DESCRIPTION:
The European integration is often attributed to having brought peace and prosperity to a continent reduced to ruins by the Second World War, but now the European project is facing an existential crisis with the many challenges that it had to deal with in recent decades.

The central objective of this course is to challenge students to think about issues (power inequalities, political differences, refugee crisis, financial crisis, etc.) related to the EU based upon a firm understanding of the EU's origins, institutions, and policy processes. In addition, this course will have a component of studying the EU from an international relations perspective: what is the role of the EU in the current global order? Students will participate in theoretical and policy-related discussions about the EU and go on fieldtrips to obtain a practitioners’ perspective on European integration, the functioning of the EU, and the challenges it faces. Considering the problems that the European project is facing, we will ask ourselves: what does the future hold for Europe?

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: Transportation to The Hague (roughly €30)

METHOD OF PRESENTATION:
This course meets once per week and will consist of lectures, discussions, and group exercises. Students will also complete an EU decision-making simulation (Model of EU Council Meeting, where students will play a role of heads of EU states). Students are expected to discuss the readings for each class with their fellow students and their instructor. Participation is part of the students’ grade, therefore it is expected that all students contribute during classes, in class assignments/debates, course-related trip lectures, and during the Model EU.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Participation in Class, Debates and Reading Assignments - 15%
- Group Policy Brief Paper - 30%
- Model EU Policy Statement - 10%
- Model EU Simulation - 15%
- Final Exam - 30%

Course Participation
Participation in class is not the same as attendance. The four important criteria are that you are prepared, that you actively participate, contribute to the in-class exercises, and (very important!) submit a question you would like to discuss for each class. Questions must be submitted to Moodle three days before the class. A rubric for participation is posted on Moodle.

Group Policy Brief Paper
This paper challenges students to write a policy brief and propose a solution to the challenges facing the EU: be it the refugee crisis, Brexit, populism, EU relations with the world, or any other topic that students find interesting. Formalities of the paper:
- 3000 words, groups of 3 people, 30% of the final grade
- The policy brief should consist of the following parts: Introduction (±250 words)/Explanation of the challenge (±1000 words)/proposed solution to the challenge (±1500 words)/Conclusion (±250 words)/References (bibliography).
*PENDING FINAL APPROVAL FROM THE CURRICULUM COMMITTEE*

- The visual presentation of the policy brief (meaning the outline, graphics and other visual tools students should use to make the document more attractive for a busy “policy maker”) accounts for 30% of the policy brief grade; 60% of the grade accounts for the content and 10% of the grade for APA referencing requirements.
- Please use at least 10 academic references in the policy brief. You are free to use other non-academic references but they won’t count in the 10 required academic references.
- Use the following link for advice on writing policy briefs: https://www.icpolicyadvocacy.org/sites/icpa/files/downloads/icpa_policy_briefs_essential_guide.pdf

Model EU Policy Statement
In preparation for the Model EU, each student will produce a policy statement (a speech) of maximum 500 words. The policy statement should provide your country’s/institution’s basic stance on the topic discussed. Policy statements should be clearly written and fact-based.

These official statements need to have substance (statistics, references to treaties, documents, agreements, etc.) because they are the basis for the simulation. Depending on your strategy and country’s/institution’s interests, you can be more or less open about your positions and intentions. You might, for example, want to hint at possible space for negotiation. In contrast, you might find it advantageous to take a strong position on another issue to improve your bargaining position.

Model EU Simulation
The penultimate day is reserved for a model EU session where students experience some of the complexities of EU decision-making. Each student takes on the role of a representative of either a country or a European institution. The allocation of the roles will take place during one of the in-class sessions. The topic will be agreed on by student vote. Students should actively engage in the role-play and make sure to stay in character. Students will be evaluated using the rubric for participation.

Final Exam
The final exam tests students’ knowledge about the material discussed and ability to recall important events, institutions, and decisions. The exam will consist of short-answer questions and essay questions based on the content of the course’s readings and in-class discussions.

LEARNING OUTCOMES:
By the end of the course, students will be able to:
- Demonstrate critical thinking and understanding of the EU’s history, institutions, decision-making, and policy formation processes.
- Analyze current EU developments, such as the Brexit and migration crisis, through multiple theoretical perspectives.
- Demonstrate self-confidence as a public speaker or group discussion leadership skills with the Model EU.
- Analyze EU policies as well as develop policy-writing skills with the policy brief assignment.

ATTENDANCE POLICY:
Since IES Abroad Amsterdam courses are designed to take advantage of the unique contribution of the instructor, and the lecture/discussion format is regarded as the primary mode of instruction, regular class attendance is mandatory. In addition, students are expected to be on time for classes and course-related excursions. Excused absence applies in cases of illness (including a doctor’s note and compelling circumstances beyond the student’s control; missing a flight on the day of class does not fit in this category). An unexcused absence will lead to a deduction of your final grade of 0.5 (out of 1-10 scale) points per missed class. If a student shows a pattern in (excused and unexcused) absences, students may be subject to an Academic Review including but not limited to a letter sent to their school and a probationary period or exclusion from the program. When traveling on the weekend, students are strongly advised to return to Amsterdam on Sunday evening. Travel delays on Monday morning are not accepted as an excused absence and will result in grade deductions as stipulated above.

CONTENT:
The course consists of three parts: theories, institutions, and policies. Each part offers an essential building block for understanding the European Union. Additionally, each part introduces students to key academic debates in EU studies. At the end of each part,
students will be challenged to apply their newly acquired knowledge to reflect on cutting-edge developments in contemporary Europe.

- **Part 1: Theories.** Inquiries into the development of the European Union. It starts with a bird eye’s view on the history of the European integration project. This part introduces major institutions and policy areas to be discussed in-depth in parts two and three. It then proceeds with a comparison of two influential integration theories – liberal intergovernmentalism and neo-functionalism – that aim to explain integration. Students are challenged to apply integration theories to reflect on a case of disintegration: Brexit.

- **Part 2: Institutions.** Introduces the EU’s unconventional institutional architecture. The course focuses on four major decision-making institutions: Europe’s Councils, the European Commission, the European Parliament, and the European Court of Justice. In addition, it will analyse the role of interest groups. Zooming out from the individual institutions to the overall picture, the course also discusses how these institutions create a coherent political regime (or not). With this knowledge, students will critically reflect on the widely debated issue of the EU’s alleged democratic deficit.

- ‘**Part 3: Policies**’ begins with a more in-depth introduction to EU decision-making and policy making processes. Who has which powers? And on which issues? Students will engage head-on with the complexities of and reasons behind Europe’s ‘system of multi-level governance’. The course will compare and contrast decision-making in several EU policy domains: economic crisis, migration crisis, security and defence, trade and development, and Brexit. To get ‘a feel’ for Europe’s unique decision-making procedures in a multinational environment, students will run a simulation of a European summit on one of the before-mentioned policy issues.

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<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
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<tr>
<td>Week 1</td>
<td><strong>Introduction and History</strong></td>
<td>• Chapter 1, 2 &amp; 3 “European Union Politics” (53 pages)</td>
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<td>• The history and the main treaties</td>
<td>• Getting to know classmates</td>
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<td>• Overview of the increasing number of the members and the reasons why some joined later than others</td>
<td>• Motivations to study the EU</td>
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<td>Week 2</td>
<td><strong>Theories of European Integration</strong></td>
<td>• Chapter 4, 5, 6, 7 &amp; 8 “European Union Politics” (62 pages)</td>
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<td>• The theory of intergovernmentalism</td>
<td>• Submit a question you’d like to discuss in class on Moodle</td>
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<td>• The limits of classical debate on European Integration</td>
<td>• Search for a news article related to this week’s topic</td>
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<td>• EU as a multi-level governance</td>
<td>• In class group division for the policy brief</td>
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<td>• Europeanization theory as an alternative explanation to the classical debate</td>
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| Week 3 | Intro to the EU institutions and Its Governance | • Chapter 10, 11 & 12 “European Union Politics” (47 pages)  
• Submit a question you’d like to discuss in class on Moodle  
• Search for a news article related to this week’s topic |
|        | • What is the role of the Commission?  
• How does the Parliament get elected? Who does it oversee? What are its powers?  
• The difference between the Council of EU and the European Council  
• The interaction of these main institutions |  |
| Week 4 | Day Trip to Brussels                         | • Prepare (not political) questions to ask at the Commission  
• Read the information on European Parliament’s political parties, available at link  
|        | • Visit to the European Commission: Learn more about the Commission’s role as the EU’s political executive. This also includes a discussion on one EU priority or policy area in line with a current debate. To be decided on in class.  
• Role-play game: Step into the shoes of Members of the European Parliament. By debating on actual issues and themes, we learn how European Union legislation is created and how the future of Europe is forged.  
• The role-play game reveals the full extent of the legislative process, from consulting interest groups and forming alliances to negotiating with other institutions and speaking to the media. |  |
| Week 5 | EU law and European Court of Justice         | • Chapter 12 “European Union Politics” (21 pages)  
• Submit draft idea for the Group Policy Brief Paper  
• Search for a news article related to this week’s topic  
• Submit a question you’d like to discuss in class on Moodle |
|        | • What is the nature of European law and why was it needed?  
• What does the ECJ represent and what type of work does it do?  
• Recent cases of EU vs. Hungary and EU vs. Poland. |  |
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| **Week 6** | **Democracy in the EU** | • Chapter 9, 15 (26 pages) “European Union Politics”  
• Search for a news article related to this week’s topic  
• Submit a question you’d like to discuss in class on Moodle |
| | | • Is the EU comparable to a democracy?  
• Who is accountable to whom?  
• Is there a democratic deficit in the EU? Arguments for and against. |
| **Week 7** | **EU policymaking: Example of EU Common Agricultural Policy** | • Chapter 16, 20, 24 (47 pages) “European Union Politics”  
• Search for a news article related to this week’s topic  
• Submit a question you’d like to discuss in class on Moodle |
| | | • How is policy made in the EU?  
• The example of the EU common agricultural policy  
• Overview of the EU single market principles |
| **Week 8** | **EU Common Foreign, Security and Defense Policies (CFSP / CFDP)** | • Chapter 19 “European Union Politics” (15 pages)  
• Search for a news article related to this week’s topic  
• Submit a question you’d like to discuss in class on Moodle  
• Prepare for the in-class debate on EU army vs. NATO  
• Submit Group Policy Brief Paper |
| | | • History of EU CFSP /CSDP  
• New features of EU defense and security  
• EU army or NATO?  
• Debate about the reasons for EU to have its own army vs. not having one |
| **Week 9** | **Trip to The Hague** | • Prepare questions about Dutch politics  
• Additional/not required reading: Chapter 3 (Political Parties and Party System) and 5 (Core Executive) |
<p>| | | • Introduction to Dutch Politics: an engaging introduction to the political system, as well as a glimpse into the political culture in the Netherlands. The introduction includes a visit to the Hall of Knights (Ridderzaal) and the House of Representatives (Tweede Kamer). |</p>
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<tr>
<td>Week 10</td>
<td><strong>European Economic Crisis and EU Solidarity</strong></td>
<td>• Chapter 26 “European Union Politics” (14 pages)</td>
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<td>• The repercussions on some European states: the example of Greece</td>
<td>• Search for a news article related to this week’s topic</td>
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<td>• The principle of solidarity in the EU and redistribution of funds</td>
<td>• Submit a question you’d like to discuss in class on Moodle</td>
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<td>Week 11</td>
<td><strong>EU Refugee Crisis</strong></td>
<td>• Chapter 22 “European Union Politics” (20 pages)</td>
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<td>• How was the crisis managed?</td>
<td>• Search for a news article related to this week’s topic</td>
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<td>• EU-Turkey deal</td>
<td>• Submit a question you’d like to discuss in class on Moodle</td>
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<td>• Data on relocation of refugees within EU</td>
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<td>• back to their countries of origin</td>
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<td>• EU assistance to external actors and “externalization” of EU borders</td>
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<td>Week 12</td>
<td><strong>EU as an External Actor: Trade and Development Policy</strong></td>
<td>• Chapter 17 “European Union Politics” (12 pages)</td>
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<td>• History of establishment of development assistance to former EU colonies</td>
<td>• Prepare for in-class debate on pros and cons of development assistance</td>
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<td>• The types of existing trade agreements with non-EU countries</td>
<td>• Search for a news article related to this week’s topic</td>
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<td>• In-class debate: for and against the EU-USA trade agreement (TTIP)</td>
<td>• Submit a question you’d like to discuss in class on Moodle</td>
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<td>Week 13</td>
<td><strong>The Future of the EU after Brexit</strong></td>
<td>• Chapter 27 &amp; 28 “European Union Politics” (30 pages)</td>
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<td>• In-class debate about the feasibility of the scenarios.</td>
<td>• Search for a news article related to this week’s topic</td>
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<td>• Submit a question you’d like to discuss in class on Moodle</td>
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<td>• Prepare for a debate in class about the future of the EU</td>
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<td>Week 14</td>
<td>In-class Preparation Model EU</td>
<td>• Collect data that you can use as evidence for convincing arguments to use in your country statement.</td>
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<td>• Advice on convincing argumentation</td>
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<td>• In-class advice on preparation of the country/institution statement for the Model EU</td>
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<td>Week 15</td>
<td>Model of the EU</td>
<td>• Reading news on the issue of the Model EU: be prepared and up to date.</td>
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<td>• Debate</td>
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<td>Week 16</td>
<td>Final Exam</td>
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**COURSE-RELATED TRIPS:**
- The Hague: An Introduction to Dutch Politics. This visit offers an engaging introduction to the political system of the Netherlands, as well as a glimpse into the political culture. The introduction includes a visit to the Hall of Knights (Ridderzaal) and the House of Representatives (Tweede Kamer).
- Brussels: visit to European Commission and EU Role Play Game.

**REQUIRED READINGS:**
The required reading consists of book chapters and several articles. In addition, students will be required to read handouts as well as undertake some research during class into specific policy areas and countries. The book chapters are all from:

Articles / chapters will be made available via Moodle:


**RECOMMENDED READINGS:**


In addition to books, academics have written many articles on the EU and European integration. Leading journals in the field of EU studies include:

• Journal of European Public Policy
• Journal of Common Market Studies
• Journal of European integration
• Western European Politics
• European Law Journal

**Websites:**

• Official EU website: www.europa.eu
• Euractiv: http://euractiv.com
• EU Observer: http://www.euobserver.com
• Politico: http:/Politico.eu

**Newspapers:**

• Finally, newspapers are always worth reading to remain informed on current developments, such as the Financial Times and the Guardian. Many newspapers have freely accessible websites. Moreover, many non-British and Irish newspapers also publish in English: try to get a non-Anglo-Saxon perspective on the integration process.