

## THE EUROPEAN UNION

### **Grado en Relaciones Internacionales / Bachelor in International Relations BIR SEP-2023 TEU-IR.3.M.A**

Area International Relations

Number of sessions: 15

Academic year: 23-24

Degree course: THIRD

Number of credits: 3.0

Semester: 1º

Category: COMPULSORY

Language: English

Professor: **JOCHEN MUELLER**

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#### **Dr. Jochen Müller**

After studying Intercultural Communication, Political Science and Sports and acquiring a Ph.D., both in Germany and France (co-tutelle de thèse), Jochen Müller worked for almost 10 years as a journalist in Germany, France, Belgium and the US. He then joined the EU Institutions in 2005 where he has held various positions:

2005-2007: as a communication officer in the European Commission service for information society (covering subjects like the Roaming Regulation, ICT research, the MEDIA programme or the launch of the web domain name ".eu")

2007-09: as the manager of pan-European communication campaigns for the European Agency for Safety and Health at Work

2009-2012: as coordinator of the spokesperson service at the Council of the EU, spokesperson for COREPER II Councils (Foreign Affairs, Economic and Financial Affairs, General Affairs and Justice and Home Affairs) as well as for the EU Counter-terrorism Coordinator

2012-2018: as political and economic counsellor at the Representation of the European Commission in Spain

2018-2021: as Deputy Director of the Representation of the European Commission in Spain

2021-2022: as Team Leader in the Political-economic department of the European Commission's DG COMM in Brussels, serving mainly the Commission President's and Commissioners' cabinets

2022-present: as Head of the Administration Division in the European Union Satellite Centre (EU SatCen) in Spain, an inter-governmental EU agency working in the area of the Common Security and Defence Policy (CSDP)

Jochen Müller has taught at different universities in Germany and Spain. At IE, he is teaching / has taught:

BIR - INTERNATIONAL UNPLUGGED: THE EUROPEAN UNION: AN INTRODUCTION  
MIR - THE EUROPEAN UNION AND THE EUROPEAN ECONOMY  
EU SIMULATION: THE EU LEGISLATIVE PROCEDURE EXPERIENCED - MIGRATION  
EU SIMULATION: NEGOTIATING AN EU-US TRADE DEAL  
INTERCULTURAL MANAGEMENT AND BUSINESS COMMUNICATION

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## **SUBJECT DESCRIPTION**

The course will introduce students to the European Union, a union of (now) 27 Member States, and a union which is much more than an international organization, but also much less than a federal State.

The course is divided into three parts:

1. the EU's origins and history, its main actors and institutions as well as their competences and the legislative and non-legislative decision making processes (4 sessions);
2. an introduction to key EU policies, in particular in the light of its main "moving parts" post-financial crisis, post-Brexit, post-pandemic and post-Russian invasion in Ukraine (ranging from single market policies over competition policy and foreign affairs policies, including hum. aid, dev. aid and trade) to security & defence policies and the Economic and Monetary Union (EMU) (8 sessions);
3. the future of the EU in the context of rising populism, technological developments, fake-news and the emerging, new multi-polar international order. (3 sessions).

## **LEARNING OBJECTIVES**

As a result of taking this course, students will gain good knowledge of the EU, its history and institutions, its processes and policies as well as today's key challenges in a fast-moving international political context.

They will be able to critically assess most of the key issues currently at stake and consider the achievements and shortcomings of the European integration process.

The objective is to help students understand not only the EU, but how it works and functions in an international and global environment, specifically that of a sophisticated multi-national and multi-institutional organization like the EU, the ways in which States try to extend their interests by concerted action and the constraints at national level, both on EU policy and on the Union's development. By the end of the course, students will be better equipped to compare the EU with other political systems and will be familiar with key political and academic debates about the Union, as well as the key challenges and opportunities facing the Union today.

Students will also improve their presentation / public speaking skills and learn how to make and effectively advance arguments in an international context.

## **TEACHING METHODOLOGY**

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

The European Union course is being taught on campus, face-to-face in seven double sessions and one final single session. Each session will introduce one or two new subject area(s) - via presentations by both groups of peer students and by the professor - and provide for ample opportunity to debate controversially, including through role play. These practical elements will be less prominent in the first part of the course, more so in the second part and prevail in the third part.

It is expected that students come well-prepared to class, i.e. having completed the basic reading from the syllabus as well as the additional reading assignments that will be distributed on a weekly basis for the next double-session.

Students grade will result from, basically, three elements: class participation/discussions, group presentations and multiple choice tests.

<b>Learning Activity</b>	<b>Weighting</b>	<b>Estimated time a student should dedicate to prepare for and participate in</b>
Lectures	33.33 %	25.0 hours
Discussions	20.0 %	15.0 hours
Exercises in class, Asynchronous sessions, Field Work	13.33 %	10.0 hours
Group work	13.33 %	10.0 hours
Individual studying	20.0 %	15.0 hours
<b>TOTAL</b>	<b>100.0 %</b>	<b>75.0 hours</b>

## **PROGRAM**

### **SESSIONS 1 - 2 (LIVE IN-PERSON)**

Course overview (outline of the work programme for the semester) and EU basics: Where are we, how did we get here and where are we going?

Origins, history, treaties, enlargement.

Main actors and institutions as well as their competences and the legislative and non-legislative decision making processes

The EU's reality in figures and overview key policies.

Compulsory reading:

Daniel Kenealy, John Peterson and Richard Corbett. (2015): The European Union: How does it work?

Ch 1 Introduction pp 3-23 --- Ch 2 How did we get here? pp 24-43 --- Ch 8 EU expansion and wider Europe pp 163-184 (Book)

### **SESSIONS 3 - 4 (LIVE IN-PERSON)**

Main actors and institutions as well as their competences and the legislative and non-legislative decision making processes.

Who is in charge?

Compulsory reading:

Helen Wallace, Mark A. Pollack and Alasdair R. Young. (2015): Policy-Making in the European Union.

Ch 2: Theorizing EU Policy-Making, Ch 3: The European Policy Process in Comparative Perspective, Ch 4: An Institutional Anatomy and Five Policy Modes (Book)

## **SESSIONS 5 - 6 (LIVE IN-PERSON)**

The Single Market – building and correcting: single market regulation and the free movement of goods, services, capital and people.

Looking at key policy areas such as competition, energy, digital, capital and free movement.

Compulsory reading:

Helen Wallace, Mark A. Pollack and Alasdair R. Young. (2015): Policy-Making in the European Union.

Ch 5 The Single Market: from stagnation to renewal? pp 115-139, Ch 6 Competition Policy (pp 141-165)

## **SESSIONS 7 - 8 (LIVE IN-PERSON)**

The EU as a global player I: The players of external action

The European External Action Service (EEAS) and its areas of activity

Complementing EU policies in external action under European Commission steer: Humanitarian Aid, Development Aid and Trade policy

Compulsory reading:

Daniel Kenealy, John Peterson and Richard Corbett. (2015): The European Union: How does it work?

Ch 10: The EU as a Global Actor

## **SESSIONS 9 - 10 (LIVE IN-PERSON)**

The EU as a global player II: External action under CFSP / CSDP

The Common Security and Defence Policy: set-up, players, decision-making and results.

The EU's reaction to the Russian invasion in Ukraine. A watershed.

EU: international superpower or talking shop?

Compulsory reading:

Daniel Kenealy, John Peterson and Richard Corbett. (2015): The European Union: How does it work?

Ch 9 The EU as a security actor pp 187-207, Ch 15: Justice and Home Affairs: Institutional Change and Policy Continuity

## **SESSIONS 11 - 12 (LIVE IN-PERSON)**

Economic governance of the EU (European Semester) and the Economic and Monetary Union (EMU): origins and remedies to the economic and financial crisis.

The EU's reaction to the Covid-19 pandemic. Another watershed.

And: how about the European Social Pillar?

Compulsory reading:

Helen Wallace, Mark A. Pollack and Alasdair R. Young. (2015): Policy-Making in the European Union.

Ch 7 Policy-making under Economic and Monetary Union: crisis change and continuity pp 166-195

### **SESSIONS 13 - 14 (LIVE IN-PERSON)**

The Future of the EU: Deepening, widening, both? Towards a multi-speed Europe?

The White Paper on the Future of Europe - outdated?

Where are we post-Brexit, post-pandemic, post-Russian invasion into Ukraine?

### **SESSION 15 (LIVE IN-PERSON)**

Communicating Europe – mission impossible?

How to revive the European project in the face of populism, technological developments, fake-news and the emerging, new multi-polar international order?

### **EVALUATION CRITERIA**

Your final grade in the course will be based on both individual and group work of different characteristics that will be weighted in the following way:

<b>criteria</b>	<b>percentage</b>	<b>Learning Objectives</b>	<b>Comments</b>
Intermediate Tests	50 %		Five multiple-choice tests will take place at the beginning of the following sessions: 5, 7, 11, 13, 15. They will comprise of 10 questions each on the subject areas covered in the previous sessions (and after the previous test); the last one being a general recap-test. This gives a total of 50 possible points. Students who fail to take one or several of the tests (e.g. due to absence), will be given the chance to take a different test(s) on the same subject area at a moment to be discussed with the professor.

Group Presentation	20 %	<p>Each group (of 3-4 students) must prepare, present and turn in a 15-minutes presentation of a subject that will be assigned to the group by the professor, who will - depending on the subject - give rather precise instructions or suggestions on the style of presentation. The presentation should be concise, while covering all important aspects of the subject at hand, and it should be attractive (including pictures, videos, tables, statistics). It should be presented in PowerPoint (PPT) or similar and must be turned in to the teacher via email two days before the session where it will be actually presented in the class. Besides the actual presentation (which can also take creative forms such as a role-play, on-stage discussion or other), the evaluation will also be based on how the group presents (presentation skills) and how it can answer to questions from the class or the professor. Finally, the group should think about how best to stirr debate with the class.</p>
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Class Participation	30 %		<p>Three main criteria will be used in reaching judgment about your class participation:</p> <p>Depth and Quality of Contribution:</p> <p>The most important dimension of participation concerns what it is that you are saying. A high quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument, and realism. Moving Your Peers' Understanding Forward: Great ideas can be lost through poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand. Frequency: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply</p>
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			<p>increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, it is the quality of your comments that must improve. In particular, one must be especially careful that in claiming more than a fair share of “airtime”, quality is not sacrificed for quantity. Finally, your attempts at participation should not be such that the instructor has to “go looking for you”. You should be attempting to get into the debate on a regular basis.</p>
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Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

The retakes will consist of a comprehensive exam. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.

The exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

Dates and location of the retakes will be posted in advance and will not be changed.

## **BIBLIOGRAPHY**

### **Compulsory**

- Daniel Kenealy, John Peterson and Richard Corbett. (2015). *The European Union: How does it work?*. 4th Ed. Oxford University Press. ISBN 9780199685 (Digital)

- Helen Wallace, Mark A. Pollack and Alasdair R. Young. (2015). *Policy-Making in the European Union*. 7th Ed. Oxford University Press. ISBN 9780199689 (Digital)

### **Recommended**

- Luuk van Middelaar. (2021). *Pandemonium: Saving Europe*. Agenda Publishing. ISBN 1788214234 (Digital)

- Giuliano Amato, Enzo Moavero-Milanesi, Gianfranco Pasquino, Lucrezia Reichlin. (2019). *The History of the European Union: Constructing Utopia*. Hart Publishing. ISBN 1509917411 (Digital)



- Luuk van Middelaar. (2020). *The Passage to Europe: How a Continent Became a Union*. 3rd Ed. Yale University Press. ISBN 0300255128 (Digital)

## **BEHAVIOR RULES**

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

## **ATTENDANCE POLICY**

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

## **ETHICAL POLICY**

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

