

## Course form to fill in (2018-2019)

**Course title:**

European Integration

**Staff responsible for the course:**

Dr Adam Steinhouse

**Lecturers:**

Dr Adam Steinhouse and Florian KELLER

**1) COURSE PRESENTATION****Aims:**

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.

You must fill in the field under the format “the student should be able to...”, using action verbs such as define, realise, control... *(This description should not take more than ten lines)*

**At the end of the course, the student should be able to:**

**Understand the EU decision-making process;**

**Know what skills and ethics are required for effective negotiations in the European Union.**

**Prerequisites:**

You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.

Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). *(This description should not take more than five lines)*

None

**Course contents:**

Here, an abstract of the course can be given or the different chapters of the course can be simply written down. *(The description should not take more than ten lines)*

- The treaties and the spirit of the EU: The origins of the EU and the objectives of the European Coal and Steel Community and the European Economic Community. Different methods of economic integration: Free trade area; customs union; single market; Economic and Monetary Union. Treaty reforms: Single European Act; Treaty on European Union; (Amsterdam Treaty; Nice Treaty; Constitutional Treaty); Lisbon Treaty.
- Overview of the main institutions and the decision-making process: How the European Commission, Council, and European Parliament operate and fit together. How to influence the EU institutions: Ethics, lobbying exercise and lobbying tips. Using critical thinking and gathering knowledge and resources to make change happen.
- The future of Europe, EU enlargement and institutional evolution: Development of different groups of EU policy areas. Forms of integration: Intergovernmental, neofunctional (Community method), federal. Recent and future EU enlargement; Copenhagen criteria; candidate countries. Future development of the EU.
- Negotiation exercise: Negotiating soft skills. Preparing for a negotiation and establishing your position; presentational tips; procedural points. Two rounds of negotiating. Debrief and reinforcement of key

learning points to cover: Roles of Presidency, EP, Commission; lobbying; ethics; coordination; operating in an enlarged EU.

## **2) WORKING LOAD**

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

<b>Course's types</b>	<b>Number of hours</b>	<b>Notes</b>
<b><u>Effective presence</u></b>		
- <i>Magistral Course</i>		
- <i>Interactive Course</i>	16	Lectures and group work
- <i>Tutorials</i>		
- <i>Coaching</i>		
- <i>PBL Course</i>		
<b><u>Training from a distance</u></b>		
- <i>Video-conferences</i>		
- <i>Webinars</i>		
<b><u>Self-learning</u></b>		
- <i>Books 'readings</i>	12	Preparation for negotiating exercise: 4 hours Reading and research: 18 hours
- <i>E-learning</i>		
- <i>Research</i>	10	
<b><u>Outdoors-training</u></b>		
- <i>In firms</i>		
- <i>Internship</i>		
<b><u>Personal work</u></b>		
- <i>Group Projects</i>		
- <i>Individual Projects</i>		
- <i>Personal work</i>	12	
<b>Total working time for the student</b>	50	

## **3) EDUCATIONAL METHODS**

Tick here the different educational methods used:

- Coaching
- Case Study
- E-Learning and/or Self-learning
- Interactive courses
- Presentations
- Projects
- Research
- Seminars
- Tutorials
- Visits

#### **4) ASSESSMENT**

Sum up briefly the course assessment's mechanism (*two or three lines*)

This will introduce the assessment's table that you have to complete below (table n°2).

Assessment based on participation and effectiveness in negotiation simulation exercise.

List the assessment for each modality.

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
<b><u>Continuous assessment</u></b>	MCQ			
	Mid-term exam			
	Oral presentation			70
	Participation			30
<b><u>Final exam</u></b>	MQC			
	Oral final exam			
	Written final exam			
<b><u>Others</u></b>	Case study			
	Group Project			
	Individual Project			
	Oral academic defense			
	Written assignment			
<b><u>Presentation</u></b>	Presentation			
<b>Total</b>				<b>100%</b>

#### **5) RECOMMENDED READING:**

Name of reference books (*indicate only three or four must-read references*) / Name of reviews...

Class books:
<b>Class books:</b> Nugent, Neill, <i>The Government and Politics of the European Union</i> , eighth edition, Palgrave Macmillan, 2017 (ISBN 9781137454096) [suggested only; not required]
Suder, Gabriele and Johan Lindeque, <i>Doing Business in Europe</i> , third edition, Sage, 2018 (ISBN 9781526420749) [suggested only; not required]

Reviews:

#### **Internet Resources:**

Please indicate here if you use the school intranet site to put on-line documents and/or if you advise the visit of web sites to students.

Name of the Website	URL
European Union institutions website	Advise the visit of <a href="http://europa.eu/">http://europa.eu/</a>