European Union Enlargement – Simulation Assignment

Background

In 1993 the European Union decided to give all countries in Central and Eastern Europe an opportunity to join the EU(before they might have been permanently rejected). They held two meetings (Copenhagen Council, Madrid Council) to establish criteria to determine whether or not a country was ready to join.

European Council stated: "Accession will take place as soon as an associated country is able to assume the obligations of membership by satisfying the economic and political conditions required." At the same time, it defined the membership criteria, which are often referred to as the 'Copenhagen criteria'.

Membership conditions

(a) Legal requirements

European integration has always been a political and economic process that is open to all European countries prepared to sign up to the founding treaties and take on board the full body of EU law. According to Article 237 of the Treaty of Rome 'any European state may apply to become a member of the Community'.

Article F of the Maastricht Treaty adds that the member states shall have 'systems of government […] founded on the principles of democracy'.

(b) The 'Copenhagen criteria'

In 1993, following requests from the former communist countries to join the Union, the European Council laid down three criteria they should fulfill so as to become members. By the time they join, new members must have:

- stable institutions guaranteeing democracy, the rule of law, human rights and respect for and protection of minorities;
- a functioning market economy and the capacity to cope with competitive pressure and market forces within the Union;
- the ability to take on the obligations of membership, including support for the aims of the Union. They must have a public administration capable of applying and managing EU laws in practice.

(c) The accession process

The entry negotiations are carried out between each candidate country and the European Commission which represents the EU. Once these are concluded, the decision to allow a new country to join the EU must be taken unanimously by the existing member states meeting in the Council. The European Parliament must give its assent through a positive vote by an absolute majority of its members. All accession treaties must then be ratified by the member states and the candidate countries in accordance with each country's own constitutional procedures.

During the years of negotiation, candidate countries receive EU aid so as to make it easier for them to catch up economically. For the enlargement of the 10 countries in 2004, this involved a package of €41 billion aimed mainly at funding structural projects to allow the newcomers to fulfil the obligations of membership.

For more background visit the following sites:
http://europa.eu/abc/panorama/index_en.htm
http://ec.europa.eu/publications/booklets/eu_glance/69/en.pdf
http://ec.europa.eu/enlargement/pdf/publication/screen_mythfacts_a5_en.pdf
http://ec.europa.eu/enlargement/pdf/publication/enl-understand_en.pdf

Assignment

The students will be assigned to groups representing one of seven countries (current candidates for EU ascension) **Albania, Bosnia-Herzegovina, Croatia, Kosovo, Montenegro, Serbia, Turkey**

1. Create a country profile - Include power point, poster board, and handouts.
Each member of your group will complete one of the following sections – **30 points for individual grade**

a) Demographics – Describe total population, major religions, rate of population growth, literacy rate, life expectancy and other relevant measures.

b) History – Discuss when the country became independent. Provide a brief outline of significant events in history (annotated timeline include wars, discoveries, political changes).

c) Politics – Give an overview of the type of government, current head of state, current political party in power, date of most recent election and voter turnout, as well as major non-economic issues facing the country today.

d) Economy – List the GDP per capita, by sector (agriculture, manufacturing, goods and services), GNP- list of exports and imports, natural and human resources, national unemployment rate, poverty line and percent of people below it, average yearly personal income, major methods of transportation, and major sources of energy. Provide a brief summary of economic issues and the country's strengths and weaknesses.

e) Geography - Physical geography - map five major landforms. Cultural geography – identify ethnicities (more than 10 percent of population), languages, social activities, customs, and tourism. Describe environmental issues.

***All group members will assist in creating a) political map-including the capital city and five major cities, b) visuals illustrating your observations (10 pictures) – 3**0 points for group grade**

You will need to cite your sources- the following sites may be helpful for your research:

http://euce.org/assets/doc/education/lessonplans/ss_6_Panorama-EU.pdf
https://www.cia.gov/library/publications/the-world-factbook/index.html
http://www.politicalresources.net/
http://www.economist.com/countries/
http://news.bbc.co.uk/2/hi/country_profiles/default.stm
http://www.countryreports.org/
http://www.factmonster.com/countries.html

Students will use worldmapper.org to create maps/visuals for parts a, d, and e

2. Evaluate the candidate country's ability and readiness to become part of the EU. **–
10 points individual grade**

3. Presentation – group must present its application to the class (EU members) –
20 points individual and group grade

4. Use of time – computer labs and class work **–
10 points individual grade**

Total   / 100 points

This assignment meets the following Colorado State Standards for World Geography:

Develop spatial understanding, perspectives, and personal connections to the world

1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions

2. Explain and interpret geographic variables that influence the interactions of people, places and environments

Examine places and regions and the connections among them

3. The interconnected nature of the world, its people and places

Application for Admission

Country Rating Sheet
(Rating scale 1= poor, 5= excellent)

Name of Country _____

Demographics Overall Rating	**1**	**2**	**3**	**4**	**5**

What is the life expectancy _____
What is the literacy rate _____
What is the life expectancy _____
How fast is the population growing _____

Comments _____

Internal/External Stability Rating	**1**	**2**	**3**	**4**	**5**

Date of independence_____
War/conflict in the last 5 years _____
Type of Government _____
Name of current leader _____
Most recent democratic election (date) _____

Comments _____

Economic Overall Rating	**1**	**2**	**3**	**4**	**5**

Annual income per capita (per person) _____
GDP per capita _____
GNP _____
Major industries _____
Major resources _____
Methods of transportation _____
Energy sources _____
Exports/imports _____

Comments _____

Environment Overall Rating	**1**	**2**	**3**	**4**	**5**

Major cities _____
Climate/vegetation/landforms _____
Languages spoken _____
Attractions/activities _____
Environmental issues _____

Comments _____

Total Score   /20   Should this country be admitted to the European Union?   yes   no

EU Presentation – Rubric

Names: _____   Teacher: _____

Date of Presentation: _____   Topic: _____

	Criteria				Points
	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Information is presented in logical sequence which audience can follow.	Information is presented in logical, interesting sequence which audience can follow.	____
Content Knowledge	Students do not have grasp of information; student cannot answer questions about subject.	Students are is comfortable with information, but are able to answer only basic questions.	Students are comfortable with content, but fail to elaborate or provide examples.	Students demonstrate full knowledge (more than required) with explanations, elaboration and examples	____
Visuals	Students used no visuals.	Students occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Students used visuals to reinforce screen text and presentation.	____
Handout	Handout had four or more spelling errors and/or grammatical errors and didn't address basic concepts	Presentation had three misspellings and/or grammatical errors but addressed basic issues	Presentation has no more than two misspellings and/or grammatical errors and covered more than basic.	Presentation has no misspellings or grammatical errors and handout offered extensive information.	____
Participation and Delivery	Students mumble, incorrectly pronounce terms, and speak too quietly. Not all group members are involved	Students incorrectly pronounce terms. The majority of members are involved	Students speak clearly. Student pronounce most words correctly. All members are involved.	Students used a clear voice and correct, precise pronunciation of terms. All members are equally involved.	____
				Total---->	____

Teacher Comments:

EU Presentation – Group Evaluation

Students:	_____
	_____
	_____
	_____
	_____
	_____

Teacher: _____

Date of Presentation: _____

Topic: _____

Criteria	1	2	3	4	
Visuals X 5	Students used no visuals.	Student occasionally uses visuals that rarely supports text and presentation.	Visuals related to text and presentation.	Students used visuals to reinforce screen text and presentation.	/20
Political Map X 2.5	Not provided	Map is not detailed and/or major cities are not included	Major cities are included. Map is detailed.	Major cities are included. Map is detailed and colored.	/10
Sources X 2.5	Less than 2 sources	2-3 sources	3-4 sources	More than 4 sources	/10
Participation and Delivery X 2.5	Students mumble, incorrectly pronounce terms, and speak too quietly. Not all group members are involved	Students incorrectly pronounce terms. The majority of members are involved	Students speak clearly. Student pronounce most words correctly. All members are involved.	Students used a clear voice and correct, precise pronunciation of terms. All members are equally involved.	/10

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