

# COURSE SYLLABUS



FAKULTA  
SOCIÁLNÍCH VĚD  
Univerzita Karlova

## Understanding European Union Politics

(Winter 2025)

**Day and time:** Thursdays from 15:30 – 16:20, Jinonice, C 122

**Online course site:** Moodle - <https://dl1.cuni.cz/course/view.php?id=11732>

**Instructor:** Daniela Lenčář Chalániová, PhD

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**Consultation hours:** Thursdays 12:30 – 14:00, room C 514

Online consults via Google Hangouts (by appointment)

<b>Credits ECTS</b>	6	<b>Level</b>	Bachelors
<b>Length</b>	12 weeks	<b>Pre-requisite</b>	none
<b>Contact Hours</b>	18 hrs	<b>Course type</b>	PPE - Module: Politics

### 1. Course Description

To say that the European Union – with its multi-national, multi-level, hybrid governance structure – is a complex political entity... sounds almost like an understatement. Approaching individual EU integration dilemmas can thus become a daunting task, as EU problems do not exist in a vacuum, but are enmeshed in a thick layer of formal procedures, informal norms and often national and inter-institutional tug-of-war, all of which obscure clear view.

In this course, I want to untangle that “mess” of EU governance and show how things “hang together” rather than how they disappear into the procedural jungle. The goals of this course are thus easy/complicated enough: **first**, the course will briefly cover European integration milestones and institutional framework, **second**, it will introduce the main policy areas and **third**, identify dilemmas of European Union politics resulting from the first two points.

Since this is a course on understanding the EU, the aim is to cover European politics in a way that makes it “closer” to the people – through real-life policies and issues. To this end, I want to connect textbook policy chapters with day-to-day EU politics (via student presentations); pair institutional legacy with present-day political head-scratchers.

### 2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Name and briefly describe main **policy areas** of European Union decision-making
- Name the main EU institutional **actors**, roughly outline their **competences** in given policy areas as well as understand the two main **governing modes** (supranational and intergovernmental)
- **Effectively navigate** primary sources such as European Union’s websites, Official Journal of the European Union, EU’s network of portals, agencies and representatives
- Identify **dilemmas** of multi-level, multi-national governance and lead an educated discussion about them
- Critical thinking: ability to **take and defend a position** with respect to EU integration dilemmas
- **Skills:** teamwork and presentation, concise argumentation

### 3. Reading Materials:

- For **required reading** --> see individual sessions for details

Chapters from following books:

- Cini, Michelle and Nieves Perez-Solorzano Borraran (2022): *European Union Politics* – 7<sup>th</sup> edition, Oxford: Oxford University Press
- Olsen, Jonathan (2021): *The European Union. Politics and Policies*. 7<sup>th</sup> edition. New York and London: Routledge
- Wallace, Hellen, Pollack Mark and Alasdair Young (2015): *Policy-Making in the European Union* – 7<sup>th</sup> edition, Oxford: Oxford University Press
- Kenealy, Daniel, John Peterson and Richard Corbett (2018): *The European Union: How Does it Work?* – 5<sup>th</sup> edition, Oxford: Oxford University Press
- Roos, Mechthild and Daniel Schade (eds.) (2023): *The EU under Strain? Current Crises Shaping European Union Politics*. Berlin: De Gruyter

EU News sites:

- Politico, Europe: <https://www.politico.eu/>
- EurActiv: <https://www.euractiv.com/>

EU Research, policy and think tanks:

- ARENA, University of Oslo: <https://www.sv.uio.no/arena/english/>
- Elcano: <https://realinstitutoelcano.org/en>
- European University Institute: <https://www.eui.eu/en/public/research>
- European Council on Foreign Relations: <https://www.ecfr.eu/>
- Bruegel (economy): <https://www.bruegel.org/>
- TEPSA Trans European Policy Studies Association: <https://tepsa.eu/> see also <https://www.youtube.com/@tepsaeu>
- Centre for European Reform: <https://www.cer.eu/>
- Centre for European Policy Studies: <https://www.ceps.eu/>
- European Policy Centre: <https://epc.eu/en/>

EU Official sites

- European Commission: [https://ec.europa.eu/info/index\\_en](https://ec.europa.eu/info/index_en)
- EU legal texts at Official Journal of the European Union: <https://eur-lex.europa.eu/oj/direct-access.html>
- EU Open Data Portal: <https://data.europa.eu/euodp/en/data/>
- About European Union - official site: [https://europa.eu/european-union/index\\_en](https://europa.eu/european-union/index_en)

EU satirical (but also casually informative) site

- Directorate General for Memes, Satire and Sober Fun: <https://www.dg-meme.eu/meme/>

### 4. Teaching methodology

To cover the main integration areas and dilemmas, the course material is divided into three logical parts:

- Historical and institutional framework, its actors and processes (sessions 1-2)
- Main EU policy areas (sessions 3-9)
- Dilemmas arising out of EU integration (sessions 10-12)

To do it in a way that makes it “closer” to the people, the sessions 3-12 will be conducted in a **lecture/presentation** format. **Lecture part** will focus on evolution, actors, rules and aims of a given policy area (or the gist of a dilemma that often lies in the nexus of multiple policies and institutions). I will do my best to illustrate with clear examples.

The **presentation part** will be covered by a team presentation by two-three students of a policy-relevant real-life issue.

1.	2.10.	<b>Intro/ Integration Milestones</b>	<b>Student Team Presentation Suggestions:</b>
2.	9.10.	<b>Institutions and Policy-Making</b>	
3.	16.10.	<b>The Single Market</b>	<i>Commission vs. Big Tech</i>
4.	23.10.	<b>Agriculture (and Cohesion)</b>	<i>Farmers and the Green Deal</i>
5.	30.10.	<b>Economic and Monetary Union</b>	<i>Greece after Eurozone Crisis</i>
6.	6.11.	<b>Area of Freedom, Security and Justice</b>	<i>Fortress Europe, European Solidarity and Human Rights</i>
7.	13.11.	<b>Foreign, Security and Defence Policies</b>	<i>EU Reacts to the Russian War against Ukraine</i>
8.	20.11.	<b>Trade, Development, Enlargement</b>	<i>The Future of EU Enlargement</i>
9.	27.11.	<b>Brexit</b>	<i>Brexit – 5 years on</i>
10.	4.12.	<b>EU and the Member States</b>	<i>Hungary – The EU's Outlier</i>
11.	11.12.	<b>Democratic Legitimacy and EU Citizens</b>	<i>Euroscepticism and the Rise of Far-right Parties</i>
12.	18.12.	<b>Future of EU Integration</b>	<i>Future (Dis-)integration Options</i>

## Session 1: Course Introduction, Syllabus, and EU Milestones

### Reading:

Olsen, Jonathan (2021): "Part I: History" in *The European Union. Politics and Policies*. 7<sup>th</sup> edition, New York and London: Routledge: 9-75

## Session 2: Lisbon Treaty Legal Framework, EU Institutions, and the Policy-Making Processes

### Reading:

Corbett, Richard, John Peterson and Daniel Kenealy (2018) "The EU's Institutions," in Kenealy, David, John Peterson and Richard Corbett (eds.) *The European Union – How Does It Work?* Oxford: Oxford University Press: 49-74

Best, Edward (2022): "Policy-making in the European Union," in Cini, Michelle and Nieves Perez-Solorzano Borraran (eds.) *European Union Politics*. 7<sup>th</sup> edition, Oxford: Oxford University Press: 235-250

## Session 3: The Single Market

### Reading:

Young, Alasdair (2015): "The Single Market. From Stagnation to Renewal?" in Wallace, Helen, Pollack, Mark A. and Alasdair Young (eds.), *Policy-Making in the European Union*. 7<sup>th</sup> edition. Oxford: Oxford University Press: 115-140

Egan, Michelle (2022): "The Single Market," in Cini, Michelle and Nieves Pérez-Solorzano Borraran (eds.), *European Union Politics*. 7<sup>th</sup> edition. Oxford: Oxford University Press: 293-307

### Optional:

Heidebrecht, Sebastian (2024): "From Market Liberalism to Public Intervention: Digital Sovereignty and Changing European Union Digital Single Market Governance," *Journal of Common Market Studies* 62(1): 205-223

Draghi, Mario (2024): "The future of European competitiveness," report for the European Commission, available at: [https://commission.europa.eu/document/download/97e481fd-2dc3-412d-be4c-f152a8232961\\_en](https://commission.europa.eu/document/download/97e481fd-2dc3-412d-be4c-f152a8232961_en) (accessed 23<sup>rd</sup> September 2025)

### Assignment:

Student presentation on **Commission versus the Big Tech**

## Session 4: Agriculture and Cohesion Policy

### **Reading:**

Fouilleux, Eve and Viviane Gravey (2022): "The Common Agricultural Policy," in Cini, Michelle and Nieves Pérez-Solorzano Borraran (eds.), *European Union Politics*. 7<sup>th</sup> edition. Oxford: Oxford University Press: 339-354

Bache, Ian (2015): "Cohesion Policy. A New Direction for New Times?," in Wallace, Helen, Pollack, Mark A. and Alasdair Young (eds.), *Policy-Making in the European Union*. 7<sup>th</sup> edition. Oxford: Oxford University Press: 243-262

### **Optional:**

Bilewicz, Aleksandra, Natalia Mamonova and Konrad Burdyka (2022): "'Paradoxical' Dissatisfaction among Post-Socialist Farmers with the EU's Common Agricultural Policy: A Study on Farmers' Subjectivities in Rural Poland," *East European Politics and Societies and Cultures* 36(3): 892-912

### **Assignment:**

Student presentation on **Farmers and the Green Deal**

## Session 5: Economic and Monetary Union

### **Reading:**

Verdun, Amy (2022): "Economic and Monetary Union," in Cini, Michelle and Nieves Perez-Solorzano Borraran (eds.), *European Union Politics*. 7<sup>th</sup> edition. Oxford: Oxford University Press: 324-338

Bache, Ian, Simon Bulmer, Stephen George and Owen Parker Bulmer (2015): "Economic and Monetary Union," in *Politics in the European Union*. 4<sup>th</sup> edition. Oxford: Oxford University Press: 385-404

### **Optional:**

Traynor, Ian (2015): "Three days that saved the euro," *The Guardian*, 22<sup>nd</sup> October 2015, available at: <https://www.theguardian.com/world/2015/oct/22/three-days-to-save-the-euro-greece> (accessed 23<sup>rd</sup> September 2025)

Maris, Georgios, Pantelis Sklias and Napoleon Maravegias (2022): "The political economy of the Greek economic crisis in 2020," *European Politics and Society* 23(4): 447-467

### **Assignment:**

Student presentation on **Greece AFTER the Eurozone Crisis**

## Session 6: Area of Freedom, Security and Justice

### **Reading:**

Ucarer, Emek M. (2022): "The Area of Freedom, Security and Justice," in Cini, Michelle and Nieves Perez-Solorzano Borraran (eds.), *European Union Politics*. 7<sup>th</sup> edition. Oxford: Oxford University Press: 308-323

Gonzales Enriquez, Carmen (2024): "The EU Pact on Migration and Asylum: context, challenges and limitations," *Real Instituto Elcano*, available at: <https://www.realinstitutoelcano.org/en/analyses/the-eu-pact-on-migration-and-asylum-context-challenges-and-limitations/> (accessed 23<sup>rd</sup> September 2025)

**Optional:**

Bousiou, Alexandra and Linnea Schleyer (2023) "Consolidating the Fortress Europe: Conceptualizations of Solidarity in EU Asylum System Governance Post-2015," in Roos, Mechthild and Daniel Schade (eds.) *The EU under Strain? Current crises shaping European Union politics*, Berlin: De Gruyter: 213-232

Angenendt, Steffen et al. (2024): "The Externalisation of European Refugee Protection," *German Institute for International Security Affairs* – SWP Comment No. 13, available at: <https://www.swp-berlin.org/en/publication/the-externalisation-of-european-refugee-protection>

**Assignment:**

Student presentation on **Fortress Europe: European Solidarity and Human Rights in the Mediterranean**

## **Session 7: European Foreign and Security Policy, Common Security and Defence Policy**

**Reading:**

Friis, Anna Maria and Ana E. Juncos (2022): "The European Union's Foreign, Security, and Defence Policies," in Cini, Michelle and Nieves Perez-Solorzano Borraran (eds.), *European Union Politics*. 7<sup>th</sup> edition. Oxford: Oxford University Press: 279-292

Anghel, Veronica (2025): "Why the EU is a geopolitical power: wartime enlargement, integration, and reform," *Journal of European Public Policy*, 1-24  
<https://doi.org/10.1080/13501763.2025.2558974>

**Optional:**

Herlin-Karnell, Ester (2025): "EU Security, Collective Self-Defence, and Solidarity," in Ekman, Per, Bjorn Lundqvist, Anna Michalski and Lars Oxelheim (eds.) *The Depth and Size of the European Union in a Time of War*, Cham: Palgrave Macmillan: 49-66

**Assignment:**

Student presentation on **EU Reacts to Russian War against Ukraine**

## **Session 8: International Trade and Development Aid, Enlargement, and Neighbourhood Policy**

**Reading:**

Smith, Michael (2022): "Trade and Development Policies," in Cini, Michelle and Nieves Perez-Solorzano Borraran (eds.), *European Union Politics*. 7<sup>th</sup> edition. Oxford: Oxford University Press: 251-263

Juncos, Ana E., Nieves Perez-Solorzano Borraran (2022): "Enlargement," in Cini, Michelle and Nieves Perez-Solorzano Borraran (eds.), *European Union Politics*. 7<sup>th</sup> edition. Oxford: Oxford University Press: 264-278

Ekman, Per et al. (2025): "Reconsidering the Depth and Size of the EU in View of Enlargement in a Time of War," in Ekman, Per, Bjorn Lundqvist, Anna Michalski and Lars Oxelheim (eds.) *The Depth and Size of the European Union in a Time of War*, Cham: Palgrave Macmillan: 251-272

**Assignment:**

Student presentation on **The Future of EU Enlargement**

## Session 9: Brexit

### **Reading:**

Cini, Michelle and Nieves Pérez-Solórzano Borrágán (2019): "Brexit," in Cini, Michelle and Nieves Perez-Solorzano Borragan (eds.), *European Union Politics*. 7<sup>th</sup> edition. Oxford: Oxford University Press: 403-420

Aylott, Nicholas (2025): "The Brexit Effect: How Has British Withdrawal Shaped the EU's Development?," in Ekman, Per, Bjorn Lundqvist, Anna Michalski and Lars Oxelheim (eds.) *The Depth and Size of the European Union in a Time of War*, Cham: Palgrave Macmillan: 97-121

### **Optional:**

Usherwood, Simon (2023): "The EU after Brexit: EU-UK Relations and the Latent Crisis of Withdrawal," in Roos, Mechthild and Daniel Schade (eds.) *The EU under Strain? Current crises shaping European Union politics*, Berlin: De Gruyter: 173-189

Norback, Pehr-Johan (2025): "What Can the EU Learn from Brexit?," in Ekman, Per, Bjorn Lundqvist, Anna Michalski and Lars Oxelheim (eds.) *The Depth and Size of the European Union in a Time of War*, Cham: Palgrave Macmillan: 67-95

### **Assignment:**

Student presentation on **Brexit 5 Years On**

## Session 10: EU and the Member states

### **Reading:**

Laffan, Brigid (2018): "Member States," in Kenealy, David, John Peterson and Richard Corbett (eds.) *The European Union – How Does It Work?* Oxford: Oxford University Press: 75-97

Bogdanowicz, Piotr (2023): "The difficulty of upholding the rule of law across the European Union: The case of Poland as an illustration of problems the European Union is facing," Roos, Mechthild and Daniel Schade (eds.) *The EU under Strain? Current crises shaping European Union politics*, Berlin: De Gruyter: 95-113

### **Optional:**

Hix, Simon and Bjørn Høyland (2011): "Executive Politics" in *The Political System of the European Union*. 3<sup>rd</sup> edition. Basingstoke: Palgrave Macmillan: 23-48

### **Assignment:**

Student presentation on examples of **Hungary – The EU's Outlier**

## Session 11: Democratic Legitimacy and EU Citizens

### **Reading:**

Smismans, Stijn (2022): "Democracy and Legitimacy in the European Union," in Cini, Michelle and Nieves Perez-Solorzano Borragan (eds.), *European Union Politics*. 7<sup>th</sup> edition. Oxford: Oxford University Press: 124-138

Youngs, Richard (2022): "EU Democracy After the Conference on the Future of Europe," *Carnegie Endowment for International Peace*, 12<sup>th</sup> May 2022, available at: <https://carnegieendowment.org/research/2022/05/eu-democracy-after-the-conference-on-the-future-of-europe?lang=en> (accessed 24<sup>th</sup> September 2025)

Kinski, Lucy (2023): "Representation in Polycrisis: Towards a New Research Agenda for EU Citizens," in Roos, Mechthild and Daniel Schade (eds.) *The EU under Strain? Current crises shaping European Union politics*, Berlin: De Gruyter: 115-131

**Optional:**

Hix, Simon and Bjørn Høyland (2011): "Public Opinion," in *The Political System of the European Union*. 3<sup>rd</sup> edition. Basingstoke: Palgrave Macmillan, 105-129

**Assignments/Deadlines:**

Student presentation on **Euroscepticism and the Rise of Far-right Parties**

**Session 12: Future of EU Integration****Reading:**

Dinan, Desmond (2023): "Crisis-driven EU Reforms in and Beyond Treaty Limits: Is it Time for a Treaty Change?," in Roos, Mechthild and Daniel Schade (eds.) *The EU under Strain? Current crises shaping European Union politics*, Berlin: De Gruyter: 53-75

Laffan, Brigid (2022): "The Future of the EU," in Cini, Michelle and Nieves Perez-Solorzano Borraran (eds.), *European Union Politics*. 7<sup>th</sup> edition. Oxford: Oxford University Press: 436-448

**Assignment:**

Student presentation on **What are the options for future (dis-)integration?**

**5. Course Requirements and Assessment**

Assignment	Weight	Evaluated Course Specific Learning Outcomes
<b>Team Presentation</b>	30%	Team presentation of a problem, area, law or situation in context of policy
<b>Opinion essay</b>	70%	Knowledge of EU context, argumentation skill

**Grading scale**

A: 91-100; B: 81-90; C: 71-80; D: 61-70; E: 51-60; Fail: <50

**6. Detailed description of the assignments****♥ Team Presentation**

Each session – whether it is an EU policy session (weeks 3-9) or a "dilemma" session (10-12) – aims to untangle the institutional context and illustrate it with an example from the covered policy area: **a real-life case**. For example, the session on Area of freedom, security and justice (internal security) suggests that the student team presents on "*Fortress Europe: Solidarity and Human Rights*."

The goal of **team student presentation** is to illustrate a case, policy reform or event from the policy area covered that week. The closer to reality, the better!

- 1. Pick a topic** and your team-mates --> 2-3 students in one team (most updated list is available on Moodle)
- 2. Familiarize yourself with the readings** on that week's policy area
- 3. Consult** with me what exactly would the 3 of you like to cover
- 4. Prepare a .ppt to share and present during class**



## PRESENTATIONS:

- Subject: Explain **what** exactly are you presenting [example "Fortress Europe"]  
*...what is this Fortress Europe?*
- Context: **Why** should we care, **how** is it different from the past situation... *how was immigration dealt with until now? What is the big hubbub now?*
- Overview: Give us a **brief** overview *...what are the goals? Is there any budget to spend? Who is who, what agencies are involved?*
- Details: Give us some **details** *...What is being done in practice that's turning Europe into a fortress? What activities are encouraged? Are there any specific country plans already?*
- Position: What is your opinion? What are the **benefits** and **negatives**? *...what good can the Fortress Europe bring? What are the pitfalls? Is there anything we need to watch out for? Anything we're giving up?*
- Questions: **2 questions for class debate**

I am *not* interested in in your ability to read off a screen/paper, but in your ability to present. Reading your presentation from a mobile/tablet/paper will result in **0%** for presentation skill!!

Assessed area	Percentage
Subject: what is covered	3%
Context: why and how is it relevant	4%
Overview	6%
<b>Details</b>	7%
Position	3%
Questions	2%
Presentation skill	5%
<b>TOTAL</b>	<b>30%</b>

**The team presentations should be around 20 mins!!**

Don't just stand there and read it off of screens, tell us what **you**'ve learned with regards to your topic, maintain contact with the audience 😊

## ♥ Position paper (2500 - 3000 words; excl. bibliography)

...Imagine you're in a DEBATE on an EU topic. A position paper is a type of paper that defends – using argumentation and evidence – your position on a controversial topic, a policy issue or an existing dilemma.

To take a position on an EU-related problem and defend it requires the following **skills**:  
(FYI this is NOT the suggested structure of your paper; see below)

- **Background knowledge of how things work in the EU in general**  
Who does what aka EU institutions, and what powers they have in the policy of your choice, what is the legal and/or strategic framework etc.
- **Knowledge of your topic/issue in particular**  
Where does your topic fit in EU general context; is it even EU competence (background knowledge)?  
What is your topic/issue all about, where's the dilemma/controversy? Why?
- **Identification of multiple(!) existing positions on your topic/issue**  
There's always more than one opinion, solution, position on any topic, review the spectrum and *find your position*.
- **CLEAR formulation of YOUR POSITION!!!**



- **Argumentation**

- Your arguments defend your position against other positions
- Your arguments refute the other positions identified above
- Your arguments build on each other
- Your arguments do not undermine each other
- Your arguments are supported by real-life, relevant evidence and sources

You can check a helpful "how to write" guide here:

[https://people.cs.rutgers.edu/~rmartin/teaching/fall17/Writing\\_a\\_Position\\_Paper.pdf](https://people.cs.rutgers.edu/~rmartin/teaching/fall17/Writing_a_Position_Paper.pdf)

Grading rubric	Percentage
<b>Structure:</b> Make sure your paper has the following structure: <ul style="list-style-type: none"> <li>• <b>Introduction</b> <ul style="list-style-type: none"> <li>- what's the topic/issue, briefly</li> <li>- <b>overview of debate: including counter positions</b> (what will you be arguing against later)</li> <li>- clear statement of <b>your position</b> – in one sentence: "In this paper, I will argue that XYZ..."</li> </ul> </li> <li>• <b>Argumentation section</b> <ul style="list-style-type: none"> <li>- at least 6 arguments in support of your position &amp; countering the others (see skills above)</li> <li>- Supported with references / evidence</li> </ul> </li> <li>• <b>Conclusion</b> – your position and summary of your support</li> <li>• <b>Bibliography</b> / List of sources</li> </ul>	5
<b>Argument depth</b> MAX SCORE <- specific and <b>detailed</b> policy relevant information X very general common sensical arguments -> MIN SCORE	20
<b>Consistency and logic of argumentation</b> MAX <- everything (intro, position, arguments, conclusion) hangs together in support of your position, your arguments build on each other logically X your sections go in different directions, arguments are disparate, one argument undermines another -> MIN	20
<b>Quality of supportive evidence</b> MAX <- work with primary EU sources, secondary EU analyses and alternatively academic books/journals (see think-tank links above) X derivate information, excessive reliance on news servers or social media information, hoaxes, fake news, disinformation, AI hallucinations that cannot be verified -> MIN  Evidence needs to be referred to in text: How and why to cite: <a href="https://citace.fsv.cuni.cz/CITFSVEN-1.html">https://citace.fsv.cuni.cz/CITFSVEN-1.html</a>  <b>AI answers</b> do NOT count as a source of evidence!!!	10
<b>Accuracy</b> MAX <- information you give corresponds to your source X information you give does not correspond to the information of your source -> MIN  And I will be <b>checking</b> your sources randomly: whether the information you give actually matches the reference or not 😊.	10
<b>Creativity</b> MAX <- Working off of your topic review results, found evidence and adding your own thought is original work X just rephrasing Wikipedia, EU think tank positions or AI key points is not creative, rephrasing is just that: rephrasing -> MIN  Any <b>AI use needs to be acknowledged</b> (in a footnote or endnote) write a note on how did you use the AI, what for, what tasks etc.; likewise, if you have not used AI, state so clearly	5
<b>TOTAL</b>	<b>= 70%</b>

Position paper suggestions; **what is your position on:**

- The Eurozone agreeing to a common Eurobond?
- Ukraine becoming a new EU member in a fast-tracked accession process?
- Member state solidarity in reformed asylum and migration policy?
- The EU making its defence policy supranational?
- The EU building its own army?
- Austerity as part of a solution to the Eurozone crisis?
- European Union's activity in light of climate change?
- European co-dependency on NATO for its security?
- Green Deal reform of the farming sector?
- Brexit – 5 years on?
- New Pact on Migration and Asylum's impact on human rights compliance in the mediterranean?
- EU regulation of tech companies in the digital single market?
- The future of the European Union integration project?

Of course, any other EU-related dilemma you come up with is OK (consult)!

## 7. AI use and Plagiarism

At the risk of sounding corny... The ever-increasing amount of information and development of novel digital tools creates new opportunities as well as pitfalls for our academic community. So rather than sticking my head in the sand and forbidding AI use, let's work together to seize the opportunities and avoid the pitfalls.

**This course thus *allows* for the use of AI → within the limits and principles of academic honesty and integrity!!!** AI can be used as an aide to help you highlight key points, as a voice to counter-test your opinions, as a grammar checker, to help you summarise your sources, help you understand or translate documents etc.

**AI cannot be used to generate the text of "your" paper for you – that is just good old-fashioned plagiarism!!**

The working mechanism of large language models (paper generating chatbots) is basically "prediction" of the next best, most appropriate, most probable word in their answer. That is precisely why their answers are so general, so average. This is also the same reason behind **AI hallucinations** (AIs can't *really think*, they can just predict, and they are eager to please: give bad answer rather than no answer)...

You could try to submit an AI generated text to pass the course, but there are several **risks** involved:

1. "Your" position paper will turn out be too general, too average, too superficial – and if you take a look at what I value and grade in your paper (depth and logic of argument, consistency, use of evidence, accuracy) it's almost certain it won't get a higher grade than a C.
2. I am aware it's complicated to uncover AI cheating, but if a) the averageness and sheer mediocrity don't give it away, then b) know that I have a 15+ years of solid track record of discovering student cheating, c) it will still go through the Turn It In (plagiarism tool) with its own assessment of AI use, and finally d) even if I give a grade, but *later* find out your paper has been AI plagiarised – I can still send it to a disciplinary board for review, which, if confirmed, can retract the grade and result in a penalty

3. You won't learn anything in the process: neither anything on EU politics, nor the skill of meaningfully working with an AI chatbot

**Be wary** – “Don't trust, verify!” Don't take anything that AI suggest as 100% true, seek confirmation in the real world. Remember your ABC - always be checking!

**Be smart** – You have to have good knowledge of your subject to work meaningfully with AI to begin with, so that is *helps* you rather than *hoodwinks* you. So hit those books first!

**Be practical** – While some sources need to be read and studied carefully, others do not: work with them – find relevant sections, search for keywords, you can have the AI summarize sources such as pieces of legislation for you to then look into in depth...

**Be creative** – Use the AI as a *springboard* to pursue the ideas in depth + *add* your own ideas in the process

**Be resourceful** – Like full of resources. Your work is nothing if it does not connect to the real world out there. Real policies, real laws, real communities, real people. Learn about your topic, work with your sources, find supporting evidence!

***Using AI without acknowledgement is not allowed!***

(see paper assessment criteria above)

Guide on how to use LLMs well: <https://ai.cuni.cz/AIEN-13.html>

...In the end, you've got to ask yourself:

***Would you trust the AI to grade your paper<sup>1</sup>?***

***If not, why would you trust the AI to write an paper for you?***



I repeat: state in a footnote or an endnote whether and how are you using AI in your paper (which tool).

PLAGIARISM:

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<sup>1</sup> I will be grading your papers.

***Cheating, copy pasting stuff without proper reference will not be tolerated, seriously! See section on plagiarism below.***

Submitted papers will be processed via **Turn It In** – originality check software.

To prevent any misunderstanding **PLAGIARISM is defined as:**

*"the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work."*

- Random House Unabridged Dictionary, 2<sup>nd</sup> Edition,  
Random House, New York, 1993

Turnitin's White Paper 'The Plagiarism Spectrum'<sup>2</sup> identifies 10 types of plagiarism ordered from most to least severe:

- 1. CLONE:** An act of submitting another's work, word-for-word, as one's own.
- 2. CTRL-C:** A written piece that contains significant portions of text from a single source without alterations.
- 3. FIND-REPLACE:** The act of changing key words and phrases but retaining the essential content of the source in a paper.
- 4. REMIX:** An act of paraphrasing from other sources and making the content fit together seamlessly.
- 5. RECYCLE:** The act of borrowing generously from one's own previous work without citation; to self-plagiarize.
- 6. HYBRID:** The act of combining perfectly cited sources with copied passages—without citation—in one paper.
- 7. MASHUP:** A paper that represents a mix of copied material from several different sources without proper citation.
- 8. 404 ERROR:** A written piece that includes citations to non-existent or inaccurate information about sources
- 9. AGGREGATOR:** The "Aggregator" includes proper citation, but the paper contains almost no original work.
- 10. RE-TWEET:** This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

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<sup>2</sup> Available at <https://www.turnitin.com/static/plagiarism-spectrum/>