COURSE SYLLABUS

FAKULTA
SOCIÁLNÍCH VĚD
Univerzita Karlova

Understanding
European Union Politics   (Summer 2025)

Day and time: Thursdays from 12:30 – 13:50, Jinonice, B 316
Online course site: Moodle - https://dl1.cuni.cz/course/view.php?id=11732

Instructor: Daniela Lenčéš Chalániová, PhD
Instructor contact: daniela.lences@fsv.cuni.cz
Consultation hours: Thursdays 14:00 – 15:00, room C 514
Online consults via Google Hangouts (by appointment)

Credits ECTS	6	Level	Bachelors'
Length	12 weeks	Pre-requisite	none
Contact Hours	18 hrs	Course type	PPE (Module Politics elective)

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**, take a position with respect to 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
- Name the main EU institutional **actors** and their **competences** in given policy areas
- **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:
- *Wallace*, Hellen, *Pollack* Mark and *Alasdair* Young (2015): *Policy-Making in the European Union* - 7th edition, Oxford: Oxford University Press
- *Cini*, Michelle and Nieves *Perez-Solorzano Borragan* (2019): *European Union Politics* – 6th edition, Oxford: Oxford University Press
- *Olsen*, Jonathan (2021): *The European Union. Politics and Policies*. 7th edition. New York and London: Routledge
- *Bomberg*, Elizabeth, John *Peterson* and Richard *Corbett* (2012): *The European Union: How Does it Work?* 3rd 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:
- EurActiv: https://www.euractiv.com/
- Politico, Europe: https://www.politico.eu/

EU Research, policy and think tanks:
- ARENA, University of Oslo: https://www.sv.uio.no/arena/english/
- European Council on Foreign Relations: https://www.ecfr.eu/
- European University Institute: https://www.eui.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
- 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

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

1.	Feb 20	**Intro + Integration Milestones**	**Student Team Presentation Suggestions:**
2.	Feb 27	**Institutions and Policy-Making**	
3.	Mar 6	**The Single Market**	*Commission vs. Big Tech*
4.	Mar 13	**Agriculture (and Cohesion)**	*Farmers and the Green Deal*
5.	Mar 20	**Economic and Monetary Union**	*Greece after Eurozone Crisis*
6.	Mar 27	**Area of Freedom, Security and Justice**	*Fortress Europe, European Solidarity and Human Rights*
7.	Apr 3	**Foreign, Security and Defence Policies**	*EU Reacts to the Russian War against Ukraine*
8.	Apr 10	**Trade, Development, Enlargement**	*The Future of EU Enlargement*
9.	Apr 17	**Energy and Environment**	*Uncertain Fate of the Internal Combustion Engine*
10.	April 24	**Democratic Legitimacy and EU Citizens**	*Euroscepticism and the Rise of Far-right Parties*
	May 1	*National Holiday – no class*	
	May 8	*National Holiday – no class*	
11.	May 15	**EU and the Member States/Brexit**	*Brexit – 5 years on*
12.	*May 22 (optional)*	**European Identity**	*Who are the Europeans?*

Session 1: Course Introduction, Syllabus, and EU Milestones

Reading:
Olsen, Jonathan (2021): 'Origins: The Road to Paris and Rome,' in *The European Union. Politics and Policies*. 7th edition, New York and London: Routledge: 27-41

Olsen, Jonathan (2021): 'Stagnation and Renewal. The Single European Act and Maastricht,' in *The European Union. Politics and Policies*. 7th edition, New York and London: Routledge: 42-58

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

Reading:
Olsen, Jonathan (2021): 'Unity and Upheaval. The Eurozone, the Treaty of Lisbon and Crises in the EU,' in *The European Union. Politics and Policies*. 7th edition, New York and London: Routledge: 59-75

Corbett, Richard, John Peterson and Elizabeth Bomberg (2012): "EU's Institutions," in Bomberg, Elizabeth, John Peterson and Richard Corbett (eds.), The European Union. How does it work? 3rd edition. Oxford: Oxford University Press: 47-73

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.* 7th edition. Oxford: Oxford University Press: 115-140

Egan, Michelle (2019): "The Single Market," in Cini, Michelle and Nieves Pérez-Solórzano Borragán (eds.), *European Union Politics*. 6th edition. Oxford: Oxford University Press: 295-309

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

Assignments/Deadlines:
Student presentation on **Commission versus the Big Tech**

Session 4: Agriculture and Cohesion Policy

Reading:
Bache, Ian, Simon Bulmer, Stephen George and Owen Parker (2015): "Agriculture," in *Politics in the European Union*. 4th edition. Oxford: Oxford University Press: 351-366

Cuadros-Casanova, Ivone et al. (2023) "Opportunities and challenges for Common Agricultural Policy reform to support the European Green Deal," *Conservation Biology*, 37(3): https://doi.org/10.1111/cobi.14052

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

Assignments/Deadlines:
Student presentation on **Farmers and the Green Deal**

Session 5: Economic and Monetary Union

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

Hodson, Dermot (2015): "Policy-Making under Economic and Monetary Union. Crisis, Change and Continuity," in Wallace, Helen, Pollack, Mark A. and Alasdair Young (eds.), *Policy-Making in the European Union.* 7th edition. Oxford: Oxford University Press: 166-196

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

Assignments/Deadlines:
Student presentation on **Greece after the Eurozone Crisis**

Session 6: Area of Freedom, Security and Justice

Reading:
Bache, Ian, Simon Bulmer, Stephen George and Owen Parker Bulmer (2015): "Freedom, Security and Justice," in *Politics in the European Union*. 4th edition. Oxford: Oxford University Press: 451-474

Ucarer, Emek M. (2019): "The Area of Freedom Security and Justice," in Cini, Michelle and Nieves Pérez-Solórzano Borragán (eds.), *European Union Politics*. 6th edition. Oxford: Oxford University Press: 323-342

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

Assignments/Deadlines:
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:
Peterson, John (2012): "The EU as a Global Actor," in Bomberg, Elizabeth, John Peterson and Richard Corbett (eds.), *The European Union. How does it work?* 3rd edition. Oxford: Oxford University Press: 203-223

Friis, Anna Maria and Ana E. Juncos (2019): "The European Union's Foreign, Security, and Defence Policies," in Cini, Michelle and Nieves Pérez-Solórzano Borragán (eds.), *European Union Politics*. 6th edition. Oxford: Oxford University Press: 281-294

Juncos, Ana E. (2024) "EU Foreign and Security Policy in the 21st Century," in *European Union Encyclopaedia and Directory 2025*, Oxon: Routledge 219-224

Assignments/Deadlines:
> Student presentation on **EU Reacts to Russian War against Ukraine**

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

Reading:
Bache, Ian, Simon Bulmer, Stephen George and Owen Parker Bulmer (2015): "Trade and Development Aid," in *Politics in the European Union*. 4th edition. Oxford: Oxford University Press: 474-493

Avery, Graham (2012): "EU Expansion and Wider Europe," in Bomberg, Elizabeth, John Peterson and Richard Corbett (eds.), *The European Union. How does it work?* 3rd edition. Oxford: Oxford University Press: 161-184

Keil, Soren and Bernhard Stahl (2023) "EU enlargement in times of crisis: Strategic enlargement, the conditionality principle and the future of the "Ever-Closer Union"," in Roos, Mechthild and Daniel Schade (eds.) *The EU under Strain? Current crises shaping European Union politics*, Berlin: De Gruyter: 155-172

Assignments/Deadlines:
> Student presentation on **The Future of EU Enlargement**

Session 9: Energy and Environment

Reading:
Buchan, David (2015): "Energy Policy. Sharp Changes and Rising Ambitions," in Wallace, Helen, Pollack, Mark A. and Alasdair Young (eds.), *Policy-Making in the European Union.* 7th edition. Oxford: Oxford University Press: 344-366

Benson, David, Viviane Gravey and Andrew Jordan (2019): "Environmental Policy," in Cini, Michelle and Nieves Pérez-Solórzano Borragán (eds.), *European Union Politics*. 6th edition. Oxford: Oxford University Press: 373-386

Szabo, John (2024) "European Union Energy Policy at a Time of Crisis," in *European Union Encyclopaedia and Directory 2025*, Oxon: Routledge: 214-218

Assignments/Deadlines:
> Student presentation on **The Fate of the Internal Combustion Engine**

Session 10: Democratic Legitimacy and EU Citizens

Reading:
Smismans, Stijn (2019): "Democracy and Legitimacy in the European Union," in Cini, Michelle and Nieves Pérez-Solórzano Borragán (eds.), *European Union Politics*. 6th edition. Oxford: Oxford University Press: 127-140

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

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

Assignments/Deadlines:
Student presentation on **Euroscepticism and the Rise of Far-right Parties**

Session 11: EU and the Member states, Brexit

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

Cini, Michelle and Nieves Pérez-Solórzano Borragán (2019): "Brexit," in Cini, Michelle and Nieves Pérez-Solórzano Borragán (eds.), *European Union Politics*. 6th edition. Oxford: Oxford University Press: 406-424

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

Assignments/Deadlines:
Student presentation on examples of **Brexit 5 Years On**

Session 12: European Identity

Reading:
Cerutti, Furio (2008): "Why Political Identity and Legitimacy Matter in the European Union?" in Cerutti, Furio and Sonia Lucarelli (eds.), *The Search for a European Identity. Values, Policies and Legitimacy of the European Union*. London and New York: 3-22

Delanty, Gerard (2005): "The Quest for European Identity," in Eriksen, Oddvar Eriksen (ed.), *Making the European Union Polity. Reflexive Integration in the EU*. London and New York: Routledge: 127-142

Kaya, Ayhan amd Ayse Tecmen (2019): "Europe versus Islam? Right-Wing Populist Discourse and the Construction of a Civilizational Identity," *The Review of Faith and International Affairs* 17(1): 49-64

Assignments/Deadlines:
Student presentation on **Who are the Europeans?**

5. Course Requirements and Assessment

Assignment	Weight	Evaluated Course Specific Learning Outcomes
Team Presentation	30%	Team presentation of a problem, area, law or situation in context of policy
Opinion essay	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 energy and environment suggests that the student team presents on the "*Fate of the internal combustion engine."*

The goal of **team student presentation** is to illustrate a case 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
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?*
- 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%

Details	6%
Position	3%
Questions	3%
Presentation skill	5%
TOTAL	**30%**

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 on your topic, maintain contact with the audience 😊

♥ **Opinion Essay** (2500 - 3000 words; excl. bibliography)

An opinion essay is a type of paper that defends – using argumentation – your opinion, your position on a topic, a policy issue or an existing dilemma.

To take a position and defend your opinion an EU-related topic and defend it requires:

- **Background knowledge of how things work in the *EU in general***
  Who does what aka EU institutions, and what powers they have aka decision-making process, 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 problem?
- **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 place*
- **CLEAR formulation of YOUR POSITION (opinion) in one sentence!!!**
- **Argumentation**
  Arguments in defence of your position
  Arguments that refute the other positions identified above
  Arguments that build on each other
  Arguments that do not undermine each other
  Arguments need to be supported by real-life, relevant evidence and sources
- **Conclusion that wraps up your main points**
- **Bibliography / List of References**

You can check a helpful "how to write" guide here: https://test-english.com/explanation/b1-writing-explanations/writing-an-opinion-essay/

Assessed area	Percentage
Structure Make sure your essay has the following: • **Introduction** - what's the topic, what's the range of positions and **your position statement** – your opinion in one sentence • **Argumentation section** – at least 6 arguments in support of your position & countering the others • **Conclusion** – your position and summary of your support • **Bibliography** / List of sources	5

Argument **depth** MAX SCORE <- specific and detailed policy relevant information X very general common sensical arguments -> MIN SCORE	20
Logic of argumentation MAX <- are your individual arguments building on each other to support a strong position together X are they undermining each other -> MIN	10
Consistency of your paper MAX <- everything (intro, position, argument, conclusion) hangs together in support of your position X your sections go in different directions, argument is disparate -> MIN	15
Quality of supportive **evidence** MAX <- work with primary EU sources, secondary EU analyses and alternatively academic books/journals (see links above) X derivate information, excessive reliance on news servers or social media information, hoaxes, fake news, dis- or misinformation, they are not based on AI hallucinations that cannot be verified -> MIN **AI answer** does NOT count as a source of evidence!!!	10
Accuracy 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 **checking** your sources randomly: whether the information you give actually matches the reference 😊.	5
Creativity MAX <- Working off of your topic review results, found evidence and adding your own thought is original work Just rephrasing Wikipedia, EU think tank positions or AI key points is not creative, rephrasing is just that: rephrasing -> MIN Any **AI use needs to be acknowledged** (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
TOTAL	**= 70%**

Opinion essay suggestions; **what is your position on**:

- The Eurozone getting a common Eurobond?
- EU decarbonising its energy sector?
- 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?
- 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?
- 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?

   But 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 <u>honesty</u> and <u>integrity</u>!!! 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" essay for you –
that is just good old-fashioned plagiarism!!**

The working mechanism of large language models (essay 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)…

You could try to submit an AI generated text to pass the course, but there are several **risks** involved:
1. "Your" opinion essay will turn out be too general, too average, too superficial – and if you take a look at what I value and grade in your essay (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 essay 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 for working with AI to begin with, so that is *helps* you rather than *hoodwinks* you. So hit those books!

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 essay assessment criteria above)

Guide on how to use LLMs well: https://pmc.ncbi.nlm.nih.gov/articles/PMC10788737/
In the end, you've got to ask yourself:

Would you trust the AI to grade your essay[1]?

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

PLAGIARISM:

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, 2nd Edition, Random House, New York, 1993

Turnitin's White Paper 'The Plagiarism Spectrum'[2] 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.

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[1] I will be grading your essays.
[2] Available at https://www.turnitin.com/static/plagiarism-spectrum/

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.