



## Course Syllabus

### ECN 202 The European Economy

**Number of ECTS credits: 6**

**Time and Place:**

Mondays and Fridays 13.30-15.00 in VeCo 3

**Contact Details for Professor**

**Name of Professor:** Prof. Dr. Sven Van Kerckhoven

**E-mail:** [sven.van.kerckhoven@vub.ac.be](mailto:sven.van.kerckhoven@vub.ac.be)

**Office hours:** Mondays 10.30-12.30 or after appointment  
Pleinlaan 5, floor: -1, right side of the faculty hallway

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## **Course Prerequisites (if any)**

ECN101G

## **Course Description**

This course is intended for those students interested in the main aspects of the European economy considered from a theoretical, empirical and a policy perspective. The course focuses on the recent political and academic debates on the different economic issues pertaining to the European integration. It firstly considers the most relevant historical events leading to the establishment of the European Union and the Euro area. Secondly, a short overview of the different European institutions is provided. Next, monetary and fiscal integration are explored followed by a focus on the financial and economic crises. The course, then, studies in detail the structure of the European economy in terms of trade and labour market, internal production and external trade.

## **Course Learning Objectives (CLO)**

At the end of this course, students should be able to:

### **In terms of knowledge:**

- Demonstrate their understanding of the European institutions by describing their roles and functions with the European framework
- Demonstrate their knowledge of the European integration by evaluating the models that spur and obstruct integration in the different issue fields
- Demonstrate their knowledge of current and past issues pertaining to the European project by comparing the underlying dynamics.
- Demonstrate their knowledge of micro and macroeconomics by applying these to the European integration

### **In terms of skills**

- Use appropriate referencing and bibliographic methods
- Apply micro and macroeconomic tools to the European integration project
- Demonstrate their skills in locating and reading academic sources
- Demonstrate their negotiating skills

### **In terms of attitudes, students should develop in this course:**

- critical attitudes, which are necessary for “life-long learning”
- an attitude of open-mindedness and self-critical reflection with a view to self-improvement
- sensibility towards the ethical dimensions of different aspects of the content of this course
- an active and open attitude towards studying

## LINK BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK

(BA in Business Studies )

Summary:

Number of assignments used in this course: 4

Number of Feedback occasions in this course (either written or oral): at least 3

Number and Types of Teaching Methods: lectures, seminar-based sessions, negotiating simulation

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (testable learning objectives)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Instances of Feedback given to Student
The bachelor has a broad knowledge of the different functional fields of business management. S/he is able to apply this knowledge in the analysis of business-oriented problems and is able to propose solution to specific business problems.				
The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making.				
The bachelor has insight into the broad societal context of businesses and is able to take it into account in the analysis of business-oriented problems.				
The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of business studies	X	Lectures	Examinations Policy Paper	Oral and written feedback
The bachelor has an open and academic attitude characterized by accuracy, critical	x	Lectures Simulation	Brexit Simulation	Oral and written

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (testable learning objectives)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Instances of Feedback given to Student
reflection and academic curiosity.				
The bachelor is able to identify the international dimension in business-related problems and knows how to handle these problems in an effective way.				
The bachelor is able to work in a multi-cultural team.				
The bachelor recognizes the importance of life-long learning.				
The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.	X	Simulation	Simulation Policy Paper	Oral and written during and after the simulation
The bachelor is able to combine ethical and business-oriented judgments in the analysis of business problems and takes these ethical considerations explicitly into account in the solutions proposed for business problems				
The bachelor has a broad knowledge of the different functional fields of business management. S/he is able to apply this knowledge in the analysis of business-oriented problems and is able to propose solution to specific business problems.				

**Main Course Materials (please note that you can find the readings for each week and session in the Course Schedule section below):**

The course material consists of powerpoint presentations, lecture notes and readings from the textbook. Powerpoint presentations will be made available after the respective classes have taken place. A week-by-week overview of the course readings can be found in the section below.

The syllabus, powerpoint presentations and important messages will be uploaded to the Vesalius portal 'Pointcarré'. Students are expected to visit this site regularly to keep abreast of course evolutions.

Course material marked as 'suggested readings' and 'additional sources' are helpful for research and to gain an increased understanding, but are not mandatory. This material can be found online or will be made available upon individual request.

***Textbook:***

Text: The Economics of European Integration  
Richard Baldwin (Author), Charles Wyplosz (Author)  
Publication Date: 1 March 2015  
Edition: 15th, ISBN-13: 978-0-0771-6965-7

**Suggested Additional Reading Sources:**

- European Central Bank <https://www.ecb.europa.eu/home/html/index.en.html>
- Vox EU <http://www.voxeu.org/>
- Bruegel <http://bruegel.org/>
- Economist [www.economistacademic.com](http://www.economistacademic.com)
- Financial Times [www.ft.com](http://www.ft.com)
- Bloomberg [www.bloomberg.com](http://www.bloomberg.com)
- CEPS <https://www.ceps.eu/publications>
- European Commission [http://ec.europa.eu/economy\\_finance/publications/](http://ec.europa.eu/economy_finance/publications/)
- Politico <http://www.politico.com/>

***Recommended References books:***

Molle, W. (2006). *The Economics of European Integration: Theory, Practice, Policy*. 5<sup>th</sup> Edition. Ashgate.

Badinger, H. and Nitsch, V. (2015). *Routledge Handbook of the Economics of European Integration*. Routledge.

## **Active Learning and Intensive ‘Reading around the Subject’: Additional Sources, Recommended Journals and Websites:**

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else’s notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.

### **Leading Journals in Business Studies**

Journal of International Business Studies; Journal of Management Studies; Journal of Marketing; Academy of Management Review; Accounting, Organizations and Society; Accounting Review; Administrative Science Quarterly; American Economic Review; Contemporary Accounting Research; Econometrica; Entrepreneurship Theory and Practice; Harvard Business Review; Human Relations; Human Resource Management; Information Systems Research; Journal of Accounting and Economics; Journal of Accounting Research; Journal of Applied Psychology; Journal of Business Ethics; Journal of Business Venturing; Journal of Consumer Psychology; Journal of Consumer Research; Journal of Finance; Journal of Financial and Quantitative Analysis; Journal of Financial Economics; Journal of Management; Journal of Management Information Systems; Journal of Marketing Research; Journal of Operations Management; Journal of Political Economy; Journal of the Academy of Marketing Science; Management Science; Manufacturing & Service Operations Management; Marketing Science; MIS Quarterly; MIT Sloan Management Review; Operations Research; Organization Science; Organization Studies; Organizational Behavior and Human Decision Processes; Production and Operations Management; Quarterly Journal of Economics; Research Policy; Review of Accounting Studies; Review of Economic Studies; Review of Finance; Review of Financial Studies; Strategic Entrepreneurship Journal; Strategic Management Journal

### ***Further Journals Relevant for this Course:***

Journal of Common Market Studies, European Union Politics, Journal of European Public Policy, European Journal of Political Research, Journal of European Integration, European Economic Review, ....

### **Work Load Calculation for this Course:**

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 3 hours of lectures or seminars per week and 7 hours ‘out of class’ time spent on preparatory readings, studying time for

exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

**Time spent in class:** 3 hours per week / 45 hours per semester

**Time allocated for course readings:** hours per week / hours per semester 3 hours per week / 45 hours per semester

**Time allocated for preparing Assignment 1:** Policy Paper and Simulation: 2.5 hours per week/ 37 hours per semester

**Time allocated for preparing/revising for written Mid-term Exam:** 20 hours

**Time allocated preparing/revising for written Final Exam:** 20 hours

**Total hours for this Course:** 167 Hours

### Course Assessment: Assignments Overview

The students will be evaluated on the basis of their performance in the following assignments:

- Brexit Simulation
  - Policy Paper 25%
  - Performance in the Simulation 15%
- Midterm Examination 30%
- Final Examination 30%

### Grading Scale of Vesalius College

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0 – 100. **All assignments (including exams) must be graded on the scale of 0-100.** To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

Letter grade	Scale of 100 (VeCo Grading Scale)	Scale of 20 (Flemish System)
<b>A</b>	<b>85-100</b>	17.0-20.0
<b>A-</b>	<b>81-84</b>	16.1-16.9
<b>B+</b>	<b>77-80</b>	15.3-16.0
<b>B</b>	<b>73-76</b>	14.5-15.2
<b>B-</b>	<b>69-72</b>	13.7-14.4
<b>C+</b>	<b>66-68</b>	13.1-13.6
<b>C</b>	<b>62-65</b>	12.3-13.0

<b>C-</b>	<b>58-61</b>	11.5-12.2
<b>D+</b>	<b>54-57</b>	10.7-11.4
<b>D</b>	<b>50-53</b>	10.0-10.6
<b>F</b>	<b>0-49</b>	0-9.9

## **Description of Activities, Grading Criteria and Deadlines:**

### **Brexit Simulation**

#### **Simulating Brexit**

***(additional info and guidelines are going to be circulated in a separate document)***

This exercise aims to introduce students to the complexity of the EU institutional decision- and policy-making structure and widen their comprehension on how actors' personalities, interests and negotiating mandates conflict and eventually converge in the production of policy outcomes at the EU level. The simulation revolves around the preparation of a Council Decision containing **Directives for the negotiation of an agreement with the United Kingdom of Great Britain and Northern Ireland setting out the arrangements for its withdrawal from the European Union, to be adopted in the EU's General Affairs Council (GAC)**. You will represent a given country or institution. The aim of each actor is to influence the final outcome at the General Affairs Council.

#### **The Context**

Article 50 – Treaty on European Union (TEU) established the right of a Member State to withdraw from the European Union.<sup>1</sup> It was for the very first time invoked last year

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<sup>1</sup> The article states:

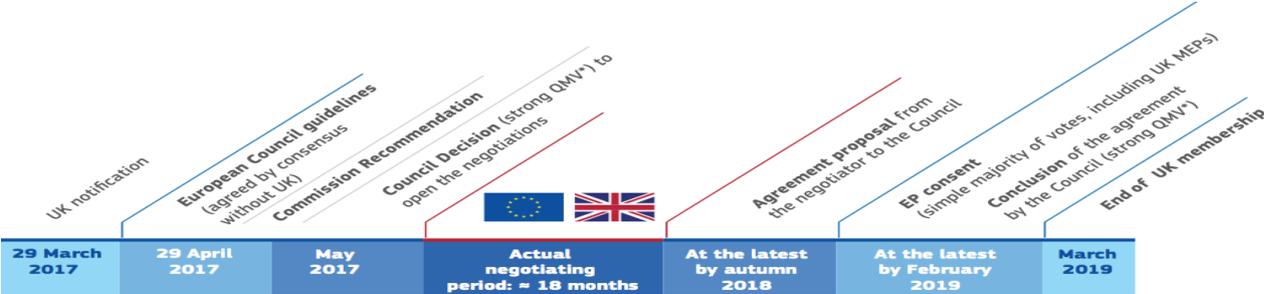
- Any Member State may decide to withdraw from the Union in accordance with its own constitutional requirements.
  - A Member State which decides to withdraw shall notify the European Council of its intention. In the light of the guidelines provided by the European Council, the Union shall negotiate and conclude an agreement with that State, setting out the arrangements for its withdrawal, taking account of the framework for its future relationship with the Union. That agreement shall be negotiated in accordance with Article 218(3) of the Treaty on the Functioning of the European Union. It shall be concluded on behalf of the Union by the Council, acting by a qualified majority, after obtaining the consent of the European Parliament.
  - The Treaties shall cease to apply to the State in question from the date of entry into force of the withdrawal agreement or, failing that, two years after the notification referred to in paragraph 2, unless the European Council, in agreement with the Member State concerned, unanimously decides to extend this period.
  - For the purposes of paragraphs 2 and 3, the member of the European Council or of the Council representing the withdrawing Member State shall not participate in the discussions of the European Council or Council or in decisions concerning it.
- A qualified majority shall be defined in accordance with Article 238(3)(b) of the Treaty on the Functioning of the European Union.

when the United Kingdom (UK) decided to leave the EU. The Brexit poses an unprecedented challenge to the EU: No country before has ever voted to leave the European Union. Logically, some questions pop up: *Would Brexit provoke a snow ball effects among Eurosceptic countries? Would it disrupt European security? Would it hamper trade and free circulation of goods in Europe? Would it upset transatlantic relations? Who are the winners and losers of the Brexit negotiations?*

The UK has formally notified its decision to leave the European Union on March the 29<sup>th</sup> 2017. Although the practicalities of the Brexit are still uncertain, the EU institutions have foreseen a timetable, which puts the UK on the road to leaving the EU in March 2019.<sup>2</sup>

In June 2016, the British voted to leave the UK. However, the vote was not overwhelmingly in favour of Brexit. The UK general elections held on June the 8<sup>th</sup> casted additional uncertainty over the timing and strategy to be followed.

Michael Barnier was eventually appointed as chief EU negotiator, tasked with the responsibility of coordinating the European Commission’s work on all strategic, operational, legal and financial issues.<sup>3</sup>



\* **Strong QMV** = 72% of the 27 Member States, i.e. 20 Member States representing 65 % of the EU 27 population.

Despite both the attempts and willingness to “speak Brexit with a single voice”, the EU Member States hold different views and stakes on how to conduct the negotiations. Some of them advocate for a hard-line strategy, to rebuke the UK and establish an exemplary case for future ‘exiters’. Others opt for a ‘soft line’, warning about the importance to keep the relations with the UK as smooth as possible in the light of their own strategic interest in keeping positive exchanges with the UK.

So, the main purpose of this simulation is to develop the further questions: *Where does your country stand? Will you manage to steer the negotiating outcome?*

In doing so, students will get an in-depth view of the negotiation process.

- If a State which has withdrawn from the Union asks to rejoin, its request shall be subject to the procedure referred to in Article 49.

<sup>2</sup> More information can be found at: [http://europa.eu/rapid/press-release\\_MEMO-17-648\\_en.htm](http://europa.eu/rapid/press-release_MEMO-17-648_en.htm)

<sup>3</sup> More information can be found at: [https://ec.europa.eu/info/departments/taskforce-article-50-negotiations-united-kingdom\\_en](https://ec.europa.eu/info/departments/taskforce-article-50-negotiations-united-kingdom_en) . The full Task Force organizational chart can be found at: <https://ec.europa.eu/info/sites/info/files/organisation-chart-tf50.pdf>

## Policy paper

### **An analysis of the context and the country/institution's best interest.**

You will be assigned one of the EU member states or institutions, for example 1) Commission; 2) Estonia (Presidency); 3) France; 4) Germany; 5) Italy; 6) Spain; 7) Poland; 8) Ireland; 9) Sweden; 10) Cyprus.

You are required to write a 2500-3000-word paper that a) identifies the possible implications on Brexit for your country's standing and interests; b) outlines a general vision or strategy on how your country should approach the Brexit negotiations; c) spell out your main objectives; d) proposes out to five policy recommendations in relation to the negotiations; and e) identifies room for compromise and red lines.

The concept paper is both your compass to make sense of where your country/institution stands and your framework for action. As such it is key to your success during the negotiations. What is at stake for your country/the EU? What kind of position did it take so far? What are the interests of your fellow nationals in the Brexit dossier? This paper will advance an analysis of the international and regional implications of Brexit present the position of your country on the issue.

- You need to consult **at least seven academic references** (such as books and academic journals), additional **online sources are vital to the crafting of your concept paper (at least 10). Create your own portfolio of relevant think tanks and official documents.** This is going to help you throughout the negotiation!
- A hard copy of the paper **must be** submitted in class. Please, also submit the paper electronically (in Word format) on Turnitin (<http://www.turnitin.com/>). **NOTE: your paper only counts as accepted if you handed in both a hard and electronic copy. Failure to do so will result in an 'F'.** The paper has to be typed in Microsoft Word, Times New Roman 12 pt, double spaced.
- Some seminars will be devoted to **the preparation of the simulation.**
  - **WEEK 5:** the session will be devoted to build up your source review: check sources, compile your preliminary bibliography and start making sense of your assigned role!
  - **WEEK 6:** A preliminary outline of your concept paper is due. Note if a student fails to submit the outline of the concept paper on W6, he/she will automatically lose 5% of his/her policy paper grade.
  - **WEEK 10: Your position/policy paper is due:** we will have a **preliminary, formal discussion in the Working Group of the Council.** Each national/institutional delegation needs to present its national position or institutional proposal.
  - **WEEK 11:** your written speech is due.
  - **The simulation will take place during W12-13.**

Your **2500-3000-word** policy paper needs to be structured as follows:

<b>FOR THE MEMBER STATES' CONCEPT PAPERS</b>	
<b>Analysis of the changing regional geopolitical context</b>	What are the key priorities in the relationship between the UK and the EU? What kind of negotiating line on Brexit has to be pursued? If not, what are the key strategic elements to be pursued in the EU-UK relationship? How does Brexit change regional security scenario? Does it jeopardize the European security architecture? Which kind of "Brexit" would affect positively the EU leverage vis-à-vis the US? What kind of "Brexit" would help the EU gain a better leverage towards China and Russia?
<b>Analysis of national interest</b>	Define the main strategic position of your country vis-à-vis Brexit. Discuss costs and benefits of your own national strategy, in terms of economic gains/losses, foreign policy strategy; security; military alliances.
<b>Analysis of the evolving interest of your nationals in the UK.</b>	Check statistics, facts, figures that help you understand how your suggested negotiating line would be welcomed in your own country. Are they convenient? Do your fellow nationals benefit from them? Would there be major repercussions for your own country? What elements of your strategy are necessary but unpopular? What are your 'red lines' in fostering relationship with the UK?
<b>A preliminary draft of your policy position</b>	On the basis of your own analysis, start drafting the main elements of your national strategy. Try to distinguish between negotiable and non-negotiable positions.
<b>List of references</b>	Make sure that you include both policy-oriented and academic sources

<b>FOR THE COMMISSION'S CONCEPT PAPER</b>	
<b>Analysis of the changing regional geopolitical context</b>	What are the key priorities in the relationship between the UK and the EU? What kind of negotiating line on Brexit has to be pursued? If not, what are the key strategic elements to be pursued in the EU-UK relationship? How does Brexit change regional security scenario? Does it jeopardize the European security architecture? Which kind of "Brexit" would affect positively the EU leverage vis-à-vis the US? What kind of "Brexit" would help the EU gain a better leverage towards China and Russia?
<b>Progress report on your selected policy field</b>	Select one of the following policy areas: 1) energy and climate, environment; 2) internal market and free movement of citizens; 3) agriculture, fisheries and maritime policy; 4) external relations and foreign and security policy; 5) trade and customs; 6) justice and home affairs.

	<p>Explain in detail why your selected policy field is of key strategic importance in negotiating the best Brexit deal. Which are the main strategic repercussions of Brexit in your selected policy area? How can the EU turn negotiations in its own advantage? Introduce your policy reflections on how to manage the post-Brexit relationship between the EU and the UK. Explain why and how your recommended course of action could benefit the member states. Compare and contrast the benefit of your suggested approach vis-à-vis alternative EU approaches to the policy field (in terms of economic gains/losses, foreign policy strategy; security; military alliances, depending on the policy field).</p>
<p><b>Analysis of the evolving interest of your nationals in the UK and the region.</b></p>	<p>Check statistics, facts, figures that help you understand how your suggested course of action would be welcomed in different member states. Assess whether your recommendations could have potentially a divisive effect among the member states and try to address potential member states' concerns.</p> <p>Show that your suggested recommendations benefit the EU as a whole and complement it with potential policy measures to reassure reluctant member states about the containment of potential losses. Try to convey the convenience of a "European common interest" vs. a merely "national interest".</p>
<p><b>A preliminary draft of your policy negotiating line</b></p>	<p>On the basis of your analysis, advance clear policy proposals to be included in the Brexit negotiating guidelines. Try to anticipate possible 'red lines' on the part of the member states. Be ready to anticipate a "plan B" and to sketch possible compromise solutions.</p>
<p><b>List of references</b></p>	<p>Make sure that you include both policy-oriented and academic sources</p>

### Preparation for simulation

On the basis of the policy paper, each state/institution will rework their policy papers in a **single** (for each **group policy**) **statement** to be delivered in the context of our General Affairs Council. A written statement (1000-1500 words) needs to be delivered in the context of our General Affairs Council. The speech (7-8 minutes maximum) sums up the main analysis presented in the Concept Paper, conveys the main national/Institutional position and suggests policy proposals to include in the final decision. You need to send your individual statement **via email** to [Sven.Van.Kerckhoven@vub.be](mailto:Sven.Van.Kerckhoven@vub.be) **by W11**. You also need to submit **a hardcopy** in class.

## Examinations

### **Mid-Term Exam and final exams (written): Written mid-term and final examination (week 7 and week 15).**

The written mid-term exam and the final examination will consist open, short questions and a brief medium essay question (max 500 words length) on lectures of week 1, 2, 3, 4, 5 and 6 (for week 7) and week 8, 9, 10, 11, 12, 13 (for week 14). The exams will test both the knowledge of the students (about 50%), as well as their ability to apply their knowledge (about 50%).

### **Vesalius College Attendance Policy**

As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy. Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor's note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

Participation implies that students are on time: as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not.

**If students are absent for too many classes for a single course**, they receive a penalty on their overall grade for that course.

- If students are absent for five 1,5 hour class sessions of a course, they receive a penalty of 5 points on their overall grade (out of 100) for that course.
- For each additional absence (over five) for a 1,5 hour class session, an additional penalty of 1 point is applied to the reduced course grade.

Example 1: at the end of the semester, a student has a course grade of 75/100. Over the course of the semester, s/he missed 4 unexcused sessions of 1,5 hours for the course. No penalty is applied.

Example 2: at the end of the semester, a student has an overall grade of 75/100. Over the course of the semester, s/he missed 5 unexcused sessions of 1,5 hours for the course. S/he receives a penalty of 5 points (out of a hundred), and his/her final course grade is 70/100.

Example 3: at the end of the semester, a student has an overall grade of 75/100. Over the course of the semester, s/he missed 7 sessions of 1,5 hours for the course. S/He receives a penalty of 7 points, and his/her final course grade is 68/100.

## **Additional Course Policies**

### ***Submitting assignments***

All assignments need to be submitted via turnitin. If you need to contact me via email, please always indicate the course title in the email heading. If you save your file, please use your name and the assignment in the subject line, ECN202-'Your name'-Assignment '1', and save as such. All assignments also need to be submitted in hard copy to the instructor ([sven.van.kerckhoven@vub.ac.be](mailto:sven.van.kerckhoven@vub.ac.be)).

### ***Use of Electronics***

Computers are permitted to take notes. However, if you use your laptop for something unrelated to the course, you will not be allowed to bring it to any of the future classes.

**Mobile phones** are to be turned off! If your mobile phone rings in class, please turn it off immediately. If you are caught talking on your mobile or texting during class you will be asked to leave the class **immediately** and lose all points for the day (including participation and assignments).

### ***Preparation***

Students are requested to read the chapters in advance, as well as prepare the additional texts/ business classes. This will give the students a clear idea about the concepts exposed during class and makes them benefit from the course to the maximum degree. Grammar, spelling, lay-out and punctuation are important during your career. Please do use the appropriate tools before submitting any assignment.

### ***Late assignments***

**Late assignments are not allowed. For each day passed the deadline, you will only be able to get  $1/(n+1)$  of the total points (n being the number of days to late, with a maximum of 5). You must be in attendance on the day assignments are due.**

Late Assignments can only be accepted with a medical statement or after formal prior approval of the instructor

### ***Writing Style***

APA formatting is required on all work.

### **Academic Honesty Statement**

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else's (or your past) work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Please consult the Section "Avoiding Plagiarism" in the College Catalogue for further guidance.

### Turnitin

All written assignments that graded and count for more than 10% towards the final course grade need to be submitted via the anti-plagiarism software Turnitin. You will receive from your professor a unique password and access code for your Class.

### Course Schedule (Overview)

Week 1	28 August 2017	Introduction to the Course and Overview of Course and Requirements
	1 September 2017	History of the European Union
Week 2	4 September 2017	Facts and law of the European Union
	8 September 2017	The European institutions
Week 3	11 September 2017	Decision-making in the European Union Introduction to the Brexit
	15 September 2017	<b>No class</b> Preparation session dedicated to start working on the simulation
Week 4	18 September 2017	Microeconomic Foundations and the Optimal Currency Area
	22 September 2017	The European Monetary Union
Week 5	25 September 2017	Fiscal Policy and the Stability Pact Session on sources for the policy paper
	29 September 2017	Financial Markets and the Euro
Week 6	2 October 2017	The Eurozone in Crisis <b>Preliminary outline of the policy paper is due</b>

	6 October 2017	
Week 7 Mid-term Week	9 October 2017	<b>REVISION SESSION</b>
	13 October 2017	<b>Mid-Term Exams</b>
Week 8	16 October 2017	Revision of Midterm Examination The Essential Economics of Preferential Liberalization
	20 October 2017	The Essential Economics of Preferential Liberalization (II)
Week 9	23 October 2017	Market Size and Scale Effects
	27 October 2017	Market Size and Scale Effects (II)
<b>Fall Recess – 30 October to 3<sup>rd</sup> November 2017 – NO CLASSES</b>		
Week 10	6 November 2017	EU Competition and the single market
	10 November 2017	EU competition and the single market <b>Policy paper due</b>
Week 11	13 November 2017	EU Trade Policy
	17 November 2017	EU Labor Market <b>Written speech due</b>
Week 12	20 November 2017	The illegal side of the economy in Europe
	24 November 2017	Current questions and issues in EU integration
Week 13	27 November 2017	Simulation
	1 December 2017	Simulation
Week 14	4 December 2017	Feedback on the Simulation Revision
	8 December 2017	Revision
Week 15		<b>FINAL EXAMS</b>

## **Detailed Session-by-Session Course Outline**

### **Week 1, Session 1**

#### ***Introduction to the Course and Overview of Core Requirements.***

#### **Reading:**

None.

### **Week 1, Session 2**

#### ***History of the European Union***

#### **Reading:**

#### **Compulsory:**

Chapter 1 of the textbook

#### **Recommended:**

McLean, I. (2003). Two Analytical Narratives about the History of the EU, *European Union Politics*, 4(4), pp. 499-506

Dedman, M. (2008). *The Origins and Development of the European Union*. 2<sup>nd</sup> Edition. Routledge

Berend, I.T. (2016). *The History of European Integration: A New Perspective*. Routledge

#### **Guiding Questions:**

-How did the EU evolve?

-Where does the EU come from?

### **Week 2, Session 3**

#### ***Facts and Law of the European Union***

#### **Reading:**

#### **Compulsory:**

Chapter 2 of the textbook

#### **Recommended:**

Borchardt, K.-D. (2010). *The Abc of European Union Law*, [http://euicc-ks.com/wp-content/uploads/2016/03/abc\\_eng.pdf](http://euicc-ks.com/wp-content/uploads/2016/03/abc_eng.pdf)

Guiding questions:

- How is conceived the economic integration in the EU?
- What does the legal set-up of the EU look like?

**Week 2, Session 4**

***The European Institutions***

Reading:

**Compulsory:**

Chapter 3 of the textbook

Guiding questions:

- Which are the European institutions and their respective roles? Which are the specific institutions and their role within the economic field?

**Week 3, Session 5**

***Decision-Making in the European Union***

**Compulsory:**

Chapter 3 of the textbook

Crombez, C. (2003). The democratic deficit in the European Union - Much ado about nothing?. *European Union Politics*, 4 (1), 101-120

Guiding questions:

- How does the EU decide?
- Is EU decision-making legitimate?

**Week 3, Session 6**

***Preparation for the Simulation***

**Compulsory:**

Kienzle, B. (2017). The Foreign, Security and Defense Implications of Brexit: A Guide to the Academic Literature, available at

[http://brexitreader.weebly.com/uploads/8/6/7/7/86774260/brexit\\_report\\_final.pdf](http://brexitreader.weebly.com/uploads/8/6/7/7/86774260/brexit_report_final.pdf)

Please also check this website for more recent and relevant documents that you can use to prepare the simulation: <http://brexitreader.weebly.com/>

'What the EU27 wants from Brexit', *Politico*, 29/3/2017, available at

<http://www.politico.eu/article/what-the-eu27-wants-from-brexit/>

## **Week 4, session 7**

### ***Optimum currency areas***

#### **Readings:**

#### **Compulsory:**

Chapter 15 of the textbook

De Grauwe, P. (2013). The Political Economy of the Euro, *Annual Review of Political Science*, 13(1), pp. 153-170.

#### **Recommended**

Chapter 13 of the textbook (***I would suggest you go through this if you are unsure about the Econ-side of the course***)

Schelkle, W. (2016). Paul Krugman's argument that the eurozone is not an optimum currency area could be just as easily applied to the US

<http://blogs.lse.ac.uk/usappblog/2016/04/28/paul-krugmans-argument-that-the-eurozone-is-not-an-optimum-currency-area-could-be-just-as-easily-applied-to-the-us/>

#### **Guiding questions:**

- *When can we speak of an optimal currency area?*
- *Is Europe an optimal currency area?*

## **Week 4, session 8**

### ***The European Monetary Union***

#### **Compulsory:**

Chapter 16 of the textbook

#### **Recommended**

De Grauwe, P. (2016). *Economics of Monetary Union*. Oxford University Press. 11<sup>th</sup> edition.

Schelkle, W. (2006). The Theory and Practice of Economic Governance in EMU Revisited: What Have we Learnt About Commitment and Credibility?, *Journal of Common Market Studies*, 44(4), pp. 669-685

Micossi, S. (2015) "The Monetary Policy of the European Central Bank (2002-2015)", *CEPS Special Report N.109*

Buiter, W.H. and Rahbari, E. (2012). The European Central Bank as Lender of Last Resort for Sovereigns in the Eurozone, *Journal of Common Market Studies*, 50(1), pp. 6–35

#### **Guiding questions**

- *How does European Monetary policy work?*
- *What is the rationale for a common currency?*

## **Week 5, session 9**

### ***Fiscal Policy and the Stability Pact***

#### **Compulsory:**

Chapter 17 of the textbook  
The readings assigned for week 3, session 6

**Recommended:**

Notre Europe (2012) Completing the Euro. A road map towards fiscal union in Europe, Report N.92.  
Alesina, A. and Perotti, R. (1995). The Political Economy of Budget Deficits, *IMF Staff Papers*, 42(1), pp. 1-37  
Wyplosz, C. (2011). Fiscal Discipline: Rules rather than Institutions, *National Institute Economic Review*, 217.

Guiding questions

- What is the difference between automatic stabilizers and discretionary policies, and how does this reflect the workings of fiscal policies in Europe?
- What are the main externalities of fiscal policies?

**Week 5, session 10**

***Financial Markets and the Euro***

**Compulsory:**

Chapter 18 of the textbook

**Recommended**

There are plenty of sources for this, I would recommend to start with the yearly updated:

European Central Bank (every year). *Financial Integration in Europe*.  
Lane, P. (2009). EMU and Financial integration, In Mackowiak, B. et al. (eds.) *The Euro at Ten: Lessons and Challenges*, ECB.

Guiding questions

- Which terms can you use to describe financial markets?
- How can you have a single currency and a fragmented financial market at the same time?
- Do we need diversification?

**Week 6, session 11**

***The Eurozone in Crisis***

**Compulsory:**

Chapter 19 of the textbook

Wouters, J. and Van Kerckhoven, S. (2011) The EU's Internal and External Regulatory Actions after the Outbreak of the 2008 Financial Crisis, *European Company Law*, 8(5), pp. 201-207.

**Recommended**

Wouters, J., Van Kerckhoven, S and Ramopoulos, T. (2013). The EU and the euro area in International Economic Governance: The Case of the IMF, in Ambtenbrink, F. and Kovenoch, D. (eds.) *European Union's Shaping of the International Legal Order*, Cambridge University Press, pp. 306-327.

Wouters, J. and Van Kerckhoven, S. (2013). The International Monetary Fund, in Jorgensen, K.E. and Laatikainen, K. (eds.) *Handbook on the EU and International Institutions: Performance, Policy, Power*. Routledge, London, p. 221-233.

Wouters, J., Van Kerckhoven, S. and Odermatt, J. (2013). The EU at the G20 and the G20's impact on the EU, in Van Vooren, B.; Blockmans, S. and Wouters, J. (eds.) *The EU's Role in Global Governance: The Legal Dimension*. Oxford University Press, pp. 259-272.

Guiding questions:

- *How did Europe end up in a crisis?*
- *What could have ensured that this would not have happened?*
- *How does the EU work at the international level to strengthen crisis capacities?*

**Week 6, session 12**

**Policy Paper Outline Due!**

**Revision session**

**Week 7, sessions 13-14**

**Midterm exam**

**Week 8, session 15**

**The Essential Economics of Preferential Liberalization**

Readings:

***Compulsory***

Chapter 5 of the textbook

***Recommended***

Chapter 4 of the textbook

Guiding questions:

- *Which are the characteristics of the European preferential trade liberalization?*
- *What are the effects of the customs union on consumers and companies?*

**Week 8, session 16**

**The Essential Economics of Preferential Liberalization (II)**

See session 15

**Week 9, session 17**

**Market Size and Scale Effects**

Readings:

***Compulsory:***

Chapter 6 of the textbook

***Recommended***

All papers by Krugman, P., Helpman, E., Baldwin, R. and Eichengreen, B. on this topic

*Guiding questions:*

- *What are monopolies, duopolies, and oligopolies?*
- *How can we find equilibriums?*
- *How does the industry adapt after integration?*

**Week 9, session 18**

**Market Size and Scale Effects (II)**

Readings:

See session 17

**Week 10, session 19**

**EU Competition and the single market**

Readings

***Compulsory:***

Chapter 11 of the textbook

***Recommended***

Website of the European Commission on Competition and state aid policies.

*Guiding question*

- Which are the patterns of trade and tariffs?*
- Which are the EU institutions for trade policy?*
- Which are the goals, means and arrangements of the EU trade policy?*

**Week 10, session 20**

**EU Competition and the single market (II)**

Readings

See session 19

**Week 11, session 21**

**EU Trade Policy**

Readings:

***Compulsory:***

Chapter 12 of the textbook

Dür, A. (2008). Bringing Economic Interests Back Into the Study of EU Trade Policy-Making, *British Journal of Politics and International Relations*, 10(1), pp.27-45.

### ***Recommended***

All papers by Bagwell, K. and Staiger, R.W.

### Guiding questions

- What does integration mean for the trade patterns?
- What are the competences of the EU in order to deal with Trade?

### **Week 11, session 22**

#### **EU Labour Policy**

#### Readings:

#### ***Compulsory:***

Chapter 8 of the textbook

### ***Recommended***

Blanchard, O. (2006). European Unemployment: the Evolution of Facts and Ideas, *Economic Policy*, 45(1), 5-60

### Guiding questions

- Which are the main variables explaining the labour market? In what way the variables are linked to each other to provide a comprehensive picture of the labour market?
- Which are the main causes of unemployment?
- Which are the main features of the European labour market?

### **Week 12, session 23**

#### **The illegal side of the European Economy**

#### Readings:

Diaz-Pedrosa, A. (2004). A tale of competing economies: the creating of Havens for illegal migrants and the Black market economy in Europe, *Cornell International Law Journal*, 37(2), pp. 431-484.

Ahmed, A.N. (2008). Dead men working: time and space in London's ('illegal') migrant economy, *Work, employment and society*, 22(2), pp. 301-318.

### **Week 12, session 24**

#### **The illegal side of the European Economy (II)**

#### Readings:

See session 23

### **Week 13**

#### **Simulation week**

### **Week 14**

#### **Revision week**



**Rubrics: Transparent Grading Criteria for the Assignments**

**RUBRICS – POLICY/ POSITION PAPER 200-LEVEL**

<b>Criterion</b>	<b>Description</b>	<b>Points</b>	<b>Comments (or directly in paper)</b>
<b>Executive Summary (500 words)</b> ( /10 Points)	The Executive Summary provides and overview of the research conducted	/3	
	The Executive Summary indicates the most important findings	/3	
	The Executive Summary provides a strong and clear position	/4	
<b>Introduction (500 words)</b> ( /10 Points)	Explain Choice of Topic and why it is relevant (in terms of wider societal aspects or public interest)	/4	
	The Introduction clearly and concisely lays down the policy research question	/4	
	Outline of structure of the paper and main argument	/2	
<b>Main Findings (1000 words)</b> ( /45 Points)	The main findings demonstrate the understanding of information coming from different sources	/10	
	It evaluates and puts into perspective the information gathered	/10	
	It evaluates strengths and weaknesses of the literature and identifies the strongest arguments on which the student then builds his/her position	/10	
	It introduces clear data to support this findings (graphs etc. can be added in Appendix)	/5	
	Extensive Analysis and Arguments supported by facts, empirical examples and up-to-date data	/10	
<b>Analysis / Discussion (750 words)</b> ( /15 Points)	The Analysis clearly outlines the position that the country will take in the simulation	/10	
	The position is supported by arguments related to the main findings A coherent line of argumentation, linking theories and empirical examples back to answering the main position	/5	
<b>Structure and Formal Aspects</b> ( /15 Points)	The paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis. A coherent line of argumentation, linking theories and empirical examples back to answering the main research question.	/5	
	Correct use of language (spelling, grammar, expression)	/5	
	Appropriate Number of Sources with Correct citation (7 academic sources and 10 non-academic sources at least)	/5	

Criterion	Description	Points	Comments (or directly in paper)
<b>Conclusions (250 words)</b> ( /5 points)	Critical, open-minded and non-defensive evaluation the validity of the student's own arguments and coherent and consistent overview of the main findings and position	/5	
TOTAL	Final and Overall Comments:	Total	

**Overall Comments and Final Grade (Letter grade and out of 100):**

**Grading criteria for performance in the simulation**

	<b>0-9.5 point</b>	<b>10-16 points</b>	<b>16.5-20 points</b>
<b>Ability to stick to one's 'red lines'</b>	Inability to explain and defend one own negotiating red-lines	Overall good capacity of identifying and defending one own negotiating red lines.	Excellent capacity to proactively convince others about the relevance of one own red lines in the negotiation.
<b>Ability to adapt and react to an unforeseen scenario</b>	Scanty ability to react to an unforeseen scenario and to move beyond planned negotiating strategies.	Overall well-planned negotiating strategy, but some uncertainty in reacting to an unforeseen scenario and re-structuring one's negotiating strategy accordingly.	Creative, receptive approach to the simulation environment, ability to cope with uncertainty and to redesign negotiating strategies according to a mutated context.
<b>Ability to proactively find compromise positions</b>	Inability to move from one's position and to positively contribute to the reaching out of an agreement.	Good ability to recognize and endorse valuable compromise solutions. Plenty of scope for development of a more proactive approach to the final compromise	Proactive, competent, convincing contribution to the negotiation.
<b>Delivery, structure and projection of oral interventions</b>	The structure of one's contribution is loose and fails (or struggles) to gain audience's attention. Weakly structured arguments.	Good oral performance. Engaging and well-received contribution to the negotiation. Overall successful attempt to convince others and to gain their attention.	Excellent ability to trigger audience engagement. Outstanding ability to convince others of the validity of one's position
<b>Quality of opening speech</b>	The opening speech is badly structured and does not demonstrate the knowledge of the student	The opening speech is satisfactory structured and does somewhat demonstrate the knowledge of the student	The opening speech is well structured and does demonstrate the knowledge of the student
			Total 20 points

