

Module Study Guide

Academic Year 2021–2022

EUPP– EU POLITICS AND POLICIES

Level: 4

Credits: 5 ECTS; 10 UK credits

Academic Partner:

Marbella International University Centre
(MIUC)

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Key team contact details

Module Leader	Beata Froehlich
Subject Area & School/College	International Relations
Email	beata@miuc.org
Phone	+34 952 86 00 00
Location	MIUC

Course Administrator	Jelena Krajacic
Email	jelena.krajacic@miuc.org
Phone	+34 952 86 00 00
Location	MIUC

Subject Librarian	Teresa Muñoz-Écija
Email	library@miuc.org
Phone	+34 952 86 00 00
Location	MIUC

The Course Leader overseeing this module is Ming-Jin Jiang, and can be contacted at ming-jin@miuc.org

Chief Academic Officer responsible for this module is Mirjana Stefanovic, and can be contacted at m.stefanovic@miuc.org

The External Examiner responsible for this module is Dr Keith Salmon (Reader, University of Hertfordshire) for International Business and International Relations courses and Dr. Ana Gao (Programme Director MA Culture, Policy and Management, City University of London) for Marketing and Advertising course.

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 and Matilde.Nardelli@uwl.ac.uk

1 Module overview

1.1 Introduction, aims and summary of content

The module provides in-depth knowledge of the EU's institutions, politics and policies. This module aims to provide student a basic understanding of the European Union decision-making process and the impact of the EU in a global society, as well as to 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.

It covers legislative, executive, and judicial politics and their impact in EU member and non-member states. It reviews the EU project, and its history, objectives, members, important figures, complex mechanism of the governing and non-governing bodies of the EU. Some relevant major issues will be also studied, like the euro, the European market, the EU enlargement, the economic crisis, along with the main consequences of membership for the European people, ranging from environmental questions, to labour market structure and political culture. More specifically, the module will seek the definition of concepts such as supranational democracy, accountability, multiculturalism, sovereignty, democratic deficit, etc. Special attention will be paid to the future of the EU and its role in the international relations and conflicts such as Syria and the recent crisis on refugees.

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. Comprehend the EU creation, *raison d'être* and development;

LO2. Provide a comprehensive coverage of European Union Institutions;

LO3. Understand the EU decision-making process, enforcement of EU law and judicial review;

LO4. Follow current developments in Europe and the EU's external relations.

1.3 Scheduled contact hours

Teaching Contact Hours	56 hours
Independent Study Hours	44 hours
Total Learning Hours	100 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 Examination In Class Exercise 1	10 True or False questions	n/a	10%	40%	Week 4 (date and time TBC)	Via NEO LMS & 5 working days after in-class exercises
A2: Written Examination In Class Exercise 2	5 Definition Questions	n/a	10%	40%	Week 9 (date and time TBC)	Via NEO LMS & 5 working days after in-class exercises
A3: Written Examination In Class Exercise 3	10 Multiple Choice Test Questions	n/a	10%	40%	Week 13 (date and time TBC)	Via NEO LMS & 5 working days after in-class exercises
A4: Written Assignment Position Paper	2000 words (+/- 10%)	n/a	70%	40%	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. In-class Exercise: True or False.

This in-class exercise intends to assure your understanding of the main principles of EU Policies and Politics covered throughout the module. This exercise will cover the assigned cases, as well as material from class lectures and other assigned reading material in the textbooks covered during the term. There will be 10 True or False Test Questions.

Assessment criteria for Assessment 1 (LO1- LO2 will be assessed)

2.2.2 Assessment 2. In-class Exercise: Definition.

This in-class exercise intends to assure your understanding of the main principles of EU Policies and Politics covered throughout the module. This exercises will cover the assigned cases, as well as material from class lectures and other assigned reading material in the textbooks covered during the term. There will be 5 Definition Test Questions.

Assessment criteria for Assessment 2 (LO1- LO2 will be assessed)

2.2.3 Assessment 3. In-class Exercise: Multiple Choice Test.

This in-class exercise intend to assure your understanding of the main principles of EU Policies and Politics covered throughout the module. This exercises will cover the assigned cases, as well as material from class lectures and other assigned reading material in the textbooks covered during the term. There will be 10 Multiple Choice Test Questions.

Assessment criteria for Assessment 3 (LO1- LO2 will be assessed)

Assessment criteria

Assessment 1-3 will be marked according to the following criteria:

- ❖ Knowledge and Understanding: Students should develop an understanding of the development of European integration and its external relations, Union Institutions, EU legislation, EU decision making process, enforcement of EU law and judicial review.
- ❖ Cognitive Skills: Students should be able to relate discussions concerning current developments in Europe and evaluate EU politics and policies as well as EU's external relations.
- ❖ Practical and Professional Skills: Students should be able to discuss issues related to developments in Europe authoritatively and articulately in a written and oral manner, showing a thorough comprehension of the EU politics and policies.

- ❖ **Transferrable and Key Skills:** In a society where EU politics and policies are much debated, students will acquire a capacity for informed debate, i.e., analysis of complex problems, devising strategies, working with the EU law in real-life contexts.

2.2.4 Assessment 4: Position Paper

The Position Paper must be of a 2000 words (+/-10%) in length, exclusive of title page, table of contents, and reference pages, and must include at least 10 unique references. In the Position Papers you have to defend your position on the chosen topic.

The Position Papers should be structured into the following parts:

1. *Introduction*
 - a. Identification of an issue
 - b. Statement of the position
2. *Body of the text*
 - a. Background information
 - b. Supporting evidence and arguments
 - c. Discussion of both sides of the issue
3. *Conclusion*
 - a. Summary of main concepts and ideas
 - b. Reinforcing the statement of the position

A sample list of a Position Papers topics will be provided by the instructor. Students are free to select topics that are not on a list. However, these should be agreed on with instructor.

Assessment criteria for Assessment 3 (LO1- LO4 will be assessed)

Assessment criteria:

KNOWLEDGE AND UNDERSTANDING (40%)

The Position Paper takes a strong, well defined position, uses at least three appropriate reasons with at least two supporting details for each reason. Counter arguments are effectively addressed, without undercutting the student's position.

COGNITIVE SKILLS (40%)

The structure of the Position Paper is clear and easy to follow. Moreover, the Position Paper follows the guidance provided by the module leader for these assignments. Paragraph transitions are logical and maintain the flow of thought throughout the paper. The conclusion is logical and flows from the body of the paper.

PRACTICAL AND PROFESSIONAL SKILLS (10 %)

The Position Paper accurately recounts a wide range of sources of factual and relevant information, with many indications of greater breadth and depth of knowledge.

TRANSFERRABLE AND KEY SKILLS (10%)

The Position Paper follows all the designated guidelines. The rules of grammar, usage and punctuation are followed. Spelling is correct. Language is clear and precise. Sentences display consistently strong, varied structure.

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):

- Nugent, N. (2010) *The Government and Politics of the European Union* 7th Edition, ed. Palgrave Macmillan;
- 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;
- Pinder, J. (2007) *The European Union: A Very Short Introduction* (Paperback). Oxford University Press;
- Leonard, D. (2010) *Guide to the European Union*, Tenth Edition. London: Bloomberg Press (The Economist Series);
- Cini, M. and Pérez Solorzano Borragan, N., (2016) *EU Politics*, Oxford University Press.

2.3.2 Other recommended reading:

- Craig, P and De Búrca, G (2015) *The Evolution of EU Law* 6th edn, Oxford University Press.

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

Internship Support: ana.cantle@miuc.org

Life Coaching Service: Ms. Ana Cantle, ana.cantle@miuc.org

Counselling Service: Ms. Eva Berkovic, 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.

4 Appendix: Weekly Content

Week 1	Content	Introduction to the course. Chronological overview of EU events. Fathers of the European Union
	Key concepts / issues	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.
	Learning and teaching	Lecture and short documentaries
	Pre session reading	Readings on NEO LMS
	Literature for this session	P Craig and G De Búrca (2015) <i>The Evolution of EU Law</i> 6th edn, Oxford University Press, Chapter 1.
	Independent study	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: http://europa.eu/about-eu/eu-history/index_en.htm
Week 2	Content	The European Project: Chronological sequence, European Economic Community. In Class Formative Assessment: Case Study.
	Key concepts / issues	Understand the reasons and steps in the creation of European project
	Learning and teaching	Lecture and documentary
	Pre session reading	Readings on NEO LMS

	Literature for this session	Nugent, Neill (2010) The Government and Politics of the European Union 7 th Edition, ed. Palgrave Macmillan. (Chapter 5)
	Independent study	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: http://www.cvce.eu/collections/unit-content/-/unit/en/02bb76df-d066-4c08-a58a-d4686a3e68ff/c4d6b088-d168-44b7-9b35-cea11aac485a
Week 3	Content	Treaty making I: A glimpse at the history of treaty making. Treaty of Lisbon, Nice, Amsterdam, Maastricht, Single European Act, Treaty of Rome.
	Key concepts / issues	Understand the European treaty making process and how it changed the functioning and structures of the European Institutions
	Learning and teaching	Lecture and student presentation
	Pre session reading	Readings on NEO LMS
	Literature for this session	Nugent, Neill (2010) The Government and Politics of the European Union 7 th Edition, ed. Palgrave Macmillan. (Chapter 2)
	Independent study	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 http://europa.eu/eu-law/decision-making/treaties/index_en.htm
Week 4	Content	Treaty making II: Treaties in force. Summative Assessment: In Class Exercise.

		Treaty on European union and Treaty on the functioning of the EU
	Key concepts / issues	Understand the basic texts of the European institutions and the procedures on the functioning of the EU.
	Learning and teaching	Lecture and small group in-class work
	Pre session reading	Read basic texts at: http://eur-lex.europa.eu/collection/eu-law/treaties-force.html?locale=en
	Literature for this session	P Craig and G De Búrca (2015) <i>The Evolution of EU Law</i> 6nd edn, Oxford University Press, Chapter 1.
	Independent study	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.
Week 5	Content	Charter of the fundamental rights of EU. Anti-discrimination.
	Key concepts / issues	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.
	Learning and teaching	Lecture and discussion of the Charter
	Pre session reading	Read basic text at: http://eur-lex.europa.eu/collection/eu-law/treaties-force.html?locale=en#new-2-54
	Literature for this session	-“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
	Independent study	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.
Week 6	Content	The European Commission
	Key concepts / issues	Understand how the European Commission works, and how the executive institution of the European Union promotes the EU general interest.
	Learning and teaching	Lecture and student presentation
	Pre session reading	Visit EU Commission website
	Literature for this session	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.
	Independent study	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.
Week 7	Content	The European Council. In Class Individual Formative Presentation on the topics of the Position Paper.
	Key concepts / issues	Understand the European Council composition, and overall political direction, functioning and priorities
	Learning and teaching	Lecture and student presentation
	Pre session reading	Visit EU Council website Readings on NEO LMS
	Literature for this session	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.
	Independent study	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.
Week 8	Content	The European Parliament. In Class Individual Formative Presentation on the topics of the Position Paper.
	Key concepts / issues	Understand how the only directly elected parliamentary institution of the European Union (EU) works, its composition, and overall political direction, functioning and priorities
	Learning and teaching	Lecture and student presentation
	Pre session reading	Visit EU Parliament website Readings on NEO LMS
	Literature for this session	Readings: Ch. 3 in Pinder & Leonard pp. 47-73
	Independent study	Students should work on the Position Paper.
Week 9	Content	Judicial review. Justice institutions Finance and advisory institutions Summative Assessment: In Class Exercise.
	Key concepts / issues	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.
	Learning and teaching	Lecture and case studies
	Pre session reading	Readings: Ch.3 in Pinder & Leonard pp. 73-94 Visit EU related official websites Readings on NEO LMS
	Literature for this session	Cini & Pérez Solorzano: EU Politics (Ch. 13)
	Independent study	Students should work on the Position Paper.

Week 10	Content	Single European Market
	Key concepts / issues	Understand the basic principles, freedoms and functioning of the SEM
	Learning and teaching	Lecture and student presentation
	Pre session reading	Readings in NEO LMS
	Literature for this session	Cini & Pérez Solorzano: EU Politics
	Independent study	Students should work on the Position Paper.
Week 11	Content	Economic and Monetary Union. EU Competition Law.
	Key concepts / issues	Understand the euro, the single European currency process and related institutions, crisis and problems.
	Learning and teaching	Lecture and student presentation
	Pre session reading	Readings in NEO LMS
	Literature for this session	Cini & Pérez Solorzano: EU Politics
	Independent study	Students should work on the Position Paper.
Week 12	Content	Enlargement
	Key concepts / issues	Understanding the EU enlargement process and current problems
	Learning and teaching	Lecture and documentary
	Pre session reading	Visit EU enlargement website
	Literature for this session	Cini & Pérez Solorzano: EU Politics
	Independent study	Students should work on the Position Paper.
Week	Content	External Relations

13		
	Key concepts / issues	This Lecture looks at the essential principles and basics mechanism of the EU external Relations.
	Learning and teaching	Lecture and student presentation
	Pre session reading	Handout
	Literature for this session	Handout
	Independent study	Students should work on the Position Paper.
Week 14	Content	Enforcement. Brexit
	Key concepts / issues	Analyse the enforcement of the EU law. Analyse the reasons behind Brexit with regard to the EU democratic crisis
	Learning and teaching	Lecture and student role play
	Pre session reading	Readings on NEO LMS
	Literature for this session	All Reading Due.
	Independent study	Students should work on the Position Paper.

University of
West London
St Mary's Road
Ealing
London W5 5RF

University of
West London
Boston Manor Road
Brentford
Middlesex TW8 9GA

Tel: 0800 036 8888
Int: +44 (0)20 8231 2468

uwl.ac.uk

**Marbella International
University Centre**
Avenida Don Jaime de Mora y
Aragón, s/n
Finca El Pinillo 29601

Marbella | Málaga | Spain

Tel: + 34 952 860 000
E-MAIL info@miuc.org

www.miuc.org