



HU1172  
The European  
Union: Culture,  
History and  
Institutions



UNIVERSIDAD  
**NEBRIJA**

Centro de Estudios Hispánicos

# The European Union: Culture, History and Institutions

**Hours:** 45

**Credits:** 6 ECTS

**Prerequisites:** none

**Instructor name:** Óscar Martínez Tapia, PhD

**E-mail:** [omartinezt@nebrija.es](mailto:omartinezt@nebrija.es)

**Office hours:** by appointment

## 1. Course Description

This course will cover relevant political, economic, and social aspects of the European Union by unfolding the process of gradual economic and political integration in the Union. Topics will include European early economic integration, treaties, institutions, actors and names, enlargement, the Euro, the economic and political crisis and the future, if, of the European Union.

Students acquire basic intellectual skills through critical thinking and the development of analytical skills considering questions of why and how events occurred. Communication skills and presentation of speeches, papers and case studies, and other skills such as interpersonal ones are important abilities targeted in this course.

Since a special attention will be paid to current affairs of the organization, problems and future, assignments will be crucial for students in order to deepen in the theoretical and practical concepts seen in class. It is expected that all assignments will be completed and submitted by the due dates specified on the class schedule.

## 2. Learning Objectives

Students who successfully complete this course will be able to:

- Understand the historical development of European politics, economics, society and culture
- Improve their knowledge of Europe and its diversity.
- Critically follow and interpret the main social, economic and political aspects of European integration since 1945 to the present.
- Analyze various issues and trends in modern and contemporary Europe.
- Debate ideas and concepts of Europe and European integration.
- View Europe within a wider international and global perspective.
- Recognize and analyze the contributions of national diversity to the EU past and present
- Synthesize information from a variety of sources, including written sources, documentaries and film.

## 3. Formative Activities

Educational activities will be developed by means of different didactic strategies:

- Theory and Practice.
- Collective and individual tutoring.
- Teamwork assignments.
- In-class presentations & work.
- Extra-curricular activities and additional training.

## 4. Methodology

The course syllabus follows the Communicative Approach methods, based on the core principles of procedure conception and constructive acquisition of knowledge. The methodology is based on the teaching-learning procedures, focused on the learner, which encourages active participation and results in the development of general and specific competencies that provide knowledge, capacities and attitudes for their future professional careers.

Theoretical explanations by the teacher followed by classroom activities in which students will test their acquired knowledge and develop different skills. The goal is to involve students in the learning process. In order to achieve this goal the teacher should give students a basic knowledge and tools necessary to develop analytical and critical thinking. Teacher will encourage discussions on current topics, presentations and role-play in order for students to expand their communication and interpersonal skills.

## 5. Contents

The contents of this course are detailed in the table at the end of this document.

## 6. Evaluation

The form of assessment is based on the core principles of the educational assessment, i.e., an active and participative teaching-learning process focused on the learner. The instructor uses numerous and differentiated forms of assessment to calculate the final grade received for this course. For the record, these are listed below. The content, criteria and specific requirements for each assessment category will be explained in detail in class.

### 6.1. Grading system

In the Spanish educational system, it is required to quantitatively express the result of each student's evaluation. In order to do so, Nebrija faculty uses different strategies and instruments such as papers, exams, tests, projects, self-evaluation activities, etc. In order to issue a final grade for this course the following scale is established:

- 30% Attendance and active participation in class
- 30% Daily work & reading quizzes
- 40% Exams/papers/projects

Therefore, the final grade is the average between active class participation, presentations and exams, projects and essays.

Active participation in class is evaluated by means of different activities such as:

- Activities and exercises correction;
- Reflection upon the different contents in the course
- Oral activities (individual, in pairs or in groups). Fluency, correction, adequacy and relevance are taken into account.
- Daily work makes reference to any activity or task that is done inside or outside of the classroom, whether during the class time or at any other time.
- Exams/papers/projects

The course includes a midterm and a final written exam on theoretical concepts and course facts. If a student, unjustifiably, does not do or submit an exam, paper or project, it will be graded with a '0'.

**\* A minimum grade of 5 must be obtained in a final exam/ final project in order to pass the course.**

## 6.2. Attendance, participation and grading policies

### 6.2.1. Attendance policy

Attendance is mandatory. In case of missing 5 or more sessions in one course, the student will receive a zero in his/her participation and attendance grade. In addition, not attending classes will not excuse the student from handing in in any homework, papers or essays previously assigned.

The following situations must be considered:

- Each session of class will count as an absence.
- Two delays of more than 15 minutes will be considered an absence. The entrance to class will not be allowed after 30 minutes once it has started.
- There are no excused absences. E.g.: Not attending class because of sickness will count as an absence. The student is responsible for catching up with any homework done while absent.
- Exams dates have been officially approved by the University, therefore, they will not be changed\*

\*Except for those courses where the professor will set up specific dates and inform the students at the beginning of the program.

#### **Important:**

- as some business trips of the professor might occur along the course, students would be notified in advanced and instructions about would be given with the goal of preventing from disturbances and changes that might affect the course.
- outdoor activities/classes play a relevant role in the Nebrija courses: since it is sometimes difficult to count with the engagement of some institutions, students would be given in advance data regarding such activity.

### 6.2.2. Criteria to evaluate participation

Criteria to evaluate participation	Grade
The student participates very actively in the class activities. S/he successfully does the requested tasks. S/he contributes to a good development of the course, encourages his/her classmates and favor debate in class.	8.5 - 10
The student participates actively in the class activities. S/he does the requested tasks and submits them on time. Shows great interest to learn.	7 - 8.4
The student, occasionally, makes interesting remarks, but s/he basically answers when s/he is asked. S/he does not show a clear interest in the course. Misses classes occasionally.	5 - 6.9
The student does not participate unless s/he is asked. S/he has unjustified absences and delays. His/her attitude is not very participative.	0 - 4.9

### 6.2.3. Criteria to evaluate Daily Work

Criteria to evaluate Daily Work	Grade
The student always does all the work demanded by the professor, not only during the class but also at home. He/she always or almost always meets the deadlines established.	8.5 - 10
The student almost always does all the work demanded by the professor, not only during the class but also at home. Occasionally, he/she submits work after the established deadline.	7 - 8.4
The student occasionally does the work demanded by the professor, not only during the class but also at home. He/she does not normally meet the established deadlines and even occasionally does not submit the work.	5 - 6.9
The student never or almost never does the work demanded by the professor. He/she never or almost never meets the established deadlines.	0 - 4.9

### 6.2.4. Grading criteria

Number Grade	Letter Grade	Percentage
10	A+	100%
9.5 – 9.9	A	95 – 99 %
9 – 9.4	A-	90 – 94 %
8.5 – 8.9	B+	85 – 89 %
7.5 – 8.4	B	75 – 84 %
7 – 7.4	B-	70 – 74 %
6.5 – 6.9	C+	65 – 69 %
6 – 6.4	C	60 – 64 %
5 – 5.9	C-	5 – 59 %
0 – 4.9	F	0 – 49 %

### 6.3. Warning on plagiarism

When writing a University paper or essay and reference is made to certain authors, it is mandatory to cite them by means of a footnote or a direct reference. In no case it is acceptable that a student uses a text, no matter how brief it is, written by somebody else without putting it in inverted commas, as this means s/he is trying to make it look as his/her own. This is called plagiarism and in a university context it could be penalized with expulsion.

## 7. Bibliography

### Books and readings

Hix, S. and Hoyland, B. *The Political System of the European Union*. 2010  
 Castello, J. *The Joe Public Guide to the EU*. Austin Macauley. London. 2016  
 Cini, M. and Pérez-Solórzano Borragán, N. *European Union Politics*. 5th edition. Oxford. 2016.  
 Dedman, M. *The Origins and Development of the European Union: A History of European Integration*. Routledge. London. 2009.  
 Dinan, D. *Origins and Evolution of the European Union*, 2nd edition. Oxford University Press. Oxford. 2014.

Leonard, D. and Taylor, R. Guide to the European Union. The Routledge Guide to the European Union. Routledge. Abingdon, 2016.

Nugent, N. The Government and Politics of the European Union. 2010

Press and publications on current European events:

TIME magazine, The Economist, and Le Monde Diplomatique (all available in the library). The Parliament magazine, European politics (politico.eu), The European Magazine.

### Online resources

Publications and press releases of the European Commission:

<http://europe.eu.int> + [www.europe.eu.int/eur-lex/en/index.html](http://www.europe.eu.int/eur-lex/en/index.html)

The EU's Treaties [https://europa.eu/european-union/law/treaties\\_en](https://europa.eu/european-union/law/treaties_en)

Official website of the European Commission <http://ec.europa.eu>

The European External Action Service [https://eeas.europa.eu/headquarters/headquarters-homepage\\_en](https://eeas.europa.eu/headquarters/headquarters-homepage_en)

European Council and the EU Council <http://www.consilium.europa.eu/es/home>

A detailed online archive on the development of European integration <https://www.cvce.eu/en>

European Parliament <http://www.europarl.europa.eu/portal/en>

Access to European Union law, the Official Journal of the European Union, as well as the treaties, legislation, case law, and legislative proposals <http://eur-lex.europa.eu/homepage.html?locale=es>.

The European Research Papers Archive: an online collection of working papers relating to EU studies, among which much innovative theoretical work is showcased for the first time. <http://eiop.or.at/erpa>

History Net: <http://www.historynet.com>

The History Guide: <http://www.historyguide.org>

Bridging World History: <http://www.learner.org/channel/courses/worldhistory>

BBC History: <http://www.bbc.co.uk/history>

History Today: <http://www.historytoday.com/>

The New York Times: <http://www.nytimes.com/>

National Geographic: <http://www.nationalgeographic.com/history>

The History Channel: <http://www.history.com/topics/worldhistory> Annenberg

## 8. Lecturer Brief CV

Óscar Martínez-Tapia received a PhD in political science from Universidad Complutense de Madrid, where he also received a BA degree in Political Science and International Relations. In between, he received a Masters degree in Government & IR from the University of Manchester (UK). He has been visiting fellow at the Center for the Study of Democracy (Univ. California, Irvine) and Harvard University. Outside academia, he served as Communication Advisor (speechwriter) for the Vicepresident of Spain from 2005 to 2007. His research focuses on comparative analysis of parties and party systems with special attention to nationalist parties in Western Europe.

## 9. Office Hours

Tutorial schedule will be confirmed in the first couple of sessions, to guarantee that the time schedule suits the needs of students and instructor. However, it is always advisable to make an appointment with the lecturer beforehand in order to ensure availability.

Campus Madrid Princesa

E-mail: [omartinez@nebrija.es](mailto:omartinez@nebrija.es)

## 10. Course Content

SESSIONS	THEORY	SEMINARS
Week 1 <b><u>Introduction to the course</u></b>		Course methodology, theory/seminars
Week 2 <b><u>Early Construction</u></b>	<ul style="list-style-type: none"> <li>■ The origins and the construction</li> <li>■ The European Identity: Meaning and development</li> <li>■ A European culture?</li> </ul>	<b><u>News workshop</u></b>
Week 3 <b><u>This is how we do it</u></b>	<ul style="list-style-type: none"> <li>■ The European Project</li> <li>■ Chronological sequence</li> <li>■ Enlargements</li> <li>■ Treaties</li> </ul>	Leonard Chs. 3 <b><u>Reading:</u></b> Enlightenment, Enlargement, and the European Union.
Week 4 <b><u>How is it Governed I</u></b>	<ul style="list-style-type: none"> <li>■ <u>Executive Branches.</u></li> <li>■ The EU Commission</li> <li>■ The European Council</li> <li>■ The Council of Ministers</li> </ul>	<b><u>Reading:</u></b> Political leadership in the European Union: an introduction
Week 5 <b><u>How is it Governed II</u></b>	<ul style="list-style-type: none"> <li>■ <u>Legislative Branch.</u></li> <li>■ The EU Parliament</li> <li>■ EU Elections</li> <li>■ EU Party System?</li> <li>■ EU External Action Service - EEAS</li> </ul>	<b><u>Reading:</u></b> Brexit: All you need to know about the UK leaving the EU. By Alex Hunt & Brian Wheeler BBC News
Week 6 <b><u>How is it Governed III</u></b>	<ul style="list-style-type: none"> <li>■ The European Central Bank</li> <li>■ The European Court of Justice</li> <li>■ The Economic and Social Committee (ESC)</li> <li>■ The Committee of the Regions (CoR)</li> </ul>	<b><u>Reading:</u></b> The Benefits of the EURO.
Week 7 <b><u>Enlargement I. Is Europe the EU?</u></b>	<ul style="list-style-type: none"> <li>■ From 6 to 27</li> <li>■ Center, West, South, East</li> <li>■ Next station: The Balkans</li> </ul>	<b><u>PRESENTATIONS ON EU INSTITUTIONS</u></b>
Week 8	<ul style="list-style-type: none"> <li>■ MID-TERM</li> </ul>	<b><u>Exam review.</u></b> <b><u>Reading:</u></b> Democratic accountability, legitimacy & institutional
Week 9 <b><u>Enlargement II Where does Europe end?</u></b>	<ul style="list-style-type: none"> <li>■ Turkey: the never-ending rejected</li> <li>■ Ukraine, Belarus and... Russia?</li> </ul>	<b><u>Reading:</u></b> Turkey's new presidential system: what implications for EU-Turkey relations? 15. November 2018 by Laura Batalla, Charlotte Joppien
Week 10 <b><u>Democratic consolidation issues</u></b>	<ul style="list-style-type: none"> <li>■ Democratic consolidation issues within the EU member states.</li> <li>■ Global strategy for the EU</li> </ul>	<b><u>Reading:</u></b> Reforming the European Union: A political and democratic imperative
Week 11 <b><u>The social Europe</u></b>	<ul style="list-style-type: none"> <li>■ Unemployment in the EU</li> <li>■ Gender policies</li> <li>■ Social cohesion at risk</li> <li>■ European Youth</li> </ul>	<b><u>Reading:</u></b> Leonard, 23, 24, 32, 34 <b><u>Reading:</u></b> Migration strategies of crisis-stricken youth in an enlarged European Union



Week 12	NO CLASS, HOLIDAY	NO CLASS, HOLIDAY
Week 13 <b><u>A Stronger Global Actor</u></b>	<ul style="list-style-type: none"><li>Global strategy for the EU</li></ul>	<b>Reading:</b> what future for the EU <b>Reading:</b> Legitimacy, Accountability and democracy in the European Union
Week 14 <b><u>Fight against Terrorism</u></b>	<ul style="list-style-type: none"><li>EU counter-terrorism strategy</li></ul>	<a href="https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM%3A133275">https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM%3A133275</a>
Week 15 <b><u>12. Migration policies</u></b>  <b><u>13. EU's future</u></b>	<ul style="list-style-type: none"><li>Managing migration</li><li>Future of EUROPE. Great future if it survives the present</li><li>When did everything start to go wrong?</li><li>Why did it go so wrong?</li><li>First casualties: Ireland and Greece</li><li>Germany and France: from Merkozy to Montihollande</li><li>Conclusion: The EU. Great future if it survives the present</li></ul>	Towards an Effective and Principled EU Migration Policy. <a href="https://www.hrw.org/news/2018/06/18/towards-effective-and-principled-eu-migration-policy">https://www.hrw.org/news/2018/06/18/towards-effective-and-principled-eu-migration-policy</a>  Non-paper on regional disembarkation arrangements <a href="https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/20180724_non-paper-regional-disembarkation-arrangements_en.pdf">https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/20180724_non-paper-regional-disembarkation-arrangements_en.pdf</a>
Week 16	<b>FINAL EXAM</b>	