

Tamkang University Academic Year 104, 2nd Semester Course Syllabus

Course Title	EUROPEAN INTEGRATION AND FEDERALISM	Instructor	RUDAKOWSKA, ANNA
Course Class	TQGX2A DEPARTMENT OF GLOBAL POLITICS AND ECONOMICS (ENGLISH-TAUGHT PROGRAM), 2A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 2 Credits
Departmental Aim of Education			
<p>To be equipped with a basic knowledge of economics and political science, to develop confidence in communicating professionally and academically in English in matters related to the global political economy; to acquire the capability to conduct further research individually and collectively with others; and ultimately to prepare oneself to become professionals and leaders with a global perspective for the international arena.</p>			
Departmental core competences			
<ul style="list-style-type: none"> A. Provide essential analytical abilities in the area of politics and economics B. Provide knowledge and skills to understand the current global issues C. Develop a high level of proficiency in verbal and written English required in the course of study and for communication purposes D. Develop ability to pursue research independently as well as in teams E. Provide basic knowledge on Taiwan's political and economic development 			
Course Introduction	<p>This class (Political and Economic Development of the EU) is designed to deepen the understanding of multilateral cooperation, political and economic integration taking place on the international stage through the study of these processes within the European Union. It takes a historical perspective on the selected issues in the process of European integration.</p>		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	To understand basic facts about the European integration, including history, economy and politics	C2	AB
2	To analyse economic and political developments in Europe	C4	AB
3	To understand European integration from the global perspective, including the Taiwanese perspective	C5	AB

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	To understand basic facts about the European integration, including history, economy and politics	Lecture, Discussion, Problem solving	Written test, Participation
2	To analyse economic and political developments in Europe	Lecture, Discussion, Problem solving	Written test, Participation
3	To understand European integration from the global perspective, including the Taiwanese perspective	Lecture, Discussion, Problem solving	Written test, Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◇ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	105/02/15 ~ 105/02/21	Introduction to the course: classes, teaching methods, requirements, assessment.	
2	105/02/22 ~ 105/02/28	EU in a broad perspective of the international system: What is Europe? Is it a state? Is it an international organization?	McCormick (2011) 1-13
3	105/02/29 ~ 105/03/06	The member states of the EU	Bomberg (2012) 74-88
4	105/03/07 ~ 105/03/13	Why to study European Union?	Bomberg (2012) 4-10 + Box 1.5
5	105/03/14 ~ 105/03/20	1. Europe's dark side: wars and tyranny; 2. Europe's bright side: post-war settlement (Marshall Plan, Schuman Plan)	Bomberg (2012) 24-28
6	105/03/21 ~ 105/03/27	Areas of integration: economy and defense. Which are privileged? Which are left aside?	Bomberg (2012) 29-32
7	105/03/28 ~ 105/04/03	Stages of economic integration and consolidation of the European Community	Bomberg (2012) 32-36 + Box 2.4
8	105/04/04 ~ 105/04/10	Spring break	
9	105/04/11 ~ 105/04/17	Emerging European Union	Bomberg (2012) 36-43

10	105/04/18 ~ 105/04/24	Midterm Exam Week	
11	105/04/25 ~ 105/05/01	The EU's institutions: the European Commission, the Council of Ministers, the European Council	Bomberg (2012) 47-61
12	105/05/02 ~ 105/05/08	The EU's institutions: the European Parliament, European Court of Justice	Bomberg (2012) 61-73
13	105/05/09 ~ 105/05/15	Key features of EU policies	Bomberg (2012) 99-107
14	105/05/16 ~ 105/05/22	Market building policies	Bomberg (2012) 107-112
15	105/05/23 ~ 105/05/29	Market correcting and cushioning policies	Bomberg (2012) 112-121
16	105/05/30 ~ 105/06/05	Review session	
17	105/06/06 ~ 105/06/12	端午節 (放假一天) Dragon Boat Festival	
18	105/06/13 ~ 105/06/19	Final Exam Week	
Requirement	<p>1. Attendance is crucial to your learning and grade. ACTIVE PARTICIPATION (Mark of usual 20%) in the discussion and thoughtful reading of the assigned texts is a fundamental requirement of the course. ATTENDANCE IS NOT THE SAME AS PARTICIPATION. Your participation grade will depend on the quality and content of your contribution to the class.</p> <p>2. There will be 4 Quizzes (60%)</p> <p>3. Midterm = Presentation (selected EU's member state from S.Bulmer & C.Lequesne 2005)</p> <p>4. Beverages are allowed but no food in the class.</p> <p>5. Turn off your mobile phone or turn it to vibration before the class.</p> <p>6. If a student's class absence reaches one-third of the total class hours (in a semester) for this course, the student will not be allowed to take part in the remaining course examinations and will receive a semester grade of zero.</p>		
Teaching Facility	Computer, Projector		
Textbook(s)	<p>E. Bomberg, J. Peterson and A. Stubb (2008) The European Union: How Does it Work? Oxford: Oxford University Press</p> <p>J. McCormick (2011) Understanding the European Union, Palgrave Macmillan</p>		
Reference(s)	S. Bulmer and C. Leguesne (2005) The Member States of the European Union, Oxford University Press		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : %</p> <p>◆ Other (Quiz*4) : 60.0 %</p>		
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>		