New Course Request

Indiana University

Check Appropriate Boxes:  Undergraduate credit ☑  Graduate credit ☐  Professional credit ☐

1. School/Division: College of Liberal Arts & Sciences  
2. Academic Subject Code: Pols

3. Course Number: Pols-Y 488 (must be cleared with University Registrar)
4. Instructor: Karakatsanis

5. Course Title: Study Abroad in Political Science

Recommended Abbreviation (Optional) (limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Summer I 2005

7. Credit Hours: Fixed at ______ or Variable from ______ to ______

8. Is this course to be graded S-F (only)? Yes ______ No ☑

9. Is variable title approval being requested? Yes ☑ No ______

10. Course description (not to exceed 50 words) for Bulletin publication: Enables students to participate in study abroad programs. In some cases there may be a language prerequisite.

11. Lecture Contact Hours: Fixed at ______ or Variable from ______ to ______

12. Non-Lecture Contact Hours: Fixed at ______ or Variable from ______ to ______

13. Estimated enrollment: ______ of which ______ percent are expected to be graduate students.

14. Frequency of scheduling: ______ every ______ years Will this course be required for majors? Yes ______ No ______

15. Justification for new course: ______ to allow students to receive credit for study abroad

16. Are the necessary reading materials currently available in the appropriate library? Yes ______

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Linda Chen  Date 2/14/85

Department Chairman/Division Director

Approved by:

J. William  Date 4/12/85

Dean

 Dean of Graduate School (when required)  Date

Chancellor/Vice-President

 University Registrar  Date

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Pols-Y 488

I have attached a sample syllabus for Pols-Y 488, "Study Abroad in Political Science." My syllabus is one model for how this course might be taught. The syllabus and the specific topic will change as other instructors offer this study abroad course for other countries and regions of the world. As such, different instructors will organize the readings and assignments to accommodate the specific needs of their programs of study.
Political Science Y488  
Study Abroad in the European Union

Instructor: Dr. Neovi Karakatsanis  
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Office Hours:  
Telephone: 237-4861  
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Course Description and Objectives

This course seeks to help students understand important contemporary developments in European politics. It does so by focusing on the European Union. The class will examine why and how 25 European countries, most with long histories of national independence, have agreed to combine in an economic and political union and to relinquish many aspects of that independence. It considers how the development of a united Europe has progressed, where it has been resisted, as well as its achievements and limitations. It will explore the implications of European unity for Europeans themselves and for others.

Students enrolled in this program will receive intensive instruction on the European Union in a number of Europe’s most important cities—Brussels, Strasbourg and Luxembourg. In all three cities, students will receive guided tours of Europe’s most important institutions:

- In Brussels, the executive “capital” of Europe, students will visit and attend sessions at the European Parliament, the Council of the European Union, the European Commission and their Directorates General, and NATO headquarters.

- A day trip to Luxembourg will provide students with the opportunity to visit the European Court of Justice, attend a hearing there and meet with civil servants of the Court.

- In Strasbourg, students will visit the European Parliament, the Council of Europe and the European Court of Human Rights.

Class Readings

This is an upper-level class. Students are therefore expected to be able to read and understand a considerable amount of moderately complex material. Lectures and discussions will not cover all of the material relevant to the class. Thus, students should complete all of the required readings and will be expected to demonstrate familiarity with them in their journal entries. To facilitate comprehension, encourage discussion and
answer questions, we will meet several times as a group during the weeks of May 9 and May 16, 2004.

The following two books are required for the course and available for purchase at the bookstore:


Students are also strongly encouraged to select entries from the extensive annotated list of selected websites found on page vii of *Global Studies: Europe* to supplement these materials. These websites will enhance your understanding of the region and help you to keep up with current events in Europe.

**Grading**

- Participation: 50%
- Journal Entries: 50%

**Participation**

You are expected to attend and actively participate in all classes, field trips, and roundtable discussions. Active involvement in scheduled activities is essential for getting the most from the class and the trip. Full participation will consist of attending all morning lectures and afternoon excursions as well as participating in the daily cultural training and discussion sessions offered each afternoon after excursions have been completed. Students wishing to participate in these discussions and question/answer sessions in a foreign language (French, Spanish or German) may do so. Students not wishing to participate in the foreign language version of these discussions will be required to attend the available English-language session.

**Journal Entries**

You are expected to maintain a journal of essays on your readings, field experiences and critical reflections during this course. Your individual entries will cover all aspects of the course—the readings, lectures, field trips, and roundtable discussions. A number of the entries—those asking you to assess and reflect on the readings—must be completed before departure for Europe. The second set of entries—those asking you to reflect upon the lectures and fieldtrips in light of the readings—are not due until we return from Europe. In addition to answering questions about the readings, field trips and lectures, personal reflection in your journal entries is strongly encouraged. Please take
time to record interesting or eye-opening experiences, as well as reflections on class, the readings, field trips and lectures. There are two types of journal entries:

I. **Journal Entries due before departure:** Completion of these journal entries before departure is an absolute requirement. Doing so will provide you with a solid foundation for understanding what you will see, hear and experience in Europe. This will also allow you more free time once you are in Europe to immerse yourself in the cultural and educational experience and to fully enjoy it.

These journal entries must be completed and turned in by **May 20, 2005**. They should be double-spaced and in a twelve point font with one inch margins. I will begin reading them immediately and will return them to you on the first day of class in Brussels. At that time, I will be available to answer any questions you have about these entries as well as about the second set of entries you will be keeping while in Europe.

II. **Journal Entries from Europe:** The second set of journal entries you are being asked to do will be based on our experiences and guest lectures. To answer these questions, you will need to keep excellent notes while in Europe. For this purpose, you should bring with you a durable binder that you use to take notes during lectures, discussions and excursions. Upon your return home, you will then use these notes to answer the second set of questions. These journal entries should also be double-spaced and in a twelve point font with one inch margins. These entries will be due two weeks after we return to the United States, on **June 20, 2005**.

**Reading Assignments and Journal Entry Questions**

I. **Journal Entries from the Readings—Due before Departure**

Read the assigned portion of the books. Support your answers with information from *The European Union: Politics and Policies* and from *Global Studies: Europe* and any additional readings that you do. You are encouraged to add your own observations and reflections as well.

1. **Introduction to Regional Integration:** Read McCormick, Chapter 1; Frankland, Country Report on Belgium.

   **Questions:** What is regional integration and what theories have been developed in the social sciences to explain the phenomenon? Can you explain at least one of the theories you are introduced to in the first chapter of your main textbook? In your view, is the European Union a federal form of government? What form of government does Belgium have?

2. **History of European Integration:** Read McCormick, Chapters 2-3; Frankland,
"Europe: Centuries of Commonalities and Conflict," "European Integration: Past, Present and Future."

Questions: In your view, what have been the main motives and the principal driving forces behind the creation of the European Union since the 1950s? What do you make of the statement that the creation of the EU was fueled by concerns that Europe should be protected from itself?

3. Deepening and Broadening the European Union: Read McCormick, Chapters 4-5; Frankland, "An 'Expanded' Europe," "Europe 2000: From Nation-States to Member States," "EU Enlargement: Continent could be Unified by the End of the Decade."

Questions: Two competing aims of the European integration process have the "deepening" of integration between EU member states and the "broadening" of the European Union to include an increasing number of countries. Discuss these goals within the context of the Single European Act and the Maastricht Treaty. Provide specific historical examples of how these two aims have at times competed and conflicted with each other.

4. The European Commission: Read McCormick, Chapter 6; Frankland, "

Questions: How is the European Commission both the executive arm of the EU as well as its bureaucracy? How does it play both roles simultaneously? How do Commissioners balance their responsibility to act supranationally with the fact that they are nominated by individual member states?

5. The Council of Ministers: Read McCormick, Chapter 7.

Questions: How does the Council of Ministers act as the champion of national interests, as opposed to the Commission, which is intended to act supranationally? How does the way Ministers are selected emphasize their role as national representatives?


Questions: The European Parliament is the only directly elected institution of the European Union. Despite this, its powers remain limited. How does this fact substantiate the "democratic deficit" argument? Is there a "democratic deficit" and why? How have the European Parliament's powers increased in recent years?

7. The Court of Justice: Read McCormick, Chapter 9; Frankland, "Our Constitution for Europe."
Questions: Despite the lack of a European Constitution, how has the Court of Justice promoted integration through the enforcement of the EU’s various treaties and multilateral agreements?

8. **The European Council**: Read McCormick, Chapter 10.

Questions: Who are the members of the European Council and how does its composition reflect its intergovernmental nature? How are decisions reached within the Council? In your view, has the European Council, a relatively new institution, contributed to or detracted from the European integration process? Explain.

9. **Economic Policy**: Read McCormick, Chapters 11-12; Frankland, “Danes Say ‘No’ to Euro.”

Questions: Discuss the system whereby states contribute to and receive funds from the EU budget. How does this system work? How have EU contributions and EU spending become divisive political issues, especially between richer and poorer member states?

10. **Agricultural and Regional Policy**: Read McCormick, Chapter 13; Frankland, “Poverty in Eastern Europe: The Land that Time Forgot.”

Questions: What is the CAP and why has it come to consume a majority of the EU budget? What is the European Regional Development Fund and what is it intended to accomplish? How have the CAP and EU regional policy served to shift resources from richer to poorer parts of the EU?

11. **Environmental and Social Policy**: Read McCormick, Chapter 14; Frankland, “Seeing Green: Forecasting Europe’s Environmental Future.”

Questions: Discuss the argument that environmental protection standards are best set at the supranational, rather than the national, level. Why would this be the case? How does such supranational legislation help prevent competition between countries for business investment based on lower environmental standards?

12. **Foreign and Security Policy**: Read McCormick, Chapter 15 and Conclusion; Frankland, “Britain, Europe and America: Keeping Friends.”

Questions: Does the European Union have a common foreign and security policy? Why or why not? What role do national interests, perceptions and priorities play in the attempt to set common EU policy? Use an example to illustrate your argument.

II. **Journal Entries from European Class Experiences and Excursions**

Week One
13. **Orientation:** What are some of your first impressions of Brussels? Of Europe? What elements of history, culture and politics have made the city what it is? What aspects of this heritage are illustrated by the Parliament of the French Community, *La Grande Place*, and other places we have visited?

14. **The European Parliament:** Record your impressions of the European Parliament. How is it different from and/or similar to the Parliament of the French Community? How is the issue of language dealt with in the European Parliament? In its publications? In its sessions and debates? (See *The European Union*, chapter 8)

15. **The European Council:** How are decisions made within the European Council of the European Union? Why must decisions be made in this way given the diverse membership of this institution? What did you learn from your meeting with the representative of the Council?

16. **NATO:** How does NATO exemplify the fundamental characteristics of a security and military alliance? How does NATO membership create a transatlantic relationship between its European and North American members? What impact does NATO have on the prospects for the eventual creation of a solely European defense structure?

17. **The College of Europe, Bruges:** Reflect on your experience meeting with European students in Bruges. How were their views, attitudes and perspectives—particularly with respect to US-European relations—similar or different from yours and that of other American students?

1. **Week Two**

18. **The European Commission:** To what extent is the European Commission the legislative powerhouse of the European Union? Why or why not? What are its main functions and what are the functions of the General Directorate of the European Commission?

19. **The Economic and Social Committee and the Committee of the Regions:** What is the importance of each of these committees and how is each committee involved in the legislative process?

20. **The European Court of Justice:** What did you learn from attending the hearing in the European Court of Justice and from your meeting with one of its representatives? How effective is the Court in getting countries to comply with its rulings? What implications does European law, as enforced by the ECJ, have for national sovereignty and national legal systems?

21. **The European Parliament in Strasbourg:** Why are there two European
Parliaments and how do the two institutions interrelate? What does the existence of two parliaments indicate about nationalism as opposed to supranationalism? How would you resolve this dispute?

22. The Council of Europe and the Court of Human Rights: What is the role of these intergovernmental institutions? How do they represent an early attempt at supranationalism? What is their relationship with the institutions of the European Union?

23. Concluding Reflections: Now that you have visited several European cities in three different countries, reflect on the similarities and differences you have seen. Write an entry in which you discuss the cultural, political and economic differences you have experienced. How accurate is it to speak of “Europe” or a European identity, or must we still take into account differences and variations at the national level?