

# Module Study Guide

Academic Year 2022–2023

PEU – EU Policies and Politics:  
The Future of the European  
Project in the Global Context

Level: 7

Credits: 10 ECTS; 20 UK credits

Academic Partner: Marbella International  
University Centre

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Chief Academic Officer responsible for this module is Mirjana Stefanovic, and can be contacted at [m.stefanovic@miuc.org](mailto:m.stefanovic@miuc.org)

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The Academic Partner Link-Tutor responsible for this module is Maryvonne Lumley (for International Business and International Relations courses) and Matilde Nardelli (for Marketing and Advertising course), and can be contacted at [Maryvonne.Lumley@uwl.ac.uk](mailto:Maryvonne.Lumley@uwl.ac.uk) and [Matilde.Nardelli@uwl.ac.uk](mailto:Matilde.Nardelli@uwl.ac.uk)

# 1 Module overview

## 1.1 Introduction, aims and summary of content

This module aims to analyse the political and legal dynamics of European integration and of the specificities of the European Union (EU) institutions. Students will critically assess the process of European integrations and the challenges to it the EU decision-making process and the impact of the EU in a global society. Students will critically evaluate main policies and practice of policy-making in the EU system and their impact on the Member States. This module will assist students to develop an ability to apply the abstract concepts of EU Policies and Politics to real world examples drawn from current controversies within the EU. Students will analyse the key challenges facing the European Union in the 21st century. Special attention will be paid to the future of the EU and the EU's international relations.

Due to the analytical and practical scope of the module makes, students will apply a thorough theoretical understanding of European Union rules to practical cases in the development of European integration, the institutions, and competences of the EU, the adoption of secondary measures, the internal market, competition law, and legal enforcement. Students will be asked to tackle problems which span multiples potential topics. This module aims to give the student an ability to apply the advanced theories of the EU to real world examples drawn from current controversies within the EU.

This module will run throughout the semester (14 weeks).

## 1.2 Learning outcomes to be assessed

Upon completion of this module students will be able to:

LO1. Develop in-depth knowledge and skills in the systematic understanding of the EU creation, *raison d'être* and development;

LO2. Critically investigate and evaluate European Union Institutions;

LO3. Research, interpret and investigate critically EU decision-making process, enforcement of EU law and judicial review;

LO4. Identify and examine critically current developments in Europe and the EU's external relations.

## 1.3 Scheduled contact hours

Teaching Contact Hours	56 hours
Independent Study Hours	144 hours
Total Learning Hours	200 hours

## 2 Assessment and feedback

### 2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Submission due-date & time	Method of Submission & Date of Feedback
A1: Written Assignment Position Paper	3500 words (+/- 10%)	n/a	100%	50%	Week 15 (date and time TBC)	Via NEO LMS & 10 working days after the assessment

## 2.2 Assessment brief including criteria mapped to learning outcomes

### 2.2.1 Assessment 1: Article for Student Research Journal

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In this assessment, students are required to write a notable article for Student Research Journal dedicated to showcasing research on the chosen topic. It will give students the opportunity to develop the critical thinking skills needed to succeed in academia and in future careers. A sample list of topics will be provided by the module leader. However, students are free to select topics that are not on a list and it should be agreed on with the module leader.

More specifically, the Article should be structured in the following way:

1. Introduction (10 % of the word count)
  - a. Identification of an issue
  - b. Statement [why is it important to address this topic](#)

The introduction to the Article should effectively introduce the topic that the student will address in the Article.

2. Body Paragraphs
  - a. Background information
  - b. Supporting evidence and arguments
  - c. Discussion of both sides of the issue

Throughout the development of the argument and the body paragraphs of the Article, the student demonstrates in-depth critical understanding of the topic being addressed and is able to challenge the mainstream predominant view on the nature and scope of EU Policies and Politics as a discipline. Moreover, body paragraphs demonstrate the ability to integrate and develop ideas based on extant literature. Furthermore, body paragraphs build on the overall

argumentation of the work, demonstrating the ability to develop and present a sound logical argument.

#### Conclusion (10 % of the word count)

- a. Summary of main concepts and ideas
- b. Reinforcing your arguments

In the conclusion of the Article, the student discusses the critical implications of the topic. These implications can be related to theory and theory development, to future lines of research, or the practical implications of EU Policies and Politics. The conclusion should appropriately tie in the literature discussed and the argument/ideas discussed in the previous sections, thereby demonstrating to the reader why the ideas developed are important or the critique relevant.

### **Assessment criteria for Assessment 1 (LO1- LO4 will be assessed)**

#### **Assessment criteria:**

##### KNOWLEDGE AND UNDERSTANDING (40%)

The student has an outstanding knowledge and understanding of the material and displays mastery of a complex and specialized area of knowledge, with exceptional critical awareness of current problems and new insights. Moreover the student demonstrates in depth and breadth of coverage, as well as awareness of the nature of the topic in the chosen article.

##### COGNITIVE SKILLS (40%)

The student shows an outstanding ability to evaluate methodologies critically and to propose new hypotheses. The student is able to deal with a range of complex issues, making excellent judgments.

##### PRACTICAL AND PROFESSIONAL SKILLS (10%)

The student should be able to employ advanced skills to conduct research, displaying an exceptional grasp of techniques applicable to own research and advanced scholarship. The student shows originality in the application of knowledge and excellent understanding of how established techniques of enquiry create and interpret knowledge in the discipline. The student is able to evaluate critically, with exceptional insight, a range of literature related to the current research and advanced scholarship in the discipline.

##### TRANSFERRABLE AND KEY SKILLS (10%)

The Research Paper presents minimal grammatical errors and uses a good writing style. Ideas are communicated in written form at a very high level to specialist audiences.

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the MIUC Learning Management System student guideline.

## 2.3 Learning materials

The reading list for this module is available on MIUC Learning Management System in the module area.

### 2.3.1 Core textbook(s):

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- Cini, M. and Pérez Solorzano Borraran, N., (2016) *EU Politics*, Oxford University Press.
- De Vries S., Bernitz, Weatherill (2015) *Studies of the Oxford Institute of European & Comparative Law: The EU Charter of Fundamental Rights as a Binding Instrument: Five Years Old and Growing*, ed. Hart Publishing;
- Leonard, D. (2010) *Guide to the European Union*, Tenth Edition. London: Bloomberg Press (The Economist Series);
- Nugent, N. (2010) *The Government and Politics of the European Union* 7<sup>th</sup> Edition, ed. Palgrave Macmillan;
- Pinder, J. (2007) *The European Union: A Very Short Introduction* (Paperback). Oxford University Press;
- Wallace, H. (Helen S.) editor.; Mark A. Pollack 1966- editor.; Alasdair R Young editor. Seventh edition / edited by Helen Wallace, Mark A. Pollack and Alasdair R. Young. Oxford : Oxford University Press 2014

### 2.3.2 Other recommended reading:

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- "The Council of Ministers" & "The European Council" Neill Nugent 2010 *The Government and Politics of the European Union* 7th edition Palgrave: Macmillan Union Politics London: Palgrave
- "The Councils" John McCormick 2011 *European Union Politics* London: Palgrave
- "The Council of the EU" Michelle Cini & Nieves Perez Solrzano Borraran 2010 *European Union Politics* 3rd ed, Oxford: OUP
- "The European Commission", "The European Parliament", "the European Court of Justice" in John McCormick 2011 *European Union Politics* London: Palgrave
- Craig, P and De Búrca, G (2015) *The Evolution of EU Law* 6th edn, Oxford University Press.
- Hill, Christopher, Smith, Michael, & Vanhoonaker, Sophie (eds) (2017) *International Relations and the European Union*, 3rd ed., Oxford University Press. (published in May 2017).
- Keukeleire, Stefan and Delreux, Tom (2014) *The Foreign Policy of the European Union*, 2nd ed., Palgrave.
- M. Cremona (2003) *The enlargement of the European Union* Oxford, New York: Oxford University Press
- Policy-Making in the European Union, Alex Warleigh-Lack and Ralf Drachenberg in Michelle Cini (2010) *European Union politics* Oxford: Oxford University Press

### 2.3.3 Journals:

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- Alan W. Cafruny & J. Magnus Ryner (2007) *Monetary Union and the Transatlantic and Social Dimensions of Europe's Crisis*, *New political economy*, 12:2, 141-165
- Alexandrova, Petya, Marcello Carammia, and Arco Timmermans. 2012. "Policy Punctuations and Issue Diversity on the European Council Agenda." *Policy studies journal*. 40 (1):68-88.
- Badinger, Harald. 2007. "Has the EU's single market programme fostered competition? Testing for a decrease in mark-up ratios in EU industries." *Oxford Bulletin of Economics and Statistics*. 69 (4):497-519.
- Cohen, Benjamin J. 2012. "The future of the euro: Let's get real." *Review of international political economy*. 19 (4):689-700.
- Curtin, D. & M. Egeberg (2008) *Tradition and innovation: Europe's accumulated executive*



order. *West European politics.*, 31, 639-661.

- Ehlermann, C. D. 1992. "The contribution of EC competition policy to the single market." *Common Market law review* 29 (2):257-82.
- Haas, E., (1998), 'The uniting of Europe', in: Nelsen, B. F.;
- Howorth, Jolyon. 2010. "The EU as a Global Actor: Grand Strategy for a Global Grand Bargain? " *Journal of Common Market Studies* 48 (3):455-74.
- J-E de Neve (2007) 'The European Union? How Differentiated Integration is Reshaping the EU', *Journal of European Integration* , 29/4, 503 – 521
- Kohler-Koch, Beate(2010) 'How to Put Matters Right? Assessing the Role of Civil Society in EU Accountability', *West European politics.* , 33: 5, 1117 — 1141
- Magnus Ryner, 2010 "An Obituary for the Third Way: The Financial Crisis and Social Democracy in Europe" *The political quarterly.* , Vol. 81, No. 4, October–December 2010
- Neil Fligstein and Iona Mara-Drita 1996 "How to Make a Market: Reflections on the Attempt to Create a Single Market in the European Union" *American Journal of Sociology.* Vol. 102, No. 1 (Jul., 1996), pp. 1-33
- S. S Andersen and N. Sitter (2006) 'Differentiated Integration: What is it and How Much Can the EU Accommodate? ', *Journal of European Integration* 28/4: 313 – 330.
- Woll (2006) 'Lobbying in the European Union: From sui generis to a comparative perspective' *Journal of European public policy.* 13/3

**Remember to log into MIUC Learning Management System daily to receive all the latest news and support available at your module sites!**

## 3 Things you need to know

### 3.1 Engagement

During the academic year 2020-21, the health, welfare and safety of all our students and staff is our top priority as Spain continues to deal with the ongoing implications of the COVID-19 outbreak.

Face to-face-teaching, access to MIUC facilities and being part of our unique University community are key parts of the excellent student experience at MIUC. We have been working to create a safe and efficient plan that will allow us to deliver these elements when you start with us in the fall semester, subject to government regulation.

MIUC will be ready to teach in September and we are committed to engaging with you as closely as we can, and to ensuring that you have a rich educational experience that is safe and protected to ensure that you continue to get the most from the University life and the city of Marbella.

Whether you are engaging with teaching and learning activities on site or via the MIUC Virtual Learning Environment, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the timeframes set out, you should let your module leaders know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your module leaders. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are struggling so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

### 3.2 Need help, just ask

The University recognises that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you are struggling with meeting deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, speak to them so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time, [apply online for an extension](#) before your deadline. An extension will allow you an extra 10 days. When ongoing serious circumstances adversely impact a student's ability to complete assessments on time, a [postponement application](#) may be submitted for the assessment to be taken at the next scheduled opportunity. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can, [apply online for mitigation](#).

Please remember late submission without extension or mitigation will result in penalties depending on how late it is, see [Academic Regulations](#).

You are reminded that MIUC applies penalties to students who commit an academic offence, in which case the Academic Offences Regulations will be used to deal with any cases of academic misconduct including examination offences, plagiarism and other means of cheating to obtain an advantage.

You are encouraged to seek advice from the Students' Union and counselling service which support you with all aspects of your academic experience by providing advice and guidance to ensure you are fully informed of the academic regulations as well as advocate for student views.

You are expected to behave in line with University expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to the Complaints Procedure which is outlined in the student handbook and consult the Students' Union about it. The University aims to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

### **3.3 Getting support for your studies**

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor for academic advice in relation your studies and your academic development.

Apart from the University-wide support framework, which encompasses the Module Leaders, Course Leader, the Subject Librarian and your Course Administrator, you will also have at your disposal the MIUC Academic Support Team. The Team offers Academic Skills Workshops throughout the year, helping you to develop skills relevant to your degree. Workshops include for instance Essay Planning and Writing; Critical Thinking; Reflective Writing; Group Work and Presentation Skills.

English Language support and One-to-one academic support opportunities are also available. For information about all these services, please consult the Academic Office.

### **3.4 Student support**

In addition to the support listed in the previous section, there is also more help offered by MIUC Student services, consisting of Student Life Department, Internship Support, Life Coaching Service and Counselling service. They offer a wide range of support and services consisting of extracurricular activities; Careers and internship support; Student Welfare and Counselling.

Contact Student Services for more information at:

Student Life Department: [student.life@miuc.org](mailto:student.life@miuc.org)

Internship Support: [cristina@miuc.org](mailto:cristina@miuc.org)

Life Coaching Service: Ms. Ana Cante, [ana.cante@miuc.org](mailto:ana.cante@miuc.org)

Counselling Service: Ms. Eva Berkovic, [eva@miuc.org](mailto:eva@miuc.org)

### **3.5 Module evaluation – have your say!**

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through a (online) survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module

Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module.

<b>Week 1</b>	<b>Content</b>	Introduction to the course. Chronological overview of EU events. Fathers of the European Union
	<b>Key concepts / issues</b>	Historical events that led to the creation of the EU and knowledge about the Founding Fathers of the EU. The student will know and understand the dramatic events that impelled the creation of the European project and the major historical figures that made it possible.
	<b>Learning and teaching</b>	Lecture and short documentaries
	<b>Pre session reading</b>	Readings on NEO LMS
	<b>Literature for this session</b>	P Craig and G De Búrca (2015) <i>The Evolution of EU Law</i> 6th edn, Oxford University Press, Chapter 1.
	<b>Independent study</b>	Students may begin work on the on the in Class Individual Formative Presentations that will be based on the topics of the Position Paper.  Study the Map of the European Union  Study the Founding Fathers biographies at: <a href="http://europa.eu/about-eu/eu-history/index_en.htm">http://europa.eu/about-eu/eu-history/index_en.htm</a>
<b>Week 2</b>	<b>Content</b>	The European Project: Chronological sequence, European Economic Community. In Class Formative Assessment: Case Study.
	<b>Key concepts / issues</b>	Understand the reasons and steps in the creation of European project
	<b>Learning and teaching</b>	Lecture and documentary
	<b>Pre session reading</b>	Readings on NEO LMS
	<b>Literature for this session</b>	Nugent, Neill (2010) <i>The Government and Politics of the European Union</i> 7 <sup>th</sup> Edition, ed. Palgrave Macmillan.

		(Chapter 5)
	<b>Independent study</b>	Students may begin work on the on the in Class Individual Formative Presentations that will be based on the topics of the Position Paper.  Visit: <a href="http://www.cvce.eu/collections/unit-content/-/unit/en/02bb76df-d066-4c08-a58a-d4686a3e68ff/c4d6b088-d168-44b7-9b35-cea11aac485a">http://www.cvce.eu/collections/unit-content/-/unit/en/02bb76df-d066-4c08-a58a-d4686a3e68ff/c4d6b088-d168-44b7-9b35-cea11aac485a</a>
<b>Week 3</b>	<b>Content</b>	Treaty making I: A glimpse at the history of treaty making. Treaty of Lisbon, Nice, Amsterdam, Maastricht, Single European Act, Treaty of Rome.
	<b>Key concepts / issues</b>	Understand the European treaty making process and how it changed the functioning and structures of the European Institutions
	<b>Learning and teaching</b>	Lecture and student presentation
	<b>Pre session reading</b>	Readings on NEO LMS
	<b>Literature for this session</b>	Nugent, Neill (2010) The Government and Politics of the European Union 7 <sup>th</sup> Edition, ed. Palgrave Macmillan. (Chapter 2)
	<b>Independent study</b>	Students should begin work on the on the in Class Individual Formative Presentations that will be based on the topics of the Position Paper.  Student research on the EU websites <a href="http://europa.eu/eu-law/decision-making/treaties/index_en.htm">http://europa.eu/eu-law/decision-making/treaties/index_en.htm</a>
<b>Week 4</b>	<b>Content</b>	Treaty making II: Treaties in force. Summative Assessment: In Class Exercise.  Treaty on European union and Treaty on the functioning of the EU
	<b>Key concepts / issues</b>	Understand the basic texts of the European institutions and the procedures on the functioning of the EU.

	<b>Learning and teaching</b>	Lecture and small group in-class work
	<b>Pre session reading</b>	Read basic texts at: <a href="http://eur-lex.europa.eu/collection/eu-law/treaties-force.html?locale=en">http://eur-lex.europa.eu/collection/eu-law/treaties-force.html?locale=en</a>
	<b>Literature for this session</b>	P Craig and G De Búrca (2015) <i>The Evolution of EU Law</i> 6nd edn, Oxford University Press, Chapter 1.
	<b>Independent study</b>	Students should work on the on the in Class Individual Formative Presentations that will be based on the topics of the Position Paper. Students should begin work on the Position Paper.
<b>Week 5</b>	<b>Content</b>	Charter of the fundamental rights of EU. Anti-discrimination.
	<b>Key concepts / issues</b>	Understand how the Fundamental Rights of the European Union enshrines certain political, social, and economic rights for European Union (EU) citizens and residents into EU law.
	<b>Learning and teaching</b>	Lecture and discussion of the Charter
	<b>Pre session reading</b>	Read basic text at: <a href="http://eur-lex.europa.eu/collection/eu-law/treaties-force.html?locale=en#new-2-54">http://eur-lex.europa.eu/collection/eu-law/treaties-force.html?locale=en#new-2-54</a>
	<b>Literature for this session</b>	-“The EU Charter of Fundamental Rights as a Binding Instrument (...)” -Charter of Fundamental Rights of the European Union: Explanations Relating to the Complete Text of the Charter
	<b>Independent study</b>	Students should work on the on the in Class Individual Formative Presentations that will be based on the topics of the Position Paper. Students should work on the Position Paper.
<b>Week 6</b>	<b>Content</b>	The European Commission

	<b>Key concepts / issues</b>	Understand how the European Commission works, and how the executive institution of the European Union promotes the EU general interest.
	<b>Learning and teaching</b>	Lecture and student presentation
	<b>Pre session reading</b>	Visit EU Commission website
	<b>Literature for this session</b>	Readings: Ch. 3 in Pinder & Leonard pp. 45-64 P Craig and G De Búrca (2015) <i>The Evolution of EU Law</i> 6th edn, Oxford University Press, Chapter 2.
	<b>Independent study</b>	Students should work on the on the in Class Individual Formative Presentations that will be based on the topics of the Position Paper. Students should work on the Position Paper.
<b>Week 7</b>	<b>Content</b>	The European Council. In Class Individual Formative Presentation on the topics of the Position Paper.
	<b>Key concepts / issues</b>	Understand the European Council composition, and overall political direction, functioning and priorities
	<b>Learning and teaching</b>	Lecture and student presentation
	<b>Pre session reading</b>	Visit EU Council website Readings on NEO LMS
	<b>Literature for this session</b>	Readings: Ch. 3 in Pinder & Leonard pp. 45-64 P Craig and G De Búrca (2015) <i>The Evolution of EU Law</i> 6th edn, Oxford University Press, Chapter 2.
	<b>Independent study</b>	Students should finalise work on the on the in Class Individual Formative Presentations that will be based on the topics of the Position Paper. Students should work on the Position Paper.
<b>Week 8</b>	<b>Content</b>	The European Parliament. In Class Individual Formative Presentation on the topics of the Position Paper.

	<b>Key concepts / issues</b>	Understand how the only directly elected parliamentary institution of the European Union (EU) works, its composition, and overall political direction, functioning and priorities
	<b>Learning and teaching</b>	Lecture and student presentation
	<b>Pre session reading</b>	Visit EU Parliament website Readings on NEO LMS
	<b>Literature for this session</b>	Readings: Ch. 3 in Pinder & Leonard pp. 47-73
	<b>Independent study</b>	Students should work on the Position Paper.
<b>Week 9</b>	<b>Content</b>	Judicial review. Justice institutions Finance and advisory institutions Summative Assessment: In Class Exercise.
	<b>Key concepts / issues</b>	Overview the functioning of the European Court of Justice, Committee of Regions, the Central European Bank, the European Investment bank, and the Council of Europe.
	<b>Learning and teaching</b>	Lecture and case studies
	<b>Pre session reading</b>	Readings: Ch.3 in Pinder & Leonard pp. 73-94 Visit EU related official websites Readings on NEO LMS
	<b>Literature for this session</b>	Cini & Pérez Solorzano: EU Politics (Ch. 13)
	<b>Independent study</b>	Students should work on the Position Paper.
<b>Week 10</b>	<b>Content</b>	Single European Market
	<b>Key concepts / issues</b>	Understand the basic principles, freedoms and functioning of the SEM
	<b>Learning and teaching</b>	Lecture and student presentation



	<b>Pre session reading</b>	Readings in NEO LMS
	<b>Literature for this session</b>	Cini & Pérez Solorzano: EU Politics
	<b>Independent study</b>	Students should work on the Position Paper.
<b>Week 11</b>	<b>Content</b>	Economic and Monetary Union. EU Competition Law.
	<b>Key concepts / issues</b>	Understand the euro, the single European currency process and related institutions, crisis and problems.
	<b>Learning and teaching</b>	Lecture and student presentation
	<b>Pre session reading</b>	Readings in NEO LMS
	<b>Literature for this session</b>	Cini & Pérez Solorzano: EU Politics
	<b>Independent study</b>	Students should work on the Position Paper.
<b>Week 12</b>	<b>Content</b>	Enlargement
	<b>Key concepts / issues</b>	Understanding the EU enlargement process and current problems
	<b>Learning and teaching</b>	Lecture and documentary
	<b>Pre session reading</b>	Visit EU enlargement website
	<b>Literature for this session</b>	Cini & Pérez Solorzano: EU Politics
	<b>Independent study</b>	Students should work on the Position Paper.
<b>Week 13</b>	<b>Content</b>	External Relations
	<b>Key concepts / issues</b>	This Lecture looks at the essential principles and basics mechanism of the EU external Relations.
	<b>Learning and teaching</b>	Lecture and student presentation
	<b>Pre session reading</b>	Handout
	<b>Literature for this session</b>	Handout
	<b>Independent study</b>	Students should work on the Position Paper.

<b>Week 14</b>	<b>Content</b>	Enforcement. Brexit
	<b>Key concepts / issues</b>	Analyse the enforcement of the EU law. Analyse the reasons behind Brexit with regard to the EU democratic crisis
	<b>Learning and teaching</b>	Lecture and student role play
	<b>Pre session reading</b>	Readings on NEO LMS
	<b>Literature for this session</b>	All Reading Due.
	<b>Independent study</b>	Students should work on the Position Paper.

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