

# Introduction to European Economic Policy Gr. 5 (EM1F4M41A5)

Program	PGE
Module / ECTS / Path / Specialisation	<b>Module :Introduction to European Economic Policy : 5 ECTS.</b> <ul style="list-style-type: none"><li>• Visitants</li></ul>
Discipline	Law
Year	2019
Semester	A
Open for visitors	yes (5 ECTS)
Available places	45

## Coordinator

**Sabine MENU**

## Lecturers

Instructor	Population	Email
Sabine MENU	Population	<a href="mailto:sabine.menu@em-strasbourg.eu">sabine.menu@em-strasbourg.eu</a>

## Course format

Working language :	English
Volume of contact hours :	24 h
Workload to be expected by the student :	96 h

## Course track

Track : Attendance

**"Attendance" track :**

Attendance at lecture / tutorial classes and intermediate / final exams is mandatory. As evaluation of in class work constitutes an essential element of grading, any absence will be penalized and is taken into account for grading purposes (see academic rules and regulations).

**"Autonomous" track :**

Attendance at intermediate / final exams is mandatory, but students are free to attend lecture / tutorial classes.

For all Master programs and all other programs realized in the form of dual internships (apprentissage), attendance at lecture / tutorial classes and intermediate / final exams is entirely mandatory. Therefore, only the "Attendance" track can be selected.

# Contribution of the course to the educational objectives of the programme

---

**How the course contributes to the programme :**

## Description

---

The course offers an introduction to the European Union, its main institutions and aspects of the EU decision-making process; and an overview of the European economic integration process and impact on business, including the consequences of Brexit. Strasbourg is a unique place to learn about the EU as it is a strong symbol of the Franco-German reconciliation after WW2 and it is where the first steps of the European integration took place. Today, it is home of the European Parliament, where in practical terms students will spend some time in the frame of this course. The pedagogical objectives are that students become better acquainted with the European Union's idea, rationale, and functioning; aware of the impact of EU economic integration on business; and that they experience "uncommon situations" where they will be playing as if they were one of the members of the European Parliament during a role play.

## Educational organisation

---

In class

### Lectures

In groups

### Exercises

### Case studies/texts

Interaction

### Games (educational, role play, simulation)

### Discussions / debates

## Learning outcomes

---

**Upon completion of this course, students should be able to :**

- **Describe** the functions and role of European institutions
- **Explain** the main steps of the European economic integration process and its implications for business
- **Apply** the knowledge acquired to solve case studies in teams
- **Experiment** the EU decision-making process by taking the role of a member of the European Parliament

## Outline

---

Session 1 (week 23 September): Why and what is the European Union (EU)?

Session 2 (week 30 September): The decisional triangle of the EU

Session 3 (week 7 October): How does the EU work in relation to the Single Market?

Session 4 (week 15 October): Key law principles in relation to the Single Market

Session 5 (week 20 October): The reality of the Single Market for businesses

Session 6 (week 4 November): Role play at the European parliament

Session 7 (week 18 November): Completing the Single market - the Economic and Monetary Union (EMU)

Session 8 (week 25 November): Current issues in achieving the EMU

Session 9 (week 25 November): exam (online quiz)

## Prerequisites

---

### Key concepts to understand :

### Knowledge of :

Students must show an interest in the European Union and economic integration process. If the topic is new, students are requested to read at least one book from the reference list ("basics") at the beginning of the course. The course will be taught in English and students are required to present their work in English as well. Students must be ready to actively participate to the role play.

## Teaching material

---

### Documents in all formats

- Syllabus

### Additional electronic platforms

- C4CSR

## Recommended reading

---

### Major works :

#### READING (basics)

- GENERAL (understanding the European Integration process: all students should have a minimum of knowledge on the EU, if no course taken before on the EU they are requested to read the introductory chapters of the books mentioned here or those you can find in the libraries in Strasbourg - BNU, PEGE etc; the more recent the book the better as the EU is an evolving process - this must be done at the beginning of the course)  
DINAN D., Ever closer Union. An Introduction to European Integration, 3rd edition, 1999 (latest edition: 4th edition (Basingstoke: Palgrave MacMillan, 2010)

LEONARD D., Guide to the European Union, The definitive guide to all aspects of the EU, 10th edition (London: The Economist/Profile Books, 2010)

NUGENT N, The Government and politics of the European Union (Palgrave, 2003)

PETERSON J, BOMBERG E, Decision-making in the European Union (Palgrave, 1999)

McCORMICK J, Understanding the European Union: a concise introduction, The EU series, 4th edition, 2010

#### - EUROPEAN BUSINESS ENVIRONMENT

SUDER G, Doing business in Europe, Sage, 2008 (PEGE)

SOMERS F (ed), European business environment, Doing business in the EU, 2010, Noordhoff Uitgevers Groningen/Houten (PEGE)

Chapter 15 "Business behavior in Europe's Single Market", in M.KATSILOUDES and S.HADJIDAKIS, International business: A global perspective, Elsevier, 2007 (E-book on Scholarvox)

#### - ECONOMIC INTEGRATION IN THE CASE OF THE EU

BALDWIN R, WYPLOSZ C, The economics of European integration, fourth edition (MacGraw-Hill, 2012)

#### - ECONOMIC AND MONETARY UNION:

CHANG M, Monetary integration in the European Union, Palgrave, 2009

VELO Dario & VELO Francesco, A social market economy and European economic monetary union, Peter Lang, 2013

SINN H-W, European monetary integration, 2004 (E-book on Scholarvox) (Chapters 1 and 2)

**Further reading :**

Reading list: see at the end of each session (powerpoint on moodle)

**Research works by EM Strasbourg :**

Menu Sabine, Paul Collowald, pionnier d'une Europe à unir, Bruxelles: Peter Lang (2018)

## Assessment

---

**Intermediate evaluation / continuous assessment 1 : session n° session 5**

written (30 min) / individual / English / weighting : 15%

additional information : Online quiz based on 15 questions with multiple choices (but only one answer is correct). No minus point policy. Goal is to test the first acquired knowledge and understanding on what is the EU, how it works and the key law principles of the Single Market. The final examination will have the same format on other questions.

**This evaluation serves to measure LO1.1, LO2.1, LO2.2, LO2.3, LO4.1, LO4.2**

**Intermediate evaluation / continuous assessment 2 : session n° All**

oral / individual / English / weighting : 10%

additional information : Attendance, participation in class (questions and comments in relation to lectures), preparation and presentation of topics related to the reading list

**Intermediate evaluation / continuous assessment 3 : session n° sessions 5 & 8**

written + oral (10 min) / in group / English / weighting : 25%

additional information : Online exercises in teams and in class

**This evaluation serves to measure LO1.1, LO2.1, LO2.2, LO2.3, LO4.1, LO4.2**

**Final assessment : session n°9**

written (60 min) / individual / English / weighting : 50%

additional information : Online quiz based on 35 questions with multiple choices (but only one answer is correct). No minus point policy. Goal is to test the acquired knowledge and understanding on what is the EU, and how it works in relation to the Single market and the Economic and monetary union (no questions on session 8)

**This evaluation serves to measure LO1.1, LO2.1, LO2.2, LO2.3, LO4.1, LO4.2**

## Grounds for expulsion from classes

---

Such behaviors as...

**arriving late, leaving early or unannounced leaving of the classroom during class time**

**disruptive eating or drinking in class**

**using smartphones and laptops for non class-related purposes**

**reading non class-related documents**

**chatting on non class-related issues**

**showing disrespect towards lecturers**

... may lead to expulsion from classes.