical and referencing mistakes will be penalised.
□ Staple the pages of your assignment together (do not use pins or paper clips).
□ University Assessment Item Coversheet: All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/
□ By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:
  ➢ Level 3, Shortland Union, Callaghan
  ➢ Level 2, Student Services Centre, Callaghan
  ➢ Ground Floor, University House, City
  ➢ Opposite Café Central, Ourimbah
□ Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

NB: Not all of these services may apply to the Port Macquarie Campus.

□ Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
□ Keep a copy of all assignments: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

□ Research essay (4000 words)
□ Minor essay (2000 words)
□ Take-home Exam

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.
Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - [http://www.newcastle.edu.au/policylibrary/000608.html](http://www.newcastle.edu.au/policylibrary/000608.html)

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - 'Re-marks and Moderations - Procedure 000769' available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

In this course, it is recommended that you use the use the Chicago style for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure. A range of guides to the Chicago style may be found @: http://www.lib.latrobe.edu.au/help/style-guides.php#Chicago
For further information on referencing and general study skills refer - ‘Infoskills’ available @: www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

ASSESSMENTS

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research essay (4000 words)</td>
<td>40%</td>
</tr>
<tr>
<td>Minor essay (2000 words)</td>
<td>20%</td>
</tr>
<tr>
<td>Take-home Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Class presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
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Class Presentation (worth 10%)
Due date: varies, depending on which minor essay topic is chosen

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 3 tutorial.
- These presentations will take place in the tutorials from Week 5 onwards.
- The written presentation should be about 500 words in length, and should make clear the argument and main points in the presentation. This may be a dot-point summary, and should be handed in for assessment at the end of the tutorial.
- 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.

2000-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 tutorial in Week 3.
- 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.

4,000 Word Essay (worth 40%)

Due date: Monday 11 May.

• The main essay will answer an essay question to be chosen from the list at the back of the
course guide.
• 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.

Take-Home Exam (worth 20%)

Date: To be allocated

The examination will be based on the lecture topics and the tutorial topics.
• Further details will be issued later in the semester.

READING LIST

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)


Desmond Dinan, Ever Closer Union: An Introduction to European integration, 3rd edn, London, Palgrave

Derek W. Urwin, The Community of Europe: A history of European integration since 1945, 2nd edn, London,

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:


Brigid Laffan, Michael Smith, and Rory O’Donnell. Europe’s Experimental Union: Rethinking Integration,

Dick Leonard and Mark Leonard, eds. The Pro-European Reader, Houndmills, Basingstoke, Hampshire:


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

Library Databases
Expanded Academic ASAP
Proquest 5000

EUROPEAN UNION PRIZE
The European Union Commission in Canberra offers two prizes for students enrolled in, and completing, this subject, one for the third-year student with the highest final mark in the subject and one for the second-year student with the highest mark. Each prize is to the value of $250.

EU INTERNSHIPS AND TRAINEESHIPS
The European Union offers opportunities for young people to work as interns or trainees either in Canberra at the European Commission Delegation or in Europe with one of the institutions of the EU. These include the European Commission itself in Brussels, the European Parliament, the Council of Europe, the European University Institute in Florence, the European Central Bank and the European Ombudsman. For more details, such as application procedures and dates, you should go to the homepage of the European Commission Delegation to Australia at <http://www.ecdel.org.au/home.htm> and follow the appropriate links. Students who have successfully completed this subject are obviously well placed to take advantage of these opportunities.

EMPLOYMENT OPPORTUNITIES
Information on employment opportunities with the European Union and in Europe generally can also be found by following the appropriate links on the above website.
STRUCTURE OF THE TUTORIAL PROGRAMME

Part I: History

Week 2 – Introduction to European Integration: What is EUrope?
Week 3 – How Does the European Union Work?
Week 4 – Towards European Unity: From Ideas to Implementation
Week 5 – From Coal and Steel to the Treaty of Rome; From Rome to Maastricht
Week 6 – No tutorial due to public holiday

Part II: Member States and the EU

Week 7 – ‘From Maastricht to Lisbon’ AND ‘Britain and Europe’
Week 8 – Small States in the European Union
Week 9 – Germany and France: Still ‘the Engine’ of European Integration?

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
Week 11 – Constitutionalism and Democracy in the EU
Week 12 – Citizenship, Diversity and Migration

[NB: While there are tutorials held in weeks 13 and 14 at La Trobe, there are no week 13 or 14 tutorials at the University of Newcastle. The tutorial details are included in this handout so that the reading list is available to Newcastle students when considering essay topics.]

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

What is EUrope?

Key questions:
What is Europe? 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

How Does the European Union Work?

Key questions:
Does the European Parliament represent those who vote for it? 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?

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
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? 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
From Coal and Steel to the Treaty of Rome; From Rome to Maastricht

Key questions:
How did Franco-German relations shape the nature of the integration project? Have political or economic developments been the primary driving force behind integration? What did the founding members find attractive about pooling national sovereignty?

Required Reading:

Further reading:
Week 6

NB: Because Friday of Week 6 is a public holiday, we will do the Week 6 topic in week 7.

Week 7 – Topic 1

NB: Because there was a public holiday in week 6, we will be doing two tutorial topics this week:

From Maastricht to Lisbon

Key questions:
Was the process of integration driven by ideals of European unity, or the protection of national interest?
What is the ‘deepening versus widening’ debate which emerges in the later stages of this period? What
marked the evolving EU as different from other forms of international organisation? Is the European Union
lacking in democratic legitimacy?

Required Reading:
- Timothy Garton Ash, ‘Europe’s True Stories,’ Prospect Magazine 131 (February 2007)
- Desmond Dinan, ‘The Historiography of European Integration,’ in Desmond Dinan (ed.), Origins and

Further reading:
- John Gillingham, European Integration, 1950-2003: Superstate or New Market Economy? Cambridge:

Part 2: Member States and the EU

Week 7 – Topic 2

NB: Because there was a public holiday in week 6, we will be doing two tutorial topics this week:

Britain and Europe

Key questions:
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 the PM, Tony Blair?

Required Reading:
- Vernon Bogdanor, ‘Footfalls echoing in the memory. Britain and Europe: the Historical Perspective,’ in
International Affairs Vol 81, No 4, 2005, pp. 689-701.
- Larry Siedentop, ‘How Britain Has Lost its Voice,’ in Larry Siedentop, Democracy in Europe,
[http://www.newcriterion.com/archives/26/01/england-an-epitaph/]

School of Humanities and Social Science
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 8

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 lay in the postcommunist transition of Central Europe? Is the 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:

Further Reading:
- Tim Haughton and Darina Malova, “Emerging Patterns of EU Membership: Drawing Lessons from Slovakia’s First Two Years as a Member State.” *Politics* 27, 2007, pp. 69-75.

Week 9

Germany and France: Still ‘the Engine’ of European Integration?

Key questions:
What kind of Europe have German and/or French political leaders aspired for? Are the claims about the declining influence of Germany and France justified? Does the project of European unity still revolve around these two countries?

Required Reading:
Further Reading:

**Part 3: EU in the Wider World – Current and Future Challenges**

**Week 10**

**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? 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?

**Required Reading:**

**Further Reading:**

**Week 11**

**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 did the Constitutional Treaty fail?
Required Reading:

Further Reading:

Week 12
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?

Required reading:

Further Reading:
- ‘Germany’s Turkish Minority: Two Unamalgamated Worlds’, Economist, 3 April 2008.
Week 13

[NB: While there is a week 13 tutorial in the course held at La Trobe, there is no week 13 tutorial at the University of Newcastle. The tutorial details are included in this handout so that the reading list is available to Newcastle students when considering essay topics.]

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

[NB: While there is a week 14 tutorial in the course held at La Trobe, there is no week 14 tutorial at the University of Newcastle. The tutorial details are included in this handout so that the reading list is available to Newcastle students when considering essay topics.]

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 and 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:
- Jürgen Habermas and Jacques Derrida, 'February 15, or What Binds Europeans Together: A Plea for a Common Foreign Policy, Beginning in the Core of Europe,' Constellations 10, no. 3, 2003, pp. 291-97.

Further reading:
- Daniel Levy, Max Pensky, and John Torpey (eds), Old Europe, New Europe, Core Europe: Transatlantic Relations after the Iraq War, London: Verso, 2005.
### Grading guide

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<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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