DESCRIPTION:
In this course we will address the question: ‘how do EU policies work in practice?’ Who are the main actors, what are the main processes, dynamics, and explanations for what the European Union does? This course will cover the most important EU policy fields and discuss how they have been put into practice. What the EU does has expanded enormously since its origins in the 1950s. Originally narrowly concerned with establishing a common market, its policy remit has expanded to cover agricultural, monetary, social, immigration, energy, foreign, and security policy. But why do policies emerge looking as they do? Our main goal will be to address these questions in an interactive and comprehensible way. You will gain an understanding of both successful and challenging aspects of EU policy, and the dynamic behind EU and EU Member State competences (exclusive, shared and supported) for policy making and implementation.

CREDITS: 3 credits

CONTACT HOURS: 45 hours (taught over an 8-week summer term)

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:
Lectures, seminar discussions, and group projects

REQUIRED WORK AND FORM OF ASSESSMENT:
• Class participation and group projects - 15%
• Essays - 25%
• Midterm Exam - 30%
• Final Exam - 30%

Class Participation and Group Projects
Two group projects and Seminar discussions are based upon the required readings and teaching introductions to the subject given at each session by the instructor. All students are expected to come to class having completed the required readings and join the seminar discussions with prepared questions. Required readings will be made available on Moodle. Students are required to participate actively in the group work and to give brief group presentations.

Essays
3 short essays (2-3 pages each). These will be written on session-related topics (a list of questions will be provided for each short essay). The short essays will serve as a basis for seminar discussions and group work. Submit the essays via Moodle before the start of the respective session indicated in the syllabus. At least one essay should be submitted before the midterm and at least two before session 13.

Midterm Exam
The midterm exam consists of multiple-choice questions covering the material of the first eight sessions (to ensure that the basics of the EU’s policies in practice have been understood), and three essay questions.

Final Exam
The final exam will cover material from all sessions. Whereas the midterm exam serves to ensure that you had an understanding of the basics of the policies and policy-processes presented mid-way through the course, the final exam will permit you to demonstrate
your ability to describe, analyze, critique and justify your recommendations on policy areas presented in this course. It will consist of multiple-choice questions and three essay questions.

LEARNING OUTCOMES:
By the end of the course, students will be able to:
• Distinguish the diverse policy fields of the EU;
• Understand why certain policy fields are significantly more developed than others;
• Critically assess the success and drawbacks of European integration;
• Understand how EU policy is put into practice
• Understand, discuss and debate pros, cons and challenges to implementing EU policy

ATTENDANCE POLICY:
All IES courses require attendance and participation. Attendance is mandatory per IES policy. Any unexcused absence will incur a penalty on your final course grade (1 absence - 1%, 2nd absence -2%, 3rd absence – 3%). Any student who has more than three (3) unexcused absences will receive an “F” as the final grade in the course. Any student who misses more than 25% of a course, whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course.

Absences due to sickness, religious observances, and family emergencies may be excusable at the discretion of the Center Director. In the case of an excused absence, it is the student’s responsibility to inform the Academic Dean of the absence with an Official Excused Absence Form, as well as any other relevant documentation (e.g. a doctor’s note), and to keep a record thereof. The absence form must be turned in as soon as possible before the class, in the case of a planned absence, or immediately upon return to the Center, in the case of an unplanned absence, in order for the absence to be considered excused. It is also the student’s responsibility to inform the professor of the missed class. Students can collect and submit the Official Excused Absence Form from the office of the Academic Dean.

TESTS, QUIZZES, OR PRESENTATIONS MISSED DURING UNEXCUSED ABSENCES CANNOT BE MADE UP!

ASSIGNMENTS NOT HANDED IN ON THE DUE DATE WILL BE SUBJECT TO A 3% PENALTY PER DAY POST-DUE DATE (with the exception of students who have an excused absence).

CONTENT:

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  • ‘How the European Union Works’ pp. 3-29 (skim) |
|           | • Policy-making in the EU is very complex. After a brief overview of the EU’s policy portfolio and the varying extents of EU policy we will analyze the different stages of the EU’s policy cycles. |                                                                             |
  • Myths and Facts of the EU Budget, EU Commission |
<p>|           | • Budget bargaining is a highly contentious affair because behind each revenue source a tug-of-war is going on be-tween ‘contributors’ and ‘receivers’ and between integrationists and intergovernmentalists. |                                                                             |</p>
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| Session 3 | **The single market in Europe**  
- The single European market program marks a turning point in European integration. Although the task of completing the single market remains unfinished, it has moved to the center of European integration and fundamentally transformed state-market relations in Europe. Discussion on the role of the European Court of Justice in promoting and protecting the Internal/Single Market. |  
| Session 4 | **EU competition policy**  
- European competition policy attempts to control restrictive practices, abuse of dominant position, mergers, state aid, and the liberalization of utilities. Due the scale of the workload and the rapid growth of national competition authorities, the Commission has responded with a bold strategy to decentralize the implementation of competition rules within the EU. |  
| Session 5 | **The EU as a regulatory state**  
- The success of the single market program has been such that many authors see it as a defining feature of the EU. In fact, regulation is so central to the EU’s functioning that it can usefully be considered a ‘regulatory state’. A regulatory state attaches greater importance to the process of regulation than to other forms of policy-making. |  
| Session 6 | **The EU as an international trade actor**  
- It is with its trade policy that the EU most resembles a state actor in external affairs, exercising an exclusive competence to negotiate accords on behalf of all EU member states in most areas of external trade. This requirement coupled with the very considerable volume of external EU trade, makes the EU an extremely important international trade actor. |  
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<td>Session 7</td>
<td><strong>Group Project 1: Economic and Monetary Union</strong>&lt;br&gt;• Economic and monetary union (EMU) provides the EU with a major role in macroeconomic policy-making. The members of the euro area have exchanged national currencies for the euro and delegated responsibility for monetary policy to the European Central Bank (ECB). Member states have also agreed to coordinate their budgetary policies and structural reform. The effects of the financial crisis and turmoil in the real economy provide the toughest test to date of EMU’s system of monetary and economic policy-making. A short discussion on the arrangements between the Troika and Greece.</td>
<td>• De Grauwe, P. (2013) <em>Design Failures in the Euro-zone: Can they be fixed?</em> (LEQS Paper No. 57). London: LSE.</td>
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<td>Session 8</td>
<td><strong>Building a socio-economic union? Non-discrimination and Free Movement of Labor</strong>&lt;br&gt;• The dynamics of market integration have spilled over into the EU social arena. However, under the pressures from integrated markets member governments have lost more control over national welfare policies than the EU has gained in transferred authority. Discussion on the potential Brexit and limitation of freedom of movement of EU citizens.</td>
<td>• de Witte F. (2015) ‘The Architecture of a Social Market Economy’ LSE Law, Society and Economy Working Papers 13/2015 (skim)&lt;br&gt;• P. Craig and G. de Burca, ‘Free Movement of Workers’ in <em>EU Law</em>: Text, Cases, and Materials (6th Ed)</td>
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<td>Session 9</td>
<td><strong>Midterm Exam (60 minutes)</strong></td>
<td>• Assignment(s) and/or Reading(s)</td>
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<td>Session 10</td>
<td><strong>Cohesion Policy</strong>&lt;br&gt;• Over the past years expenditure on the structural funds grew steadily. Since 1985 the structural funds have been specifically linked to the promotion of economic and social cohesion. Over time, cohesion policy has been progressively associated with a growing number of broader EU objectives, such as economic growth, competitiveness, employment, sustainable development, regionalism, and good governance.</td>
<td>• Bache, I. (2015) ‘Cohesion Policy: A new Direction for New Times?’ in Helen Wallace, Mark A. Pollack, and Alasdair R. Young (eds.) <em>Policy-Making in the European Union</em>, pp. 243-262.&lt;br&gt;• The European Commis-sion, ‘Cohesion Policy Frequently Asked Questions’</td>
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• European Commission ‘Freedom to Move and Live in Europe: A Guide to Your Rights as an EU Citizen’ (excerpts) |
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• ‘A Stronger CSDP: Deepening Defence Cooperation’ Clingendael Report (January 2016) |
| | • The common foreign and security policy (CFSP) seeks to combine the political weight of twenty-eight EU member states in the pursuit of common goals. But ‘European foreign policy’ must integrate a wide range of other policies to be effective. Likewise, any assessment of the EU’s role in global affairs must consider CFSP as one policy area within a broader external relations toolkit. Despite high ambitions and a significant degree of institutionalization, the record so far is rather mixed. | |
| | • The EU and its member states spend around 50 billion EUR annually on development aid, or over half of the global total. The EU’s aid policy, however, has faced serious challenges in recent years. Evidence that EU aid programs are not very effectively managed has contributed to ‘donor fatigue’. | |
| | • Examination and analysis of 12 aspects of the EU covered in the course and an opportunity for reflection on the present and future status of the Union | |
| Session 17 | Group Project 2: Brexit | • TBA |
| Session 19 | Final Exam | |

RECOMMENDED READINGS:

Web Links - Web Links helping you with further research:
• The EU’s official website (http://europa.eu/) is a useful starting point. It provides further links to various official sites on EU policies, institutions, legislation, treaties, and current debates.
• The Official Journal (OJ) is the authoritative and formal source for information on EU legislation, case law, parliamentary questions, and documents of public interest (http://eur-lex.europa.eu/).
• The Economist (http://economist.com/) provides useful general articles, while European Voice (http://european-voice.com/) offers insider coverage of EU policies and news.

• To follow current events and developments within the EU, the following sites are useful: EurActiv reports EU current affairs with analysis (http://www.euractiv.com/); another relevant source is politico.eu (www.politico.eu); while the EUobserver offers coverage of EU current affairs with a useful email bulletin service (http://euobserver.com/).

• Current debates and topics are also addressed in series of think tank websites: Centre for European Policy Studies (http://www.ceps.eu/); the European Policy Centre (http://www.epc.eu/); the Centre for European Reform (http://www.cer.org.uk/); and the Trans European Policy Studies Association (http://www.tepsa.be/).