Course or Program Addition, Deletion or Modification Request

Prefix | Course | Title | Action | Credit | Frequency

- [ ] Course
- [ ] Program
- [ ] Modify
- [ ] Add
- [ ] Delete
- [ ] Credit
- [ ] Number
- [ ] Title
- [ ] Description
- [ ] Other

- [ ] Undergraduate
- [ ] Graduate
- [ ] Other*
- [ ] Every Term
- [ ] Yearly
- [ ] Other

*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- [ ] Library resources are adequate
- [ ] Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix | Course | Title | Hours: | Lecture/Lab/Total

Catalog Description: (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see attached

Prerequisite(s): None

Present or Projected Enrollment: 2-3 (Students per year)

Effective Date*: Fall / 2010

*For a new course, one full term must pass between approval and effective date.

Grading System:
- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Approval:

- [Signature] Date: 1/4/2010
- [Signature] Date: 3-8-10

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

- [Signature] Date: 4/4/10

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
EUROPEAN UNION STUDIES CERTIFICATE PROGRAM

The European Union Studies Certificate Program is a collaborative program involving sixteen institutions of the University System of Georgia (see appendix 1). It is operated under the supervision of the University System's European Council. UWG joined the program in 1998. The current Director of the Program is Dr. Heather Mbaye, of UWG's Political Science and Planning Department.

Since its launch, the certificate has achieved numerous successes, including the Chancellor's Award for Collaborative Excellence in 1999 and the ACE/AT&T Award for Technology as a Tool for Internationalization in 2003. It seems clear we are poised to become an international leader in this emerging field. Students can earn a certificate jointly conferred with the Ludwig Maximilians University at no additional cost to them.

Briefly, the program operates as follows:

- **Online teaching:** USG faculty teach online courses, often in conjunction with the LMU. Faculty from all disciplines and institutional levels are eligible to participate. Faculty must be qualified to teach university level courses in the USG.

- **Online courses:** Students register for courses online, FTE hours stay at the home institution of the student, and students are able to take a much broader program of courses than they would otherwise be able to take. In addition, students experience a virtual learning experience with students in Europe—at no additional cost.

- **Tuition shifting:** Sixteen institutions have agreed to participate in a tuition shifting system to enable students to enroll at their home institution.

This program was created in the 1990s by Brian Murphy at NGCSU as a collaborative program. Currently each campus determines which campus courses count in the program and awards the certificate accordingly. In addition, the program offers the following courses:

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<td>EU Law and Legal Systems</td>
<td>Heather Mbaye</td>
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<tr>
<td>International Health and Welfare</td>
<td>Daniel Baracskay</td>
<td>No</td>
<td>Humanities Capstone</td>
<td><a href="mailto:dbaracskay@valdosta.edu">dbaracskay@valdosta.edu</a></td>
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<tr>
<td>Introduction to the European Union</td>
<td>Richard Reiman</td>
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<td>Core Course</td>
<td><a href="mailto:reiman@sgc.edu">reiman@sgc.edu</a></td>
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<tr>
<td>Introduction to the European Union</td>
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<td><a href="mailto:bourdoval@aug.edu">bourdoval@aug.edu</a></td>
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<tr>
<td>European Environmental Policy</td>
<td>Heather Mbaye</td>
<td>Yes</td>
<td>Sciences</td>
<td><a href="mailto:mbaye@westga.edu">mbaye@westga.edu</a></td>
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<tr>
<td>Doing Business in the EU</td>
<td>Donna Cunningham</td>
<td>Yes</td>
<td>Business</td>
<td><a href="mailto:dcunning@valdosta.edu">dcunning@valdosta.edu</a></td>
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<tr>
<td>US-EU relations</td>
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<td><a href="mailto:cbourdou@aug.edu">cbourdou@aug.edu</a></td>
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<td>Richard Reiman</td>
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(Please see Appendix 2 for course descriptions and some sample syllabi)

In short:
- **No additional courses need be created on campus**
- **No additional resources are required.**
- **UWG is an active participant in this program.**
- **The EU Certificate Program has already been approved by the Board of Regents as a system-wide opportunity for students.**
- **Classes are not graduate level.**
Currently, the program is open to all enrolled undergraduates as part of their degree program. However, we receive several requests each semester from business persons interested in obtaining the certificate as an add-on to an already completed degree. This is analogous to the teaching certificate program.

Therefore, in order to allow these people to register and complete the program, we need to have the program on the books as a UWG program so that the registrar is able to admit and categorize them appropriately.

Target Audience: Students with completed bachelor degrees who wish to obtain additional certification. Number of students: 2-3 per semester

Program Learning outcomes:

Broad Program Goals
- The European Union Certificate Program fosters interdisciplinary learning about the EU and encourages students to become global citizens.
- It contributes to the institutional and Board of Regents goal of increased internationalization of the curriculum by allowing students to take a much broader range of courses (through the online consortium) on the EU and EU topics than they would otherwise be able to take.
- It enables students to globalize their educational experience and provides an additional credential that improves future employment and educational opportunities

Student Learning Outcomes: Basic Knowledge Goals
The introductory course is structured to accomplish five learning outcomes which are measured by students demonstrating, on assignments and assessments such as exams, knowledge of:
- the historical origins and development of the EU;
- the EU's governing institutions;
- the EU's policymaking processes;
- current EU policies and issues;
- EU-USA relations

Student Learning Outcomes: In-depth Knowledge Goals
The multidisciplinary course menu allows students to choose four topical classes. For each of the four topics:
- students will demonstrate, in class discussion and on assignments or exams, in depth knowledge of that particular aspect of the EU or European integration;
- students will demonstrate, in class discussion and on assignments or exams, in depth knowledge of issues that deal substantially with the impact or consequences of the EU and/or European integration;
• students will demonstrate, in class discussion and on assignments or exams, in depth knowledge of the EU in comparative scope.

Student Learning Outcomes: Skills Goals
The program has three skills objectives:
• students will be able to find and process information about Europe and the European Union
• students will be able to make connections between issues normally relegated to a single discipline and view the EU in a multidisciplinary way
• students will be able to conduct intensive research on EU-related topics.

Student Learning Outcomes: Practicum Goals
• Students will demonstrate "real-world" experience of the European Union via completion of a practicum consisting either of study or research abroad experience or an appropriate internship (with a European company, consulate, etc.)

Admission:
A certificate in European Union Studies can be earned in one of two ways. Under the academic track, a certificate is taken in tandem with an undergraduate degree program. Students from all academic majors are eligible to participate so long as they possess a minimum 2.75 cumulative Grade Point Average (GPA). It should be noted that some institutions permit the certificate to substitute for an academic minor. Under the professional track, non-degree students—such as business executives—are eligible to enroll in the program upon proof of a valid undergraduate degree from an accredited institution on the condition that they fulfill the minimum GPA requirement of 2.75.

Academic students (currently enrolled undergraduates) must meet the following criteria before they can apply to the program:
(1) 30 completed semester hours of academic credit, and
(2) a course in World History, Western Civilization, or Global Issues, and
(3) GPA of 2.75

The latter course must be approved by an institution's campus representative to the EU Studies program as containing sufficient content on Europe and European topics.

Business/ non-degree certificate students must meet the following criteria before they can apply to the program:
(1) Completed undergraduate degree, including
(2) a course in World History, Western Civilization, or Global Issues, and
(3) GPA of 2.75
Curriculum

The certificate in EU Studies is composed of six courses that total a minimum of 17 semester hours of academic credit. To earn the certificate, students must have a 3.0 cumulative GPA in program courses upon completion of the program. An official certificate is awarded by a student's home institution for satisfactory fulfillment of the curriculum. Most institutions also recognize the accomplishment on the permanent transcripts of students participating in the academic track.

Aside from a certificate earned at one's home institution, students have an opportunity to acquire a certificate jointly conferred with a European institution. This option requires students to complete—with a grade of "B" or better—a minimum of two online courses that are co-taught by European faculty. In other words, the certificate is bestowed by two institutions, one in Georgia and one in Europe. The benefit is that students obtain a credential from a respected university in Europe, the University of Munich.

The curriculum has four mandatory components and one option:

A. Introduction to the EU. The first course that should be taken in the program.
B. Multidisciplinary Menu. Four courses selected from a menu of choices.
C. Capstone Seminar. The last course taken that unifies the program's curriculum.
D. Practicum Exprience. A hands-on internship or study abroad course.
E. Areas of Distinction. Optional distinctions for foreign language training or honors thesis.

A. Introduction to the EU
This course constitutes the program's core offering and can be taught at the level (1000-3000) appropriate to an institution's status (two-year or four-year) and discipline preference.

B. Multidisciplinary Menu
Each institution maintains an approved "menu" of courses that satisfy the certificate's requirements. A student must complete four courses from this menu distributed among at least three different discipline areas: Social Sciences, Humanities & Fine Arts, Business & Economics, and Natural & Health Sciences. No more than one course can be taken at the 1000-2000 level. This requirement is waived for courses taken in a study abroad experience or EU on-line course. Students may substitute an internship or thesis for up to two multidisciplinary courses. A course qualifies for the multidisciplinary menu if it meets any of the following three criteria:

- it deals substantially with a particular aspect of the EU or European integration;
- it deals substantially with the impact or consequences of the EU or European integration;
- it has a comparative scope, with at least twenty-five percent focused on the EU.

A course, even if relevant, cannot be included in the menu until approved according to the program's guidelines.
C. Capstone Seminar
A 4000-level seminar serves as a capstone experience and should ideally be the last course taken in the certificate program. The course has three learning objectives:

- to update students on EU developments and reinforce their general knowledge of the EU;
- to provide in-depth knowledge of important EU issues; and
- to allow students to conduct intensive research on EU-related topics.

D. Practicum Experience
Since it is deemed crucial that students demonstrate more than an academic knowledge of the European Union to be certified as adequately prepared in the subject, a "real-life" practicum experience pertaining to the EU must be performed either in the form of an overseas visit or an internship. The overseas option is broadly defined and can be accommodated by a wide range of activities, including study or research abroad. The same flexibility applies to the internship, which can be served domestically or internationally. A student's specific practicum experience must be approved by the program's campus representative.

E. Areas of Distinction
In addition to acknowledging competence in the European Union generally, the certificate also highlights special achievements by providing a notation of "distinction" in two areas:

- foreign language proficiency (two courses at the 3000-4000 level);
- composition of a thesis.

A distinction in foreign language must be earned in a European language approved by the program's campus representative as appropriate to the certificate's objectives. A student with prior language skills can earn a distinction by successful completion of an examination demonstrating competence equivalent to the 3000 level. The exam is administered at the student's home institution.

The thesis can be written anytime during the final year of study. It is supervised by a committee composed of three faculty members who represent at least two different academic disciplines. Faculty from any institution participating in the program are eligible to serve on the committee. The student designates one member as thesis director.

The thesis topic must address the EU in some significant way and must be approved by the committee. The format and content of the thesis must adhere to the program's style guidelines. The members of the thesis committee vote on whether to "pass" or "fail" the student at the conclusion of an oral defense. A "pass" vote must be unanimous. If one negative vote is recorded, the student is given an opportunity to revise the thesis; the course is failed if not obtaining a unanimous "pass" vote on the second oral exam.

The thesis course is automatically failed when a student receives two "fail" votes on the first oral exam. After a successful oral defense, the thesis director awards a letter grade. Credit is assigned in the manner determined by the student's institution. This option can be used to fulfill an institution's honors and/or departmental thesis requirements:
modifications can occur in the thesis regulations with the consent of the program's campus representative but only where the modification is needed to accommodate institutional or departmental requirements.

When concluded, the program's curriculum ensures that the certificate contains sufficient rigor and depth to validate a student as qualified in the field of European Union studies.

**Program evaluation, Assessment and Review:**
Courses taught in Summer and Fall are rotated from an already-approved catalog of eight courses (see above); each course is offered at least once every two years. This catalog was approved at the time of program creation by a group of faculty representatives from each participating USG institution, as well as by the LMU in Munich and the Board of Regents.

Spring courses are occasionally different. These are what we might call "special topics" classes. At the time of course proposal, these are reviewed for academic content, learning outcomes, and academic rigor; the approval process is completed by the Executive Committee of the European Union Studies Program. The ExComm consists of 5 members from 5 schools and several disciplines. Faculty are vetted by the same ExComm for their qualifications as well.

Student learning outcomes are assessed on an on-going basis throughout the year. Each instructor is responsible for assessing students through class discussion, exams, quizzes, assignments, and term papers, among other assessment tools.

In addition, students evaluate each course via a standardized (for each course) online assessment tool. Faculty is assessed based in part on student evaluations.

Students are asked to complete an "exit survey" upon completion of the certificate.

Each course is assessed for content by the Director and the instructor(s) and updated each time it is taught.

The Steering Committee will meet twice yearly to discuss program evaluation, course evaluation, exit surveys, and participation. These meetings may be telephone conference calls or face to face meetings.

The Director and/or members of the Executive Committee meet in conjunction with German partner LMU to review program courses and evaluate program outcomes to ensure that courses continue to enable students to meet the program goals. These meetings are both telephone conference calls and face to face meetings. The most recent review was held at LMU in July 2009 and resulted in the decision to increase collaborative course offerings in summer to better serve our students, especially the German students at LMU.
Appendix 1
To update this information, please contact:

Dr. Heather A.D. Mbaye
University of West Georgia
1601 Maple St.
Carrollton, GA 30118
678-839-4989
lmbaye@westga.edu

Participating Institutions

Armstrong Atlantic State University
Olavi Arena
History Department
Savannah, GA 31419
Phone # (912) 921-5581
Fax # (912) 921-5581
E-mail: aolson1@mail.armstrong.edu

Augusta State University
Christos Bourdouvas
Political Science Department
Augusta, GA 30904
Phone # (706) 667-4422
Fax # (706) 667-4116
E-mail: cbourdou@aug.edu

Clayton State University
Christopher Ward
Department of History
Morrow, GA 30260
Phone # (678) 465-4611
E-mail:Christopher.Ward@mail.clayton.edu

Columbus State University
Neal McCrillis
Center for International Education
Columbus State University
Columbus, GA 31907
Phone # (706) 556-4036
E-mail:McCrillis_Neal@csu.edu

Dalton State College
Jack Waskey
Political Science Department
Dalton, GA 30720
Phone # (706) 272-4586
E-mail:jwaskey@em.daltonstate.edu

Gainesville State College
Randall Parish
Social Sciences Division
P.O. Box 1746
Watkinsville, GA 30677
Phone # (706) 310-6231
Fax # (706)310-6202
E-mail:Randall.Parish@gcsu.edu

Georgia Perimeter College
Donald Singer
Lawrenceville Campus
1000 University Center Lane
Lawrenceville, GA 30043
Phone # (678) 407-5220
E-mail:dsinger@gpc.edu

Georgia Southern University
Charles Crouch
History Department
Building 1132
Statesboro, GA 30460
Phone # (912) 681-0547
Fax # (912) 681-0377
E-mail:cheero@gsan2.cc.gsu.edu
Georgia State University
William M. Downs
Political Science Department
4000 Central Classroom Building
Atlanta, GA 30303
Phone # (404) 651-4841
Fax # (404) 651-1434
E-mail: polwmd@panther.gsu.edu

Kennesaw State University
Elsa Nystrom
History Department
Social Science Building #4122
Kennesaw, GA 30144
Phone # (770) 423-6149
Fax # (770) 423-6432
E-mail: enystrom@kennesaw.edu

Middle Georgia College
Harold Cline
Division of Social Sciences and Education
Cochran, GA 31014
Phone # (912) 275-8643
Fax # (912) 275-8648
E-mail: hcline@warrior.mgc.peachnet.edu

North Georgia College & State University
Dyinn Armstrong
Political Science Department
Dalton, GA 30721
Phone # (706) 864-1884
Fax # (706) 887-1874
E-mail: dfarmstrong@ngcsu.edu

South Georgia College
Richard A. Reiman
Division of Business and Social Sciences
South Georgia College
100 W. College Park Dr.
Douglas, GA 31333
Phone # (912) 399-4280
Fax # (912) 399-4391
E-mail: rreiman@mail.sgc.peachnet.edu

University of West Georgia
Heather Mbaye
Department of Political Science & Planning
Carrollton, GA 30118
Phone # (678) 836-6504
Fax # (678) 839-5009
Email: hmbaye@uwg.edu

Valdosta State University
Michael Baum
Political Science Department
247 West Hall
Valdosta, GA 31618
Phone # (229) 333-7389
Fax # (229) 333-7388
E-mail: nmbaum@valdosta.edu
Appendix 2
2010 - Spring:

Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war’s devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU’s expanding range of activities.

USG Course Instructor: Dr. Rick Reiman

Click here for a syllabus

Health and Welfare

This course is intended to introduce students to an examination of the key current issues in health and welfare from a Trans-Atlantic perspective. We will explore the most current literature on the primary issues facing nations in today’s health care environment. Several case studies will help link theory to practice, and students will have an opportunity to better understand how cultural, political, social, and economic factors relate to health care implementation.

USG Course Instructor: Dr. Daniel Baracskay

Click here for a syllabus

Law and Legal Systems

This course focuses on the legal institutions that constitute the European Union and the legal processes of those institutions. The course covers the legal institutions of the European Union, including the European Parliament, the European Council, the Commission, the Court of Justice, and the European Ombudsman.

The course will look at the body of law, both static and dynamic, on which these institutions rest and that have been produced by the institutions themselves. This law includes the several treaties that provide the legal basis of the EU; the body of statutory law enacted by the Parliament, the Council, and the Commission; and the judicial decisions adjudicated by the Court of Justice and the Court of First Instance; and finally, the administrative rulings issued by the European Ombudsman.

We will also examine the extent to which EU law has made a real impact on the lives of European citizens, companies, and member governments.

USG Course Instructor: Dr. Heather Mbaye

Click here for a syllabus

2010 – Summer

Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war’s devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU’s expanding range of activities.

USG Course Instructor: Dr. Chris Boudouvelis
Environmental Policy

Environmental Policy in the European Union is a survey of the critical issues that define the relationship between environmental quality and the course of European integration. These include the historical origins of environmental policy, the difficulties of implementing changing regulations, the role of EU governance in policy implementation, and the future prospects for the EU's success in environmental regulation (with an occasional glance at environmental policy in the United States). This course will also provide students the opportunity to explore specific case studies of the politics of environmental policy in the application of EU environmental policies in two discrete areas: fisheries and climate change.

USG Course Instructor: Dr. Heather Mbaye

LMU Course Instructor: Dr. Reiner Hülsse

Click here for a syllabus

Doing Business in the EU

This course focuses on the challenges to business in the US and EU. It focuses on institutions and rules which impact the business environment for domestic and international firms.

USG Course Instructor: Donna Cunningham

LMU Course Instructor: Dr. Reiner Hülsse

Click here for a syllabus

2010 - Fall

Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitancy about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities.

USG Course Instructor: Dr. Chris Bourdouvalis

Click here for a syllabus

US-EU Relations

This course examines the ways that government, politics and policies work within the European Union and the United States. We begin by exploring the question of what "comparative politics" means and what it contributes to our understanding the complex and varied political universe that we live in. From a comparative perspective we will examine how political institutions work in different settings, and the factors such as culture, ideology, history, structure, and political leadership which shape different political systems affect key policy arenas.

USG Course Instructor: Greg Dixon

LMU Course Instructor: Dr. Reiner Hülsse

European Monetary Union

European Monetary Union addresses the core policies of the enlarged European Union, focusing on those relating to money and monetary decision making. It analyzes the evolution of the major policy areas and institutions, as well as the evolution of the European Monetary System as a whole.

USG Course Instructor: Dr. Heather Mbaye

LMU Course Instructor: Dr. Reiner Hülsse
2011 - Spring:

Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war’s devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU’s expanding range of activities.

USG Course Instructor: Dr. Rick Reiman

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Democracy and the EU

This course analyzes the concepts of democracy and the process of democratization around the world. First, we will discuss the range of definitions of democracy, and some of the difficulties associated with the concept and its measures. Second, we will examine how key regime characteristics lead to different modes of democratic transitions, and we will identify the key determinants of democratic consolidation. Finally, we study the process of democratic erosion and breakdown through the experiences of Spain, Germany, Eastern Europe, and other cases around the world. At the end of the course, students will be able to identify the conceptual dimensions of democracy and its empirical indicators, the central problems that plague transitions and consolidation processes, and summarize the key findings and conclusions about democratization.

USG Course Instructor: J. Sal Peralta

History of Integration

This course will examine the different integrational pushes in Europe, including the EU. We will compare various regional organizations and examine the reasons that the EU has survived, grown, and prospered when several other alternatives fell by the wayside. We will also use the EU as a comparative case in examining other regional integration attempts around the world.

USG Course Instructor: Dr. Heather Mbaye

2011 - Summer

Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war’s devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU’s expanding range of activities.

USG Course Instructor: Dr. Chris Bourdouvalis

Click here for a syllabus

Communications and Media

It is an understatement to say communications and the media are driving forces in the European Union. Europe is crossed with not only phone lines, but is filled with antennas, modems, radio waves, satellite signals, television broadcasts, and other forms of telecommunications that serve to unite the countries within. This course examines six key elements in this field: 1) Basic Concepts and Principles in the EU Law, 2) Broadcasting, 3) Voice Telephony, 4) The Internet, 5) Consequences of EU Enlargement, 6) Media Policies and Practices.

USG Course Instructor: Frank Barnas

LMU Course instructor: Dr. Rainer Hülsse

Science and Technology Policy
2011 - Fall

Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war’s devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities.

USG Course Instructor: Dr. Heather Mbaye
LMU Course Instructor: Dr. Rainer Hülßse

Click here for a syllabus

Law and Legal Systems

This course focuses on the legal institutions that constitute the European Union and the legal processes of those institutions. The course covers the legal institutions of the European Union, including the European Parliament, the European Council, the Commission, the Court of Justice, and the European Ombudsman.

The course will look at the body of law, both static and dynamic, on which these institutions rest and that have been produced by the institutions themselves. This law includes the several treaties that provide the legal basis of the EU; the body of statutory law enacted by the Parliament, the Council, and the Commission; and the judicial decisions adjudicated by the Court of Justice and the Court of First Instance; and finally, the administrative rulings issued by the European Ombudsman.

We will also examine the extent to which EU law has made a real impact on the lives of European citizens, companies, and member governments.

USG Course Instructor: Dr. Heather Mbaye
LMU Course Instructor: Dr. Rainer Hülßse

Click here for a syllabus

Multi-level Governance / Federalism

Students taking this course will learn about the different types of federalism in a comparative (US-Europe) context. In examining the relationship between various levels of government in the EU, the multi-level character of the Union will emerge.

USG Course Instructor: Dr. Chris Bourdouvas
LMU Course Instructor: Dr. Rainer Hülßse

2012 - Spring:

Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war’s devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities.
USG Course Instructor: Dr. Rick Relman

Click here for syllabus

Foreign Policy of the EU

This is an upper division reading course on the foreign policy of the European Union. The course explores regionalism in international relations with a focus on how its growing complexity reflects the variations in regional political, social, and cultural contexts. The course will focus on the challenges that all states created by an increasingly interdependent, globalized world. We will explore how national responses to these challenges have developed in a manner that reflects the contexts of three major regions: Europe, North America, and Africa. The early part of the course will focus on theories of regional integration. The remainder of the course will examine these three regions of the world in light of these theories. We will explore differences in institutional design, goals, and scale across these regions and how these differences reflect the particular context of these regions. We will focus on three intergovernmental institutions: The European Union, The North American Free Trade Agreement, and the African Union (formerly the Organization of African Unity). Special attention shall be given to the role of the EU as an exemplar of regional integration and its influence in the evolution and design of the other two organizations.

USG Course Instructor: Greg Dixon

LMU Course Instructor:

Social Policy in Europe

This course examines the history of social policy in the European Union. We will examine gender policy, education, child care, elder care, and other policies in the context of improving social conditions in the domestic policy arena.

USG Course Instructor: Dr. Heather Mbaye

LMU Course Instructor:

2012 - Summer

Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overtaken by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities.

USG Course Instructor: Dr. Chris Bourdouvas

Click here for syllabus

Environmental Policy

Environmental Policy in the European Union is a survey of the critical issues that define the relationship between environmental quality and the course of European integration. These include the historical origins of environmental policy, the difficulties of implementing changing regulations, the role of EU governance in policy implementation, and the future prospects for the EU's success in environmental regulation (with an occasional glance at environmental policy in the United States). This course will also provide students the opportunity to explore specific case studies of the politics of environmental policy in the application of EU environmental policies in two discrete areas: fisheries and climate change.

USG Course Instructor: Dr. Heather Mbaye

LMU Course Instructor:

Doing Business in the EU

This course focuses on the challenges to business in the US and EU. It focuses on Institutions and rules which impact the business environment for domestic and international firms.

USG Course Instructor: Donna Cunningham

LMU Course Instructor:
2012 - Fall

Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU’s expanding range of activities.

USG Course Instructor: Dr. Chris Bourdouvalis

Click here for a syllabus

US-EU Relations

This course examines the ways that government, politics and policies work within the European Union and the United States. We begin by exploring the question of what “comparative politics” means and what it contributes to our understanding of the complex and varied political universe that we live in. From a comparative perspective we will examine how political institutions work in different settings, and the factors such as culture, ideology, history, structure, and political leadership which shape different political systems affect key policy arenas.

USG Course Instructor: Dr. Heather Mbeye

LMU Course Instructor:

European Monetary Union

European Monetary Union addresses the core policies of the enlarged European Union, focusing on those relating to money and monetary decision making. It analyzes the evolution of the major policy areas and institutions, as well as the evolution of the European Monetary System as a whole.

USG Course Instructor: Dr. Heather Mbeye

LMU Course Instructor:

http://www.eustudiesprogram.org/descriptions.htm

1/12/2010
Professor: Daniel Baracskay, Ph.D.
Valdosta State University
Department of Political Science
1500 N. Patterson Street, WH 252
Valdosta, GA 31698-0058
Phone: (229) 333-5771
Email: dbaracskay@valdosta.edu

Course: Health and Welfare

Dates: Spring Semester, February 1 - April 17, 2010; This course will be divided into five modules lasting two weeks each. There will also be a final exam period after Module 5.

Instructor Office Hours:
Wednesdays, 1-3

*Special Note: This is an online course in the European Union Studies Program of the University System of Georgia. Information on the program can be found at: http://www.eustudiesprogram.org/index.htm. Students can also use this link to log into the course by clicking on “Login to EUSP Classes,” which will take them to the Georgia On My Line (GOML) login page for the program. Students who need technical support should click on the GeorgiaView Vista help icon on the login screen. Online help is also available for GOML / WebCT at the following link: https://goml.view.usg.edu/webct/help.dowebct

This course requires that all work be done by the student using the Internet. You must familiarize yourself with your online account. All written assignments will be submitted only in Microsoft Word format via BB.

Communication on WebCT: After the course has started, students should only email me using WebCT email, and NOT personal email accounts. Only for emergencies with the WebCT system should students email me at my Valdosta address.

Class Readings:
   - The Amazon.com link to purchase this book is:
   - The barnesandnoble.com link to purchase this book is:
     o http://search.barnesandnoble.com/booksearch/isbnquery.asp?EAN=9780763738525
• The borders.com link to purchase this book is:
  ○ http://www.borders.com/online/store/
2) Other handouts and articles will be posted on WebCT for students to read.

**Weekly Lectures:** Weekly lectures will be posted on WebCT for students to reference. These are not a substitute for reading the text and participating in course discussions and assignments. The lectures are ONLY available in Adobe PDF format. Since they are uploaded onto the system at the beginning of the course, they cannot be changed or altered from how they appear. Students can use the zoom tool (+ or -) in Adobe to focus in on areas for better clarity.

**Video Note:** There will be a series of videos which supplement the course readings. They will primarily relate to the course discussions and will be shown online using the “course videos” tool on WebCT. Students should use the videos to reinforce what they are studying in the text.

**Course Description / Objectives:**
This course is intended to introduce students to:
1) An examination of the key current issues in health and welfare from a comparative approach. This course explores the most current literature relating to the issues facing nations in today’s health and welfare environments.
2) An analysis of developing countries and their perspectives and challenges relating to welfare and health care.
3) An exploration of the contemporary research methods used to analyze issues in global health care and welfare policy, with particular emphasis on analyzing countries in the European Union.
4) An analysis of international research ethics and case study analyses which generate insight on pertinent health and welfare issues in developing countries.
6) An overview of other diseases, particularly relating to: selected cardiovascular diseases; diabetes and respiratory diseases; orthopedic chronic diseases; cancer; violence, injury, and occupational care; nutrition; mental health; and environmental health.
7) An exploration of lifespan health issues, particularly relating to reproduction and infants, juvenile health, and geriatric health.

**Attendance:** Even though this is an online course, all students are expected to maintain regular attendance and check in on WebCT daily during the week. Weekly discussions will encourage all students to post and read other students’ postings daily, as well as maintain the workload for the course.

**Communication/Email Note:** All communication and emails will proceed through WebCT, and not personal email accounts, for this course. The basic protocol for email includes:
  ○ They must be properly addressed and use appropriate language, tone, etc.
  ○ Emails to the professor will normally be answered within two working days (weekends and holidays are not working days).
**A Note on Internet Access:** This is an online class which assumes that students will have access to a working computer and access to the Internet. Students can use their school’s computer lab, a public library, another university or college, etc., to ensure they have access. “Not having a computer” or “computer crashes” are not acceptable excuses for late work.

**Course Requirements:**
A) This course is divided into five modules, each lasting a period of two weeks. There will be five quizzes (due by the end of each module), a writing assignment (due by 3/16 in Module 4), and a final exam (administered the week after Module 5). In addition, class participation in discussions will count for a portion of the grade.

- **Course Discussions:** 15 points (5 x 3 points each)
- **Module Quizzes:** 100 points (5 x 20 points each)
- **Writing Assignment:** 40 points
- **Final Exam:** 45 points
  
  **Total = 200 points**

B) Letter grades will be assigned on the following percentile basis of points earned (200 total possible points):

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>180-200</td>
<td>A</td>
</tr>
<tr>
<td>160-179</td>
<td>B</td>
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<td>140-159</td>
<td>C</td>
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<tr>
<td>120-139</td>
<td>D</td>
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<tr>
<td>119 and lower</td>
<td>F</td>
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Please note that at no time will there be any extra credit offered.

C) Course discussions will be graded as follows:
- No response or inadequate response = 0 points
- Adequate response = 1-2 points; (addresses the question but only somewhat links the discussion back to the course text and content).
- Good response = 3-4 points; (draws in course material in a thoughtful way and responds to other students’ discussions).
- Excellent response = 5 points; (draws in course material in a thoughtful way to add to the discussion, and responds to 2-3 other students’ postings).

D) The quizzes and final exam will be completed online under the WebCT assessment tool. There will be a quiz for each module. Students will be able to take a module quiz anytime during the second week of the module after reading the material. Module quizzes conclude at the end of the module, and no extensions will be granted to students not taking the quiz during this time since it is available for an entire week. Students choose when they will take the quizzes during the period. Any student not taking the quiz in the specified period will receive a zero. To complete the quizzes and final exam, you will log in and be given a time limit to complete all of the questions. These assessments
will be in multiple choice and short essay format, and will test your basic knowledge of topics covered in the book and weekly lectures. It is very important that you have all of the readings completed before taking the exams, since you will not have time to go back and search for the answers.

E) I will post specific guidelines and instructions on WebCT early in the course for the course writing assignment. Only Microsoft Word is acceptable for the assignment. It will be submitted as an attachment in the assignments tool on WebCT. Since guidelines will be posted early in the term, students can complete and submit their assignments at any time prior to the due date. All late assignments will be penalized by one letter grade for each day they are late, irrespective of the excuse. No assignment will be accepted after five days late, without prearrangements with the professor. Course discussions will be completed in the discussion tool on WebCT. Each discussion will last the length of the module, and any student not responding during this time will receive a zero for that particular discussion.

F) An “I” [Incomplete] grade indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course. A report of “I” requires the subsequent completion of all course requirements within a time limit specified by the professor. Students are responsible for making arrangements with their professor for completion of course requirements within the time specified, in accordance with this regulation. If an “I” is not changed to a letter grade within the period specified, it will be changed to the grade “F”.

G) All students should be aware of academic integrity requirements for this course. No cheating and/or plagiarism will be tolerated. Those students who cheat or plagiarize will receive a zero for the quiz/exam/assignment.

H) The EUSP complies with the requirements of the Americans With Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact your professor.
Course Schedule:

**Module 1: Weeks 1-2**
1- 2/1/10 Holz, chapters 1-2; lectures 1 & 2; Discussion #1

2- 2/8/10 Holz, chapters 3-5; lectures 3, 4, & 5; Discussion #1 continued; Quiz 1 period begins on 2/8 and is due before noon on 2/15

**Module 2: Weeks 3-4**
3- 2/15/10 Holz, chapters 6-8; lectures 6, 7, & 8; Discussion #2

4- 2/22/10 Holz, chapters 9-10; lectures 9 & 10; Discussion #2 continued; Quiz 2 period begins on 2/22 and is due before noon on 3/1

**Module 3: Weeks 5-6**
5- 3/1/10 Holz, chapters 11-13; lectures 11, 12, & 13; Discussion #3

6- 3/8/10 Holz, chapters 14-15; lectures 14 & 15; Discussion #3 continued; Quiz 3 period begins on 3/8 and is due before noon on 3/15

**Module 4: Weeks 7-8**
7- 3/15/10 Holz, chapters 16-17; lectures 16 & 17; Discussion #4; writing assignment due by 11:59 p.m. on 3/16.

8- 3/22/10 Holz, chapters 18-19; lectures 18 & 19; Discussion #4 continued; Quiz 4 period begins on 3/22 and is due before noon on 3/29

**Module 5: Weeks 9-10**
9- 3/29/10 Holz, chapters 20-21; lectures 20 & 21; Discussion #5

10- 4/5/10 Holz, chapter 22; lecture 22; Discussion #5 continued; Quiz 5 period begins on 4/5 and is due before noon on 4/12

**Final Exam Period**
4/12/10-4/15/2010
The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. The goal of European unity is not a recent innovation, having existed at least since the time of Charlemagne, but a commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities. Three issues remain unresolved about the EU's future:

- the degree to which political—rather than merely economic—unity will be accomplished;
- the impact enlargement will have on the operation of the EU; and
- the challenge, if any, to the United States that will be posed by the collective strength of the EU's member states.

It has clearly become important for American students to know and understand the EU. The course incorporates historical, political, sociological, and economic considerations in studying the EU in order to appreciate the
magnitude of what is being attempted.

**Learning Objectives**

**Goals**

The learning objectives for the course require students to demonstrate knowledge of the following:
- the historical origins and development of the EU;
- the EU's governing institutions;
- the EU's policy-making processes;
- current EU policies and issues; and
- EU-USA relations.

Aside from acquiring knowledge about the EU, students will be challenged to sharpen writing, analytical, technological, and communication skills.

**Course requirements: Preliminaries**

1. **WebCT/GeorgiaView:** The course is taught entirely online via WebCT/GeorgiaView. You have received an introductory letter via email with login and password information. Please make sure that you change your password and that you remember it by writing it down and keeping it in a secure location. Once you change your password, the instructor will not know what it is. This is the most common source of log-in problems.

2. **PLEASE NOTE:** A Printable PDF Version of the Syllabus which may be easier for you to reference is available on this WebCT site, under "Course Resources."

3. Please check your calendar often for updated information as to the dates of quizzes, exams, and discussion dates. While you can access the course and post your discussion submissions anytime, anywhere in an asynchronous fashion, each module contains assignments which everyone must complete within the same prescribed due dates indicated on the calendar. More information about this is below.

4. You will be graded on two kinds of assessments: exams and discussions. There are a total of ten exams (8 quizzes, a Midterm exam, and a Final exam). Collectively, the quizzes are "worth" 20% of your course grade. The Midterm exam and the Final exam are each worth 20% of
your course grade. There are two kinds of Discussion grades, one in which you collaborate on a "leader group essay" for one of the modules (20% of your total course grade), and one (also worth 20%) which is the combination of your participation grades for each module in responding to and commenting on the leader group essays of others (each of the 8 module discussions is 2.5 points for a combined result of 20). The total value of your grades for the discussion portion of the course is 40%, rounding out the grade weighting for all grades to 100%.

There is no required textbook for the course, as the modules contain all the readings required and you will be collecting readings in the form of online documents and web sites for use by yourself and other students.

Course requirements: Quizzes and Exams

Introduction

8 Quizzes

Midterm Exam

Final Exam

Requirements

Quizzes: Each module has a separate quiz. You must complete each quiz within the time frame set by the calendar. Once you begin a quiz you must finish it within one hour or WebCT/Georgia View will not allow you to complete it. Each quiz is "worth" 2.5% of your course grade.

Midterm: The Midterm may be taken anytime within a two-day period designated on the calendar but once it is opened it must be completed within 90 minutes. It will consist of twenty multiple choice questions (each worth two points) and two essay questions (each worth 30 points and each answerable in 3 to 4 paragraphs) on the modules covered by the date of the Midterm. The Midterm exam is "worth" 20% of your course grade.

Final exam: The Final exam may be taken anytime on Thursday, December 10 but once it is opened it must be completed within 90 minutes. It will consist of twenty multiple choice questions (each worth 2 points) and two essay questions (each answerable in 3-4 paragraphs and each worth 30 points) on the modules covered after the Midterm exam. The Final exam is "worth" 20% of your course grade.
Course requirements: Discussions

Introduction
Discussions: You will receive two types of discussion grades, a single Discussion leader grade and a Discussion participant grade. You will be one of the Discussion leaders in one of the eight modules (how this works is described below) and you will be a discussion participant responding to the leaders of the other seven module discussions. You will receive a numeric grade for your discussion leader role, worth 20% of your course grade.

Requirements
For the discussion "leader" phase of the course, you will collaborating with three to six other students in the authoring of a single essay about the module to which you are assigned. Everyone in the course will discuss this essay during the discussion "open" phase for that particular module. Even though you will be collaborating with several other students on a single leader essay post as part of the "leader phase" of the assignment your grade for this part will be individually assigned. As a discussion participant in the other seven module discussions you will receive a grade out of 2.5 points for each module discussion. (You will get a free 2.5 points for the module discussion that you lead) Thus, you could earn a total of 20 points for this portion of the discussion (i.e., 20% of your total course grade). More information on the Discussions is provided below.

Course requirements: How the Discussions Work

Introduction
3. Discussion Leader: Three to six students are assigned and required to lead the class discussion of each of the eight modules during the semester and author what is called the "leader essay." You can find out which module you will share the leadership role in by locating your name on the pdf file that provides this information on the WebCT site, under "Course Resources." The leader essay students have been assigned to a separate and private bulletin discussion board where they can communicate with each other and prepare a single leader essay post (agreeable to all) answering the instructor's questions on the
topic and explaining what issues in the module were most of interest on the assigned topic. This essay must be posted by midnight on the due date listed on the calendar. Students must take care to contribute to their roles in a timely way, collaborating with others by the due dates for such collaboration. These dates will be listed on the calendar.

The leader essay involves two tasks. First, it must consist of a narrative of 1000-1200 words that contains the answer to the instructor's questions in narrative form and in the original words of the group leaders. The statement must be posted on the due date listed on the calendar. Second, the 1000-1200 word statement should be supplemented with at least two thought-provoking questions to be answered by the other students. Besides the module (as a source of information for the essay and the questions, recent news about the EU can be found in The Economist magazine and from the websites below: EU Observer: http://www.euobserver.com; Euractiv: www.euractiv.com; EU Commission Delegation to the US: http://www.eurunion.org ; U.S. Mission to the EU: http://www.useu.be.; and the official EU site, Europa.

Each of the three to six leaders will be assigned a separate grade for their contributions to the module discussion. Students can only receive credit for group work that occurs on the private discussion board. "No-Show" on the group member board receive a "0" for the assignment. Please note that the private discussion spaces are "private" only insofar as the other students in the class are concerned. The instructor monitors all discussions, including private discussions, and bases student grades on discussions as well as the resulting essay.

Course requirements: How the Discussion Boards Work

Introduction 4. Bulletin Board Discussions: Students should visit the "Discussions" section (under "Communication Tools") during the first day of
class (August 24) and introduce themselves on the "Introductions" board, indicating why they are taking the course. Please note that three types of open discussion lists exist: Introductions, the eight individual "module open discussion boards," and Student Chit Chat. All course-related work (except for the private leader discussions) should be posted on the module open discussion boards. Student Chit-Chat is for general or off-the-topic exchanges among students. Only postings on the module open discussion and leader boards will be counted in assessing student performance. Students are required to make substantive contributions to questions related to readings and lectures that will be posted weekly. If a student posts only one post containing a paragraph to a particular discussion, that will usually not be enough to receive full credit. Extensive posts that are text-rich but vague or off-topic also do not help. Students may respond to these questions at any time of day but their responses must take place during the period in which the module is open. Contributions (posts) are graded on the basis of both quantity and quality. Each "post" will be evaluated in terms of content (the level of understanding evidenced in the posts), critical thinking (introducing different interpretations to ideas), and writing (the clear communication of ideas). Students should respond to one another's comments. Because this course requires the achievement of a genuine learning community, instructors will generally NOT be responding to the posts of students on the module open discussion board (although obviously there may be exceptions to this), but students will, with the instructor, be facilitating the learning of one another. The instructor will craft the questions for the leader essay, explain it if need be, and grade each essay (as well as the module open discussion of each student) in as timely a manner as possible. The instructor will provide extensive comments as to the reason for the grade assigned to the essay.

Students should check for instructor announcements weekly and check e-mail and discussion boards daily. Attendance alone is not enough in a web-course. To receive credit for participation, a student must log-on and make a substantive contribution to the discussion at least twice weekly. Simply saying "hello," "ditto" or "I agree" is not considered a substantive contribution. Please note that the instructor is able to chart each
student's progress through the course. The instructor knows when each student has logged into the course, what pages were viewed, how long was spent on each page, what posts were made, and how many posts have been read.

<table>
<thead>
<tr>
<th>Grade Distribution at a Glance</th>
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<tbody>
<tr>
<td>8 Quizzes (2.5% each) = 20%</td>
</tr>
<tr>
<td>Midterm Exam = 20%</td>
</tr>
<tr>
<td>Final Exam = 20%</td>
</tr>
<tr>
<td>Leader Group Member and Essay = 20%</td>
</tr>
<tr>
<td>Discussion Participant = 20%</td>
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<tr>
<td>100%</td>
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European Law and Legal Systems
Heather A. D. Mbaye, Director
University System of Georgia EU Studies Program

Course Information
This course focuses on the legal institutions that constitute the European Union, and the legal processes of those institutions. The course begins with a brief overview of the European Union, including the historical antecedents that preceded the present day entity of the EU.

It then summarizes the legal institutions of the European Union, including the European Parliament, the European Council, the Commission, the Court of Justice, the Court of First Instance, and the European Ombudsman.

The course will look at the body of law, both static and dynamic, on which these institutions rest and that have been produced by the institutions themselves. This law includes the treaties that provide the legal basis of the EU, the body of statutory law enacted by the Parliament, the Council, and the Commission, and the judicial decisions adjudicated by the Court of Justice and the Court of First Instance, and finally, the administrative rulings issued by the European Ombudsman.

In order to understand the legal system of the European Union, it is necessary to distinguish between the decision-making process of the EU and the role of European Law affecting the member states. Therefore, the course, after briefly describing the institutions, tries to show the constitutional legal framework of the EU: Primary law.

Student assignments include summaries of lecture material, explanations of treaties and statutes, and most challenging, "briefs" of judicial decisions following format used in general jurisprudence, modified in ways appropriate to the European Union proceedings, a summary of court decisions that include citation, issue, holding, and reasoning.

Student assignments will also include compiling an annotated bibliography of articles about the legal institutions and process of the EU, of moderate length, drawn from, among other sources, The Economist, The London Times, and The New York Times.

Contacting your Professor
Dr. Heather A. D. Mbaye, Director
EU Studies Program
678-839-4988
hmbaye@westga.edu (FOR EMERGENCIES!)
AIM: heathermbaye (any time I’m online for class related issues or questions)
Discussion board: There is a board called “ask your instructor”. Please ask general information or assignment questions there so that everyone may see the answers. If you
need to contact me on a different matter, please contact me through the email tab of the course website. I login daily.

Here's a sample of what **NOT** to do:
A quiz link for module 2 is broken for some reason, and you can't log in. The quiz is due at midnight. It's now 7pm, and it's Saturday. You send me a message telling me the problem. You check again at 8pm and 9pm, and there is still a problem, but I haven't responded because it's evening on a Saturday. You send five or six more increasingly panicked accusatory emails, and then, realizing you have only two hours to finish the two-hour quiz, you decide to take module 3 quiz instead, and fail miserably. You then send me one final freaked out email saying "I DIDN'T know what to DO and I took the wong QUIZ because the right one wasn't WORKING and it's OMG SO NOT MY FAULT this class FAILS and you SUCK for not being online at 10pm on a SATURDAY!"

I log in on Sunday morning, open your first email, send you a response, and then realize you've done something totally irrational, and you've been rude and crazy in the process. This sort of behavior is totally inappropriate. If you wouldn't talk to someone face to face, or react face to face like that, DO NOT DO IT IN AN EMAIL or on the discussion boards. Rest assured that if there is ever a technical problem — and there will be, because you're taking the class on a computer — I will fix it and you will not lose points. So CALM DOWN.

Here's another sample of what not to do:
i am n yr class n i cant find my syll can u email me 1

iznt dis hrz 2 reed? y wold u alwyz wnt 2 type lk dis?

Look, guys. I like text speak as much as the next guy, when I'm messaging my brother. But I'm your professor. You need to use correct grammar, capitalization, spelling, and respect when you email me. Don't make it hard to read or interpret your message. If it's not worth your time to compose properly, it's not worth my time to answer.

Required Textbooks
Textbooks may be purchased online through amazon.com, barnesandnoble.com, borders.com, or any other online bookseller.


**NOTE: PLEASE ORDER THIS BOOK AS SOON AS POSSIBLE. IT IS NOT AVAILABLE IN YOUR UNIVERSITY BOOKSTORE AND YOU CANNOT COMPLETE THE COURSE WITHOUT THIS TEXT. A FEW BOOKS ARE AVAILABLE IN THE UNIVERSITY OF WEST GEORGIA BOOKSTORE IN CARROLLTON, BUT THERE ARE ONLY A FEW. DO NOT PURCHASE AN OLD EDITION; THE LAW CHANGES VERY QUICKLY IN THE EU.**

Other text material for the course will include, but not be limited to the following:
The official website of the European Union (http://www.europa.eu.int)
The online New York Times (http://www.nytimes.com)
The online Encyclopedia Britannica (http://www.britannica.com)
The Economist Magazine (online) (http://www.economist.com)
The Financial Times: (http://www.ft.com)
European Voice (recent news on the EU legal front): http://www.european-voice.com/current

Class Login Web Site
EUSP: http://www.europeanstudiesprogram.org
All login information is at this website!

Class Requirements/Assessments
1000 total points are available. Grading is on a traditional 10 point scale, by percentage. If your university utilizes a (+/-) grading system, I will follow that scale.

There are eight class modules. Each module is worth 100 points. During the week assigned to each module, you will
- Do your assigned reading;
- Review the lecture materials online;
- Complete the timed quiz (worth 50 points)
- Join in the discussion (worth 10 points)
- Complete your assignment (worth 40 points)

The discussion, the quiz, and the assignment must be turned in at or before the end time. Posting once in a discussion isn't discussion – I can see what you've read and how long you've spent contemplating your classmates' posts; please take the discussion seriously. LATE ASSIGNMENTS ARE NOT ACCEPTED. Please note that this course operates on a different schedule than traditional classes, and you may have work due over your Spring Break. I will try to make allowances that make it possible to turn in work EARLY, but LATE WORK IS NOT ACCEPTED.

In addition, a 100 point analysis paper and a 100 point annotated bibliography serve as your final project. The directions for the final project will be given early in the course.

DO NOT EMAIL ASSIGNMENTS TO MY ADDRESS ABOVE. PLEASE USE ONLY THE INTERNAL COURSE EMAIL FOR ASSIGNMENTS,
Course modules and schedule
all times are current time in Georgia, USA

<table>
<thead>
<tr>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Legal Instruments, Competence, and Policymaking</td>
<td>2/8/2010, noon</td>
<td>2/15/2010, noon</td>
<td>Paul and de Búrca, Ch. 3-4</td>
</tr>
<tr>
<td>3. The EU and International Law</td>
<td>2/15/2010, noon</td>
<td>2/22/2010, noon</td>
<td>Paul and de Búrca, Ch. 6-7</td>
</tr>
<tr>
<td>4. Effects, Compliance, and Outcomes</td>
<td>2/22/2010, noon</td>
<td>3/1/2010, noon</td>
<td>Paul and de Búrca, Ch. 8-9</td>
</tr>
<tr>
<td>Final</td>
<td>4/12/2010</td>
<td>4/21/2010</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3
# Introduction to the European Union Fall 2009

1. Please rate the instructor on the following scale: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Neutral</th>
<th>4 - Agree</th>
<th>5 - Strongly Agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor was attentive to students' academic needs.</td>
<td>0.0% (0)</td>
<td>20.0% (2)</td>
<td>20.0% (2)</td>
<td>10.0% (1)</td>
<td>50.0% (5)</td>
<td>10</td>
</tr>
<tr>
<td>Demands concerning performance were clear.</td>
<td>0.0% (0)</td>
<td>10.0% (1)</td>
<td>10.0% (1)</td>
<td>30.0% (3)</td>
<td>50.0% (5)</td>
<td>10</td>
</tr>
<tr>
<td>The instructor responded in a timely manner to questions and concerns transmitted through the mail tool and/or discussion boards.</td>
<td>0.0% (0)</td>
<td>20.0% (2)</td>
<td>10.0% (1)</td>
<td>10.0% (1)</td>
<td>60.0% (6)</td>
<td>10</td>
</tr>
</tbody>
</table>

answered question 10

skipped question 0

2. Please rate the course on the following scale:

<table>
<thead>
<tr>
<th></th>
<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Neutral</th>
<th>4 - Agree</th>
<th>5 - Strongly Agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course was a positive learning experience.</td>
<td>0.0% (0)</td>
<td>10.0% (1)</td>
<td>30.0% (3)</td>
<td>10.0% (1)</td>
<td>50.0% (5)</td>
<td>10</td>
</tr>
<tr>
<td>The content of the course met my expectations.</td>
<td>10.0% (1)</td>
<td>10.0% (1)</td>
<td>10.0% (1)</td>
<td>10.0% (1)</td>
<td>60.0% (6)</td>
<td>10</td>
</tr>
<tr>
<td>Learning without physical class attendance was easy for me.</td>
<td>10.0% (1)</td>
<td>20.0% (2)</td>
<td>20.0% (2)</td>
<td>20.0% (2)</td>
<td>30.0% (3)</td>
<td>10</td>
</tr>
<tr>
<td>The method of grade assessment was fair.</td>
<td>0.0% (0)</td>
<td>30.0% (3)</td>
<td>0.0% (0)</td>
<td>20.0% (2)</td>
<td>50.0% (5)</td>
<td>10</td>
</tr>
<tr>
<td>The amount of work for the class was high.</td>
<td>0.0% (0)</td>
<td>20.0% (2)</td>
<td>50.0% (5)</td>
<td>10.0% (1)</td>
<td>20.0% (2)</td>
<td>10</td>
</tr>
</tbody>
</table>

answered question 10

skipped question 0
3. Please rate the technical questions about the course on the following scale:

<table>
<thead>
<tr>
<th></th>
<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Neutral</th>
<th>4 - Agree</th>
<th>5 - Strongly Agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Vista course was easy to navigate.</td>
<td>0.0% (0)</td>
<td>10.0% (1)</td>
<td>0.0% (0)</td>
<td>40.0% (4)</td>
<td>50.0% (5)</td>
<td>10</td>
</tr>
<tr>
<td>The technology operated efficiently.</td>
<td>10.0% (1)</td>
<td>0.0% (0)</td>
<td>30.0% (3)</td>
<td>10.0% (1)</td>
<td>50.0% (5)</td>
<td>10</td>
</tr>
<tr>
<td>The bulletin board was an effective way to discuss with the other students.</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>20.0% (2)</td>
<td>40.0% (4)</td>
<td>40.0% (4)</td>
<td>10</td>
</tr>
<tr>
<td>Class discussions contributed to my overall understanding of the material.</td>
<td>10.0% (1)</td>
<td>30.0% (3)</td>
<td>10.0% (1)</td>
<td>30.0% (3)</td>
<td>20.0% (2)</td>
<td>10</td>
</tr>
</tbody>
</table>

answered question 10

skipped question 0

4. General Questions:

<table>
<thead>
<tr>
<th></th>
<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Neutral</th>
<th>4 - Agree</th>
<th>5 - Strongly Agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The virtual contact/exchange with foreign students met my expectations.</td>
<td>0.0% (0)</td>
<td>20.0% (2)</td>
<td>40.0% (4)</td>
<td>20.0% (2)</td>
<td>20.0% (2)</td>
<td>10</td>
</tr>
<tr>
<td>I would participate in a future webcourse.</td>
<td>30.0% (3)</td>
<td>10.0% (1)</td>
<td>10.0% (1)</td>
<td>20.0% (2)</td>
<td>30.0% (3)</td>
<td>10</td>
</tr>
</tbody>
</table>

answered question 10

skipped question 0
5. The course was a positive experience, because...

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>5</td>
</tr>
<tr>
<td>skipped question</td>
<td>5</td>
</tr>
</tbody>
</table>

6. I would improve the course by...

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>5</td>
</tr>
<tr>
<td>skipped question</td>
<td>5</td>
</tr>
</tbody>
</table>

7. Other comments:

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>3</td>
</tr>
<tr>
<td>skipped question</td>
<td>7</td>
</tr>
</tbody>
</table>
8. What grade do you expect to receive in this course?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>30.0%</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>50.0%</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>20.0%</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question 10

skipped question 0
# US-EU Relations Fall 2009 Course Evaluation

1. Please rate the instructor on the following scale: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Neutral</th>
<th>4 - Agree</th>
<th>5 - Strongly Agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor was attentive to students' academic needs.</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>20.0% (7)</td>
<td>42.9% (15)</td>
<td>37.1% (13)</td>
<td>35</td>
</tr>
<tr>
<td>Demands concerning performance were clear.</td>
<td>2.9% (1)</td>
<td>5.7% (2)</td>
<td>17.1% (6)</td>
<td>31.4% (11)</td>
<td>42.9% (15)</td>
<td>35</td>
</tr>
<tr>
<td>The instructor responded in a timely manner to questions and concerns transmitted through the mail tool and/or discussion boards.</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>5.7% (2)</td>
<td>37.1% (13)</td>
<td>57.1% (20)</td>
<td>35</td>
</tr>
</tbody>
</table>

*answered question 35

*skipped question 0

2. Please rate the course on the following scale:

<table>
<thead>
<tr>
<th></th>
<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Neutral</th>
<th>4 - Agree</th>
<th>5 - Strongly Agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course was a positive learning experience.</td>
<td>0.0% (0)</td>
<td>2.9% (1)</td>
<td>5.7% (2)</td>
<td>51.4% (18)</td>
<td>40.0% (14)</td>
<td>35</td>
</tr>
<tr>
<td>The content of the course met my expectations.</td>
<td>2.9% (1)</td>
<td>2.9% (1)</td>
<td>17.1% (6)</td>
<td>42.9% (15)</td>
<td>34.3% (12)</td>
<td>35</td>
</tr>
<tr>
<td>Learning without physical class attendance was easy for me.</td>
<td>0.0% (0)</td>
<td>14.3% (5)</td>
<td>8.6% (3)</td>
<td>40.0% (14)</td>
<td>37.1% (13)</td>
<td>35</td>
</tr>
<tr>
<td>The method of grade assessment was fair.</td>
<td>5.9% (2)</td>
<td>11.8% (4)</td>
<td>5.9% (2)</td>
<td>35.3% (12)</td>
<td>41.2% (14)</td>
<td>34</td>
</tr>
<tr>
<td>The amount of work for the class was high.</td>
<td>0.0% (0)</td>
<td>2.9% (1)</td>
<td>37.1% (13)</td>
<td>25.7% (9)</td>
<td>34.3% (12)</td>
<td>35</td>
</tr>
</tbody>
</table>

*answered question 35

*skipped question 0
3. Please rate the technical questions about the course on the following scale:

<table>
<thead>
<tr>
<th></th>
<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Neutral</th>
<th>4 - Agree</th>
<th>5 - Strongly Agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Vista course was easy to navigate.</td>
<td>2.9% (1)</td>
<td>0.0% (0)</td>
<td>2.9% (1)</td>
<td>57.1% (20)</td>
<td>37.1% (13)</td>
<td>35</td>
</tr>
<tr>
<td>The technology operated efficiently.</td>
<td>0.0% (0)</td>
<td>2.9% (1)</td>
<td>8.6% (3)</td>
<td>60.0% (21)</td>
<td>28.6% (10)</td>
<td>35</td>
</tr>
<tr>
<td>The bulletin board was an effective way to discuss with the other students.</td>
<td>2.9% (1)</td>
<td>8.6% (3)</td>
<td>5.7% (2)</td>
<td>45.7% (16)</td>
<td>37.1% (13)</td>
<td>35</td>
</tr>
<tr>
<td>Class discussions contributed to my overall understanding of the material.</td>
<td>5.7% (2)</td>
<td>2.9% (1)</td>
<td>20.0% (7)</td>
<td>45.7% (16)</td>
<td>25.7% (9)</td>
<td>35</td>
</tr>
</tbody>
</table>

answered question 35
skipped question 0

4. General Questions:

<table>
<thead>
<tr>
<th></th>
<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Neutral</th>
<th>4 - Agree</th>
<th>5 - Strongly Agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The virtual contact/exchange with foreign students met my expectations.</td>
<td>0.0% (0)</td>
<td>14.3% (5)</td>
<td>31.4% (11)</td>
<td>37.1% (13)</td>
<td>17.1% (6)</td>
<td>35</td>
</tr>
<tr>
<td>I would participate in a future webcourse.</td>
<td>0.0% (0)</td>
<td>8.6% (3)</td>
<td>11.4% (4)</td>
<td>31.4% (11)</td>
<td>48.6% (17)</td>
<td>35</td>
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</tbody>
</table>

answered question 35
skipped question 0
5. The course was a positive experience, because...

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17</td>
</tr>
<tr>
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<td>17</td>
</tr>
<tr>
<td>skipped question</td>
<td>18</td>
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6. I would improve the course by...

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td>answered question</td>
<td>12</td>
</tr>
<tr>
<td>skipped question</td>
<td>23</td>
</tr>
</tbody>
</table>

7. Other comments:

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td>answered question</td>
<td>7</td>
</tr>
<tr>
<td>skipped question</td>
<td>28</td>
</tr>
</tbody>
</table>
8. What grade do you expect to receive in this course?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>47.1%</td>
<td>16</td>
</tr>
<tr>
<td>B</td>
<td>41.2%</td>
<td>14</td>
</tr>
<tr>
<td>C</td>
<td>8.8%</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>2.9%</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question 34

skipped question 1
European Monetary Union Fall 2009 Course Evaluation

1. Please rate the instructor on the following scale: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Neutral</th>
<th>4 - Agree</th>
<th>5 - Strongly Agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor was attentive to students' academic needs.</td>
<td>9.7% (3)</td>
<td>0.0% (0)</td>
<td>6.5% (2)</td>
<td>38.7% (12)</td>
<td>45.2% (14)</td>
<td>31</td>
</tr>
<tr>
<td>Demands concerning performance were clear.</td>
<td>9.7% (3)</td>
<td>0.0% (0)</td>
<td>12.9% (4)</td>
<td>32.3% (10)</td>
<td>45.2% (14)</td>
<td>31</td>
</tr>
<tr>
<td>The instructor responded in a timely manner to questions and concerns transmitted through the mail tool and/or discussion boards.</td>
<td>9.7% (3)</td>
<td>3.2% (1)</td>
<td>6.5% (2)</td>
<td>32.3% (10)</td>
<td>48.4% (15)</td>
<td>31</td>
</tr>
</tbody>
</table>

2. Please rate the course on the following scale:

<table>
<thead>
<tr>
<th></th>
<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Neutral</th>
<th>4 - Agree</th>
<th>5 - Strongly Agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course was a positive learning experience.</td>
<td>6.7% (2)</td>
<td>6.7% (2)</td>
<td>10.0% (3)</td>
<td>26.7% (8)</td>
<td>50.0% (15)</td>
<td>30</td>
</tr>
<tr>
<td>The content of the course met my expectations.</td>
<td>10.0% (3)</td>
<td>13.3% (4)</td>
<td>10.0% (3)</td>
<td>23.3% (7)</td>
<td>43.3% (13)</td>
<td>30</td>
</tr>
<tr>
<td>Learning without physical class attendance was easy for me.</td>
<td>10.3% (3)</td>
<td>3.4% (1)</td>
<td>13.8% (4)</td>
<td>24.1% (7)</td>
<td>48.3% (14)</td>
<td>29</td>
</tr>
<tr>
<td>The method of grade assessment was fair.</td>
<td>3.4% (1)</td>
<td>0.0% (0)</td>
<td>24.1% (7)</td>
<td>34.5% (10)</td>
<td>37.9% (11)</td>
<td>29</td>
</tr>
<tr>
<td>The amount of work for the class was high.</td>
<td>0.0% (0)</td>
<td>3.3% (1)</td>
<td>40.0% (12)</td>
<td>30.0% (9)</td>
<td>26.7% (8)</td>
<td>30</td>
</tr>
</tbody>
</table>

answered question  31
skipped question  0

answered question  30
skipped question  1
3. Please rate the technical questions about the course on the following scale:

<table>
<thead>
<tr>
<th></th>
<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Neutral</th>
<th>4 - Agree</th>
<th>5 - Strongly Agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Vista course was easy to navigate.</td>
<td>0.0% (0)</td>
<td>10.3% (3)</td>
<td>0.0% (0)</td>
<td>55.2% (16)</td>
<td>34.5% (10)</td>
<td>29</td>
</tr>
<tr>
<td>The technology operated efficiently.</td>
<td>0.0% (0)</td>
<td>3.3% (1)</td>
<td>6.7% (2)</td>
<td>60.0% (18)</td>
<td>30.0% (9)</td>
<td>30</td>
</tr>
<tr>
<td>The bulletin board was an effective way to discuss with the other students.</td>
<td>3.2% (1)</td>
<td>3.2% (1)</td>
<td>3.2% (1)</td>
<td>45.2% (14)</td>
<td>45.2% (14)</td>
<td>31</td>
</tr>
<tr>
<td>Class discussions contributed to my overall understanding of the material.</td>
<td>9.7% (3)</td>
<td>3.2% (1)</td>
<td>16.1% (5)</td>
<td>32.3% (10)</td>
<td>38.7% (12)</td>
<td>31</td>
</tr>
</tbody>
</table>

answered question 31
skipped question 0

4. General Questions:

<table>
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<tr>
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<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Neutral</th>
<th>4 - Agree</th>
<th>5 - Strongly Agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The virtual contact/exchange with foreign students met my expectations.</td>
<td>6.5% (2)</td>
<td>9.7% (3)</td>
<td>35.5% (11)</td>
<td>22.6% (7)</td>
<td>25.8% (8)</td>
<td>31</td>
</tr>
<tr>
<td>I would participate in a future webcourse.</td>
<td>3.2% (1)</td>
<td>3.2% (1)</td>
<td>12.9% (4)</td>
<td>25.8% (8)</td>
<td>54.8% (17)</td>
<td>31</td>
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</table>

answered question 31
skipped question 0
5. The course was a positive experience, because...

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17</td>
</tr>
<tr>
<td>answered question</td>
<td>17</td>
</tr>
<tr>
<td>skipped question</td>
<td>14</td>
</tr>
</tbody>
</table>

6. I would improve the course by...

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
</tr>
<tr>
<td>answered question</td>
<td>15</td>
</tr>
<tr>
<td>skipped question</td>
<td>16</td>
</tr>
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</table>

7. Other comments:

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
</tr>
<tr>
<td>answered question</td>
<td>11</td>
</tr>
<tr>
<td>skipped question</td>
<td>20</td>
</tr>
</tbody>
</table>
8. What grade do you expect to receive in this course?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>27.6%</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>58.6%</td>
<td>17</td>
</tr>
<tr>
<td>C</td>
<td>13.8%</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question: 29
skipped question: 2
Appendix 4
Minutes: European Union Studies Program
Fall Steering Committee Meeting Agenda
13 November 2009

A. Report on meetings with Collaborative partners at Ludwig Maximilians University-Munich

Heather Mbaye reports that meetings in Munich in July went very well. We have opened communications and hope to avoid miscommunications in the future.

B. Recentralization of Program Director Duties – Heather Mbaye

The program director's duties will be recentralized in Heather Mbaye's office at UWG. For now, please continue to send names of registered students to Rick Reiman, as Heather Mbaye is in process of training and learning how to administer Vista.

C. Financial report – Heather Mbaye

Heather Mbaye reports that we have about $2000 in our agency account. We have hired a student assistant, and the new financial codicil will be in place for January 1. Schools which have not signed the codicil cannot participate in the online classes.

The shift to ADP means that we must pay all faculty who teach in the program via inter-institution transfer. There is no longer any way for UWG to pay a faculty member directly. There is no way to do it in ADP. Each faculty member will get a check made out to the institution, and will have to negotiate for that check to be paid him as extra compensation as stated in the financial agreement and in the contracts. Universities that refuse will be in violation of the contracts they have signed.

All faculty members teaching in the program will receives UP TO 9% for teaching the class. Please report your salary to Heather Mbaye. Also, you will receive $1000 IF, and ONLY IF, you update the course as required in your contracts.

D. Website updates – Heather Mbaye

The website has been fully updated, including a course descriptions page and a log in page. Please review the site and send changes to Heather Mbaye.

E. Teaching Guidelines document

There is a teaching guidelines document available under faculty resources on the website. All teaching faculty should read this guide. Campus reps might also find it useful.

F. Moving to 2 collaborative seminars in Summer – Heather Mbaye (see attached)

The steering committee voted to move from one collaborative seminar in the summer to two. It will make the course rotation much easier.
G. Update: Georgia on my line (GOML) – Heather Mbaye
We are now offering courses on the GOML instance of Vista. It doesn’t cost anything and we are not using their registration system.

H. Macon conference – Heather Mbaye and Chris Bourdouvalis
The Steering committee would like to re-start a student conference in Macon in February 2011. It was the sense of the committee that 2010 was too soon to drum up student support. They would like to do a paper competition in the fall, present papers conference style, have a prize for best paper, and perhaps have representatives from companies to talk about jobs abroad or here. Chris will chair the conference if he would like.

I. Professional Track – Heather Mbaye
The UWG provost is in support of creating the EUCP at UWG, in order that students could be admitted post-baccalaureate to complete certificate courses. Heather will work on this.

J. Maymester Study Abroad Program – Heather Mbaye (see attached)
The Committee voted to support Heather’s Maymester program and to allow it to be promoted on the EU program website.

K. Old Business
1. EU designation at KSU – Elsa Nystrom is working on this.
2. Advertising flyers/posters – Elsa presented a great flyer which will soon be available on the website for printing.

L. New Business
We are overdue for elections. Elections will be held in February.

Nominations received:
Director: Heather Mbaye
Associate Director:
Sec/Treasurer:
At Large: Elsa Nystrom
At Large:

Please send further nominations to Heather. Please nominate yourself OR confirm with the person you nominate before you send in the name.
MINUTES OF FALL ANNUAL MEETING of the
EUROPEAN UNION STUDIES PROGRAM STEERING COMMITTEE

held at the Double Tree Inn, Savannah Georgia, November 14, 2008

Respectfully submitted by John Van Doorn, EUSP Director

*Members Present*: John Van Doorn, Michael Baun, Heather Mbaye, Donald Singer, Charles Crouch, Craig Greathouse, Elsa Nystrom, Rick Reiman, [substitute for Christos Bourdouvalis], Carol Hansen, Olavi Arens and Randall Parrish.

The Meeting was called to order promptly at 4:30 p.m. by Director Van Doorn.

Van Doorn began by welcoming the 12 members in attendance (forming the necessary quorum), and thanked them for making the trip, despite recent cutbacks in faculty travel budgets. The first item on the agenda was to review the remaining courses in the EUSP online schedule, and to note that the current schedule will expire at the end of the Fall 2010 term. Van Doorn asked when the Committee thought the call for new online course proposals should go out. The consensus was that the **call for new courses should go out immediately, and be due in late January**. The program will have to work with its LMU (Ludwig Maximilians University of Munich) partner in the development of new courses. It was agreed that Van Doorn would send out a notice on the Listserv, with a reminder in mid-January.

The Transatlantic Studies Program (TAS)/B.A. Pilot report was given by Drs. Baun and Crouch. **Dr. Baun promised to mail course descriptions** in all ten (10) study areas--five in policy and five in geographical regions--encompassed by the TAS B.A., and to **provide a link** to the new program's web-site on the EUSP's web-site (eustudiesprogram.org). Dr. Baun then provided a general overview of the TAS program: its inter-disciplinary teams have developed two out of five "modules," and all five modules will be completed by next fall, 2009. Other highlights: total language integration, a second workshop to be held at Valdosta State Univ. in September 2009, and a Fall 2010 launch. **Dr. Baun stressed that the TAS B.A. is not a totally on-line degree, clearing up a common misconception. Dr. Crouch requested more information from the colleges and universities involved as “pilots” for the program. Finally, Dr. Craig Greathouse agreed to do Beta testing** for the TAS program.

Future collaborative partners of the EUSP were briefly discussed. One possible partner mentioned was Inglestadt Hochschule [sp?].

Next was the **Director’s Report**. Some of the major points from that report:

- Major Goals/Needs of the Program:
  - The Director and Executive Committee need help with administration of the program.
  - Getting a reliable revenue stream is key to all areas of the program.
  - The program needs more clarity on its goals, roles of its actors and its limits.

The Director then listed his top accomplishments:

- First, just keeping it together after the departure of founding Director Brian Murphy.
- Better delegation of duties and burden sharing (a tri-partite arrangement between
  the Director, on-line course administrator, and web-site administrator).
- Maintenance of a good relationship with the LMU in Munich.
- Representation of the EUSP with the USG Office of Instructional Technology (OIT)
  and other state agencies.
- Representation of the EUSP at the inauguration of the EU Center for Excellence at
  Georgia Tech.
- Transferring the EUSP treasury to the University of West Georgia

Van Doorn reported that he had been unsuccessful in recouping program funds
(@ $6800) from Valdosta State University despite repeated contacts and attempts to do
so. The problem appears to be that the monies were deposited in the European
Council's general fund. Charlie Crouch recommended that the Director or others
follow-up with David Starling and/or Mark Baird (who is now at F.S.U.) in order to
recoup these needed funds.

The Steering Committee then thanked Van Doorn for his services as Director to
the EUSP in difficult times, and asked that he place a commendation in the minutes
of the meeting.

Item # 5 was the Financial Committee’s Report from Dr. Heather Mbaye.
Mbaye argued for centralization of the EUSP's financial and collection system, which is
now very complex. She is working up a proposal in conjunction with Rick Sears, the
comptroller at the Univ. of West Georgia. The basic idea is that UWG would perform
the collection duties for the EUSP for a set student fee ($35.00 was mentioned), and
then the EUSP would get the balance after the mandatory nine percent plus $1,000
given to the course instructor. Crouch recommended that Mbaye prepare “trial”
language before the amendment to the Institutional Agreement is circulated among the
collaborative schools. Reiman commented that he thought that the proposal was
“simpler and better” than the current arrangement. Baun recommended that the extra
revenue could be used for a course reduction (1 or 2 load) or other support for the
Director.

A Motion was made and seconded to empower Heather Mbaye to look into the
financial arrangement she proposed with UWG and to proposed a draft of an
amendment or codicil to the Institutional Agreement that she would present to the
EUSP Steering Committee via the Listserv.

Item # 6 dealt with EUSP program issues. First, the issue of “pushback” or
resistance to fulfilling obligations under the I.A., especially listing of EUSP on-line
courses. Nystrom offered a template for standard EURO designators that she uses at
KSU that fits within Board of Regents guidelines. Arens commented that AASU
already does that, and that such designators would be a good bridge to the new TAS B.A.
course listings. Mbaye proposed a compromise: use standard designators for “core”
and repeating EUSP courses, but allow “special topics” designators and think about
where everyone fits. Baun proposed EUSP course descriptors on the EUSP
web-site. It was agreed that Van Doorn, Mbaye and Reiman would follow through on
this suggestion.

Next, Nystrom volunteered to prepare an updated tri-fold flyer for the EUSP.
First, she’ll prepare a “mock-up” e-version that she’ll circulate among the ExComm. It will then be made available to all EUSP Campus Representatives.

The problem of adequate **Course Evaluations** was discussed next. The current system of e-mailing evaluations to the Director has many drawbacks. **Mbaye** volunteered to explore using an automatic, on-line survey instrument like “**Survey Monkey**” and report back to the ExComm. **Greathouse** recommended that on-line, automatic evaluation be discussed in the program’s Learning Objectives in the winter meeting. Greathouse then agreed to **collect and organize all Learning Objectives** before the Winter Meeting.

**Item # 7** concerned EUSP cooperation with the Georgia On My Line (GOML) web-site that is produced by the OIT. **Greathouse** volunteered to bring information on the GOML to the winter/spring meeting, including the pros and cons of greater links between the EUSP and the GOML. **Mbaye** noted that GOML/OIT had agreed to handle program administration and publicity, but that the costs were unknown.

**Item # 8** concerned the **Strasbourg Study Abroad** programs, both the Maymester and new full fall-semester programs. A report was given by **Hansen**. On the Maymester program, the following points were made:
- The program had seen a large increase in enrollment.
- Hansen has a new publicity flyer available to all reps. to advertise the program.
- Mbaye questioned whether there were sufficient contact hours in the program, and requested that actual schedules, course syllabi and outlines be given to the ExComm. **Hansen agreed provide these materials.**

The following points were made about the new **Fall 2009 Semester program:**
- It will be a 15-week program composed of at least 5 courses
- Teaching faculty will initially be 3 from Strasbourg and 2 from Ga. State Univ.
- It needs at least 15 students in order to “make.”
- G.S.U. has two new “Memos of Understanding” (MoU) with both the University of Strasbourg and the Institute of Policy Studies there, including English-language instruction.
- **Internships** will be offered around Strasbourg, for 3 - 6 hours credit, and would involve at least a 5-week commitment (the rest pro-rated).
- **Costs** would be about $15,000, including air-fare, transportation and a 4-day meal plan. The internship would be an additional $9,000.
- The student goal is 30-40 per semester.
- The long-term goal for Ga. State Univ. is to open a branch campus in Strasbourg that might also serve as a research base for USG professors.

**Item # 9** was about **new elections.** Van Doorn announced that he must reluctantly resign due to circumstances beyond his control. He agreed to continue to serve as Director until the winter/spring meeting to provide continuity to the program. **Van Doorn will open nominations via the Listserv** which will close on Dec 31, 2008. The nominees (and self-nominations are fine) will be asked to produce a letter of home-institute support.

**Item # 10** called for establishing the winter/spring meeting location and time.
It was agreed that the EUSP should meet in Macon, Georgia, but the date was left unspecified.

The meeting was adjourned at about 6:15 p.m.