

Degree	Type	Year
2504216 Contemporary History, Politics and Economics	OB	3

Contact

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Teachers

(External) Paula Zuluaga Borrero

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Students are assumed to know, at least, the concepts, theories and knowledge covered in the courses 'Political Institutions' (1st year) and 'Public Administration' (2nd year).

Students are assumed to have adequate oral and written skills in English. They are also assumed to regularly read newspapers, blogs, and other regular sources of information.

Objectives and Contextualisation

The course's main objective is that students acquire basic theoretical and empirical knowledge of the European Union and learn the capacities to use it in the analysis and interpretation of European political processes. The most specific objectives are: first, learning the historical process of European integration, the evolution and current functioning of the main political institutions and the inter-institutional relations; secondly, learning the main political dynamics and decisionmaking processes of the EU through the analysis of some of the most relevant recent political events at European level; third, getting used to the institutional sources of data on the European Union and learning how to use them to conduct empirical studies; finally, knowing the main theoretical approaches that currently dominate the field of European studies.

Competences

- Apply theoretical trends and classical and recent analytical approaches to international relations in practical case studies.
- Describe the origin and development of the main current social, political and economic conflicts.
- Explain and summarise knowledge acquired in English language at an advanced level.
- Explain the structure and functioning of the European Union, its main institutions, political actors and means of integration.
- Integrate historical, political and economic knowledge in the search for global solutions to current world problems.
- Manage and apply data to solve problems.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Work cooperatively in multidisciplinary and multicultural teams implementing new projects.

Learning Outcomes

1. Carry out analyses to provide concepts and tools for measuring poverty, understand its causes and consequences and evaluate the impact of policies on its reduction.
2. Critically evaluate the impacts of globalisation in different areas: security, environment, human rights, migrations and peace.
3. Demonstrate capacity to adapt to changing environments.
4. Demonstrate initiative and the capacity to work autonomously when the situation requires.
5. Demonstrate knowledge of the structure and functioning of the European Union, its main institutions, political actors and means of integration.
6. Demonstrate the capacity for oral and written communication at an advanced level of English using complex concepts.
7. Demonstrate the capacity for oral and written communication in Catalan, Spanish and English which allows the work to be summarised and presented orally and in writing.
8. Demonstrate the capacity to continue working in the future autonomously gaining a deeper understanding of the knowledge acquired or embarking on new areas of knowledge.
9. Describe the main elements that characterise international global society (1945-2000).
10. Lead multidisciplinary and multicultural teams, implement new projects, coordinate, negotiate and manage conflicts.
11. Make decisions in situations of uncertainty and show an enterprising and innovative spirit.
12. Organise work in relation to good time management and planning.
13. Select and generate the information necessary for each problem, analyse it and make decisions accordingly.
14. Understand the agents of the economic environment and the dynamics of interaction between private agents, local, national and supranational institutions in an international context.
15. Understand the main aspects of globalisation.

Content

Part 1. Creation of the European Communities and evolution of the European integration process

Topic 1. Historical origins of the European Communities. ECSC, EEC and
Topic 2. The Single European Act and the Maastricht Treaty
Topic 3. The Treaty of Amsterdam, the Treaty of Nice, the failed 'Constitution'
Topic 4. The Treaty of Lisbon

Part 2. Main institutions and bodies of the European Union

- Topic 5. The European Council and the Council of the European Union
- Topic 6. The European Commission and the European Parliament
- Topic 7. The Court of Justice of the European Union and the European C

Part 3. Theories of European integration

- Topic 8. Theories of European integration 1
- Topic 9. Theories of European integration 2
- Topic 10. Theories of European integration 3

Part 4. European policies

- Topic 11. The single market
- Topic 12. The Monetary Union
- Topic 13. The EU budget
- Item 14. Agricultural policy
- Topic 15. Cohesion policy
- Topic 16. Environmental policy
- Topic 17. Social policy

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes with ICT support and group discussion	30	1.2	5, 14, 15
Public presentation of essays	7.5	0.3	6
Seminars and practical classes	15	0.6	6, 7, 13
Type: Supervised			
Tutoring	15	0.6	3, 6, 10, 11
Type: Autonomous			
Individual study	30	1.2	1, 2, 3, 4, 5, 8, 9, 14, 15
Preparation of team work	15	0.6	3, 10, 11, 12, 13
Reading texts	30	1.2	1, 2, 5, 9, 14, 15

The methodology of the Institutions and Politics of the European Union combines various training activities designed so that the student reaches the learning outcomes. These include autonomous, directed and supervised activities. The autonomous activities include the individual study (30 hours), the reading of texts (30 hours) and the preparation of works in groups (15

hours). The directed activities include master sessions (30 hours), seminars and practical sessions (15 hours), and the public presentation of essays (7.5 hours). Supervised activities include tutorized follow-up (15 hours).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Mid-term exam	20%	2	0.08	1, 2, 5, 9, 14, 15
Oral participation in seminars and sessions	10%	0.5	0.02	3, 6, 7
Preparation of an essay and oral presentation	20%	2.5	0.1	1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13
Written exam	50%	2.5	0.1	1, 2, 5, 7, 8, 9, 12, 14, 15

Continued evaluation

The evaluation of the subject represents approximately 5% of the total hours, equivalent to around 7.5 hours.

The evaluation will consist of the following evidence from the students:

Written examination of knowledge about the subject: 50% of the final mark. Passing the exam is a necessary but not sufficient condition to pass the subject

Mid-term exam: 20% of the grade

Completion and presentation of a group project: 20% of the final mark

Oral participation in seminars and classes: 10% of the final grade

Important considerations:

The exam will take place at the end of the semester. During the first day of the course, the teaching staff will inform the students of the date of the final exam and the deadline for each of the pieces of evidence

The schedule of sessions, activities and reading tests will be made public during the first days of class

The student will receive the grade of "Not assessable" as long as he has not delivered more than 1/3 of the assessment activities.

Students who have failed the final exam with at least a 3.5 will have the opportunity to take the remedial activity. In other words, they will be able to retake the suspended exam on the day determined by the Faculty, having finished the academic period of the second semester. Under no circumstances will students be able to participate in remedial activities to improve their grades. None of the other assessable activities are recoverable

In the make-up exam, the maximum grade assigned will be a 5. The student has presented at least 2/3 of the assessment evidence.

If plagiarism is detected in the submitted work, the sanction will be a failing grade for the subject. In the Virtual Campus you can consult the Guide on How to Cite and How to Avoid Plagiarism

Unique assessment

The single assessment of the subject represents approximately 5% of total hours, equivalent to around 7.5 hours

The single assessment will consist of the following evidence from the student

Final exam: 50% of the final grade. Passing the exam is a necessary but

Mid-term exam: 20% of the final mark

Handing in a work done individually: 30% of the final grade

Important considerations:

All deliveries will be made on the same day at the end of the semester, with

Students who have not passed the final EXAM will have the opportunity to

The student will receive the grade of "Not assessable" as long as he has

Under no circumstances will students be able to participate in remedial a

If plagiarism is detected in the submitted work, the sanction will be a failir

The maximum grade for the resit exam is 5

Bibliography

Core readings

Bomberg, E., J. Peterson & A. Stubb (eds) (2008), *The European Union: How Does it Work?*, Oxford University Press.

Michelle Cini & Nieves Perez-Solorzano, *European Union Politics*, Oxford University Press, pp 157-175.

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Dinan, D. (2005), *Ever Closer Union: An Introduction to European Integration*, Boulder (CO): Lynne Rienner.

Hix, S. & B. Hoyland (2022), *El Sistema Político de la Unión Europea*. McGraw Hill

Hix, S. & B. Hoyland (2022), *The Political System of the European Union*. McGraw Hill.

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Staab, A. (2011), *European Union Explained: Institutions, Actors, Global Impact* (2nd edition). Indiana University Press.

<https://ebookcentral-proquest-com.aren.uab.cat/lib/UAB/detail.action?docID=731393>

Additional readings

Anghel, V. & Erik Jones (2023), 'Is Europe really forged through crisis? Pandemic EU and the Russia - Ukraine war', *Journal of*

European Public Policy, 30:4, 766-786, DOI: 10.1080/13501763.2022.2140820

Ares, C. & L. Bouza García (2019), *Política de la Unión Europea. Crisis y continuidad*, Madrid: Centro de Investigaciones Sociológicas.

Cini, M. (ed.), (2009), *European Union Politics*, Oxford University Press.

Dinan, D. (2008), "Fifty Years of European Integration," *Fordham International Law Journal*, 31/5, pp. 1118-1142.

Genschel, P. (2022), 'Bellicist integration? The war in Ukraine, the European Union and core state powers', *Journal of European Public Policy*, 29:12, 1885-1900, DOI: 10.1080/13501763.2022.2141823

Giuli, M. & Sebastian Oberthür(2023), 'Third time lucky? Reconciling EU climate and external energy policy during energy security crises', *Journal of European Integration*, 45:3, 395-412, DOI: 10.1080/07036337.2023.2190588

Morata, F. (1998), *La Unión Europea*, Barcelona: Ariel. Caps. 1, 2.

Moravcsik, A. (1998), *The Choice for Europe: social purpose and State power from Messina to Maastricht*. Ithaca: Cornell University Press.

Nelsen, B. & A. Stubb (eds.) (2003), *The European Union: readings on the theory and practice of European integration*, Palgrave Macmillan, p. 145-149.

Nugent, N. (2003), *The Government and Politics of the European Union*, Palgrave Macmillan.

Wallace, H., M. Pollack & A. Young (2010) (eds.), *Policy-Making in the European Union*, Oxford University Press, 6th ed

Zestos, G. K., & Benedict, J. M. (2018), *European Monetary Integration: A History*. *Encyclopedia of International Economics and Global Trade*. https://www.researchgate.net/profile/George-Zestos/publication/325070683_European_Monetary_Integration_A_History/links/5d715d79299bf1cb808abaa5/European-Monetary-A-History.pdf

Zeitlin, J., F. Nicoli & B. Laffan (2019), 'Introduction: the European Union beyond the polycrisis? Integration and politicization in an age of shifting cleavages', *Journal of European Public Policy* 26(7): 963-976. <https://www.tandfonline.com/doi/pdf/10.1080/13501763.2019.1619803>

Institutional websites:

Portal de la UE: <http://europa.eu/>

Parlament Europeu: http://www.europarl.europa.eu/news/public/default_en.htm?redirection

Consell Europeu: http://europa.eu/about-eu/institutions-bodies/european-council/index_es.htm

Consell de la UE: <http://consilium.europa.eu/showPage.ASP?lang=es>

Comissió Europea: http://ec.europa.eu/index_es.htm

Tribunal de Justícia de la UE: http://europa.eu/about-eu/institutions-bodies/court-justice/index_es.htm

Observatori Legislatiu de la UE: <http://www.europarl.europa.eu/oeil/home/home.do>

Web European Parliament on EU institutions:

<https://www.europarl.europa.eu/factsheets/en/section/187/las-instituciones-y-los-organos-de-la-union-europea>

EUR-Lex: <https://eur-lex.europa.eu/homepage.html?locale=es>

Website about the EU:

Politico: <https://www.politico.eu/>

Euroobserver: <http://www.euobserver.com>

Eupolitix: <http://www.eupolitics.com>

Software

Excel

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	50	English	second semester	morning-mixed
(TE) Theory	50	English	second semester	afternoon