

Politics of the EU

Last Updated: Mon, 07/28/2025

Course prefix: INTA

Course number: 2221

Section: A

CRN (you may add up to five):
93693

Instructor First Name: Katja

Instructor Last Name: Weber

Semester: Fall

Academic year: 2025

Course description:

This course has several objectives: (1) to investigate the origins of the idea of Europe; (2) to study the major historical developments of the European Communities/European Union and their principal actors; (3) to discuss current problems facing the European Union; (4) to ponder future developments; and (5) to examine the EU's relations with the rest of the world.

Course learning outcomes:

- Build knowledge of the role of the European Union, both in Europe and around the world
- Provide an understanding of the functioning of European institutions and the policy-making influence of the EU on regional and global governance
- Demonstrate the ability to describe the social, political, and economic forces that influence Europe and the global system
- Examine current problems and issues at the top of the EU's political, economic and security agenda

Students should also be able to participate effectively in small group research projects, give a coherent presentation on a topic assigned to them, and be able to negotiate/bargain with classmates during a simulation exercise.

Required course materials:

John McCormick, *Understanding the European Union: A Concise Introduction*. (Palgrave, 2017).

In addition to the books listed above there will be readings that can be accessed on **Canvas(C)** under *Files*.

To enhance the quality of classroom discussions, please keep up with current events and news related to developments in European politics. Good sources for staying informed about current issues in the EU for English speakers are the BBC and *Politico* websites, *The Financial Times*, and *The Economist*.

For a wealth of information on the institutions, Member States and current policies of the European Union, consult the EU's official website: https://europa.eu/european-union/index_en

Grading policy:

Assignments:

2 Quizzes (15% each) **30%**

Introduction of a Member State 15% (PowerPoint presentation of a Member State that covers the key issues surrounding that country's involvement in the EU.)

Class participation 10%

2 Prompts (10% each) **20%**. In your entries of 350-500 words you will be asked to reflect on the readings/course materials and demonstrate critical thinking. It is not enough to merely recount the readings, but rather, you are expected to present your own thoughts (analysis) of the material studied.

Simulation 25% (This is a role playing exercise, similar to a UN simulation, and a detailed tasker will be provided later in the semester).

There will be NO extra credit assignments!

A: 90-100

Superior performance: Demonstrates advanced understanding of European Union institutions, main actors, policy-making processes and interactions with other global actors, provides skillful analyses of current problems and events, and develops persuasive arguments, explained and supported by logic.

B: 80-89

Above-average, high-quality performance: Demonstrates good understanding of subject matter, but arguments are more superficial and therefore less persuasive.

C: 70-79

Average performance: Demonstrates acceptable understanding of subject matter, but logic of arguments presented is partially flawed.

D: 60-69

Below-average performance. Needs substantive work and arguments are superficial in nature.

F: 0-59

Unacceptable performance. Did not develop any arguments and merely summarized readings and other course materials.

Attendance policy:

Regular attendance is expected and essential for obtaining a passing grade. Students must have completed all their readings for each class and contribute to discussions. Students also need to stay on top of their writing and group assignments.

Academic honesty/integrity statement:

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

For information on Georgia Tech's Academic Honor Code, please visit <https://osi.gatech.edu/students/honor-code>

Any student suspected of cheating or plagiarizing on an assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Use of Generative Artificial Intelligence (AI) Tools:

You may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm. You should be aware that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. Also, use of these tools may stifle your own independent thinking and creativity.

Generative AI derives its output from previously created texts from other sources that the models were trained on yet doesn't cite sources. Per Ga Tech's Honor Code, you may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due

consideration for the quality of the reference, which may be poor). When/if you use AI platforms in your assignments, please write a note to clarify where in your process you used AI, include the prompt used to generate the material, and which platform(s) you used. See this article for how to cite AI properly: How to cite ChatGPT
<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Core IMPACTS statement(s) (if applicable):

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcomes:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion