



The Political Economy of the EU: Brexit and Beyond

[Faculty Contact Information](#)

Name:

Email:

Office Hour information:

[Course Information](#)

Course Description

This course provides a comprehensive examination of the European economy and the processes of European economic integration as well as a critical analysis of EU policies in their broader political and economic context.

The course develops student understanding of EU developments such as the Single Market and Economic and Monetary Union (including the Euro). Furthermore, the course covers unifying EU policies such as the Common Agricultural Policy, industrial and competition policies, and regional and social policies and their impacts on global economic development as well as an examination of the EU's 'social market economy'.

Course Goals

This course develops students' understanding of the EU's economy and the processes of integration and enlargement as well as the impact of a wide range of EU policies on life in the EU and outside.

The EU is at present fundamentally an economic entity, so the course deals mainly with economics and finance. However, a key objective of the course is for students to arrive at a rounded understanding of the EU, so historical, political, and institutional aspects of Europe and of the EU are also covered.

Student Learning Outcomes

At the end of this course, students will:

1. Summarise the fundamental aspects of the EU and its integration
2. Analyse the principles of regional economic integration
3. Interpret fiscal and monetary policies
4. Critique the integration policies and processes in the EU

[Course Assignments, Grading, and Assessment](#)

Assignment	Percentage	Grading Requirements
Attendance and Participation	20%	
Mid-term Exam	20%	Please see rubric on MyStudy

Group Research Paper and Presentation	30%	Please see rubric on MyStudy
Reflective Paper	10%	Please see rubric on MyStudy
Final Exam	20%	Please see rubric on MyStudy

Brief Assessment Overview

Assessment 1: Mid-Term Exam

Due:

The exam consists of questions related to the material covered during the first half of course, including information presented outside the class in co-curricular visits and assigned readings.

Assessment 2: Reflective paper

Due:

Students attend one of the public lectures at the London School of Economics www.lse.ac.uk/publicEvents/eventsHome.aspx that has relevance to Europe and Economics.

Subsequently, students submit a 1,000-word evaluation about on the lecture's topic detailing the central questions or central problems that were raised by the speaker(s).

Assessment 3: Group Research Paper and Presentation

Due:

Working in small groups, students prepare a 20-minute presentation (plus 10 minutes Q&A) on one of the topics below. In the same small group, the collective then write a single 3,000-word research and analysis paper based on the presentation:

- To what extent have the reforms introduced by the Lisbon Treaty solved the institutional problems of the EU?
- Critically discuss the extent to which static and dynamic Customs Union Theory help us understand the effects of the EU's internal market.
- To what extent is the free movement of labour and capital a reality in the EU?
- Why is the CAP so heavily criticised? Discuss how it could be improved and the obstacles to its reform. To what extent have recent changes sometimes referred to as 'de-coupling' improved the CAP?
- Analyse the theory and practice that underlie the EU's attempts to develop independent and effective common policies in one of the following areas:
 - budgetary affairs,
 - competition,
 - transport,
 - financial services,
 - industrial affairs
 - (or other policy areas of your choice, subject to faculty approval)
- Compare and contrast the experience of the main EU states in privatisation and de-regulation of one or more of the following areas:

- utilities,
- air travel,
- Telecommunications
- (or any other area of your choice, subject to faculty approval)
- Analyse the impact of the WTO on European trade. How might the TTIP affect EU trade?
- Analyse the EU's policy towards environmental issues
- To what extent is the EU an optimum currency area?
- What is the role of the ECB in EMU? How well has the ECB responded to the sub-prime and subsequent sovereign debt problems?
- Discuss the rationale for the Stability and Growth Pact and account for its effective demise. To what extent do current proposals on the control of national fiscal policies provide an appropriate framework for the Eurozone?
- Discuss the nature and importance of the EU budget. What might be the future role of the EU budget in the context of further European integration?
- Does the EU need a regional policy? Discuss with reference to convergence and divergence in the EU and to the impact of EMU
- To what extent can EMU be regarded as a logical response to 'globalisation'?
- Discuss the responses of the EU and EU nation states to the sub-prime and subsequent sovereign debt crises since 2008
- Analyse the nature and importance of economic relations between the EU and the USA (or another area of your choice).

Assessment 4: Final Exam

Due:

The Final Exam will consist of a two-hour paper based on all of the subject matter covered in the course.

Grading

Alternative formats of the FIE Grading Rubric are available in the Student Resources area of MyStudy@FIE.

Relevance	Knowledge and Understanding	Analysis, Critical Thinking and Integration of Experiential Learning	Scholarship and Style
<p>Questions are interpreted correctly;</p> <p>Argument/thesis is clear and developed throughout;</p> <p>Discussion is focused on topic of the questions;</p>	<p>Recommended literature and/or research guidelines are used and interpreted appropriately;</p> <p>Selection and use of evidence shows</p>	<p>Approach shows evidence of analysis and independent reasoning;</p> <p>Originality in argument;</p>	<p>Conclusions are well justified and complete;</p> <p>Facts reported and statements made are accurate;</p> <p>Writing is clear and fluent;</p>

	Irrelevant content and discussion are not included	understanding and insight; There is evidence of study beyond the recommended literature and that introduced in the module	Evidence of critical insight and reasoned questioning of assumptions; Integration of connections and experiences outside of the formal classroom	All sources are appropriate, accurately acknowledged and formatted in recognised style; All work is the student's own
A 93-100 %	Totally appropriate interpretation and relevant; Excellent and thorough thesis development	Comprehensive understanding and mastery of core evidence and extensive wider reading	Excellent analytical skills, outstanding evaluation of evidence, independent and original critical insight; Meaningfully integrates experiential learning where appropriate	Exceptional fluency and accurate writing using appropriate language, conclusions are well-justified; Accurate and thorough referencing
A- 90-92%	Almost wholly appropriate interpretation and relevant; Very strong thesis	Very strong understanding of evidence and clear evidence of appropriate wider reading	Well-developed analytical skills, excellent evaluation of evidence, shows strong critical insight; Effectively integrates experiential learning where appropriate	Almost wholly accurate and fluent writing using appropriate language, conclusions are full and justified; Accurate referencing
B+ 87-89%	Appropriate interpretation and relevant; Good thesis throughout	Strong understanding of evidence and appropriate wider reading	Very good analytical skills, strong evaluation of evidence; Shows critical insight; Acknowledges and compares	Largely accurate and fluent writing using appropriate language; conclusions are justified; Accurate referencing

			experiential learning and other perspectives	
B 83-86%	Largely appropriate interpretation and relevant; Thesis is clear	Good understanding of evidence and some appropriate wider reading	Good analytical skills, good evaluation of evidence; Shows critical insight; Acknowledges and compares experiential learning and other perspectives	Largely accurate and fluent writing using appropriate language; Conclusions are justified; Accurate referencing
B- 80-82%	Mostly appropriate interpretation and relevant; Thesis is underdeveloped but clear	Sound understanding of evidence and some wider reading	Sound analytical skills; Sound evaluation of data; Shows some critical judgement identifies experiential connections	Sound level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent; Sound use of referencing conventions
C+ 77-79%	Some appropriate interpretation and relevant; Thesis is underdeveloped and lacks clarity	Evidence is largely understood and some wider reading	Sometimes inconsistent analytical skills; Some evaluation of data; Shows some critical judgement though often descriptive; Identifies experiential connections	Sound level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent but not fully supported; Sound use of referencing conventions

C 73-76%	May contain some misinterpretation and/or irrelevant material; Thesis lacks clarity	Evidence is largely understood; Limited reading beyond material introduced in module	Mostly inconsistent analytical skills; Some evaluation of data; Scant critical judgement mostly descriptive; Identifies experiential connections	Some level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent but not fully supported; Sound use of referencing conventions
C- 70-72%	Limited interpretation and relevance; Thesis is inconsistent	Weak understanding of evidence; Limited reading beyond material introduced in module	Mostly inconsistent analytical skills; Some evaluation of data; Lacks critical judgement; Little integration experiential learning	Inconsistent written fluency; Weak use of appropriate language; Weak justification for conclusions; Adequate use of referencing conventions
D 60-69%	Limited interpretation and relevance; Lacks thesis	Weak understanding of evidence and limited, inappropriate wider reading	Inconsistent and weak analytical skills, poor evaluation of evidence, lacks critical insight; Little integration of experiential learning	Inconsistent written fluency; No justification for conclusions; Inaccurate use of referencing
F 0-59%	Significant misinterpretation and irrelevant material	Lacks understanding of evidence and inappropriate or no wider reading	Lacks analytical skills, lacks evaluation of evidence, lacks critical judgement; Lacks integration of experiential learning	Poorly written with little fluency; No justification for conclusions; Poor referencing; Evidence of plagiarism or

				inappropriate use of AI
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Policies specific to this course

- **Co-curricular Activities and Field Trips:** Field trips for your FIE courses have been planned to help students achieve the learning objectives of the course and are required. They take place during class time unless otherwise noted. Details about required visits appear on the class by class schedule below. Please note that any make up for missed co-curricular activities are at the personal expense of the student.
- **Late submission of work:** Written work may be submitted later than the due date only with express permission in advance of the due date from the course instructor. Late work will receive a 5% reduction in points for each 24-hour period handed in past the deadline, including each weekend day. Work submitted a week late will be marked at a C or lower. Any extensions made beyond the last class meeting must be requested in writing to the faculty and include any information on the circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.
- **Late arrivals to class or site visit:** Please arrive on time. Lateness, particularly on days with co-curricular visits, results in missed course material. Faculty may use their discretion to mark a student as 'Absent' if they feel the student has arrived too late or left too early to be considered 'Present' for that session.
- **Trigger Warnings:** Some topics covered in class may expose students to past traumas and evoke a negative reaction. Sensitive topics can vary, such as sexual violence, death, racism, or xenophobia. I want this to be an inclusive space where every student feels comfortable; therefore, I will provide content warnings before lectures for sensitive subject matters. Content warnings are meant to give students a forewarning so they can prepare for their emotional safety. It is important to note that anything in the environment could be a trigger for someone's trauma, such as smell, sound, or texture; it is impossible to account for all possible triggers, and ask for grace as I do my best as an educator to warn students of potentially distressing content during lectures, assignments and/or discussions.

Attendance and Participation

- Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.
- Class attendance and participation is formally recorded and incorporated into a student's final grade.
- In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going

discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.

- When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.
- Absence from class does not relieve a student of responsibility for assignments. Students bear the ultimate responsibility for all missed class material and assessment.
- If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.
- [See the full attendance policy here](#)

Required Readings

Baldwin, R., & Wyplosz, C. (2015). *The Economics of European Integration*. (5th Ed.). McGraw-Hill.

Additional Resources and Readings

De Gauwe, P. (2012). *Economics of Monetary Union*. (9th Ed.). Oxford University Press

Leonard, D. (2010). *Guide To The European Union*. (10th Ed.). Wiley

Lintner, V, (2016). *The Economics of European Integration*. Routledge

Nello-Senior, S. (2011). *The European Union: Economics, Policy and History*. (3rd Ed.). McGraw-Hill

The Economist special sections on Europe

Financial Times special sections on Europe

European Union: www.europa.eu.int

Blogs by a number of leading economists and EU observers. The blogs by Paul Krugman and Joseph Stiglitz are particularly recommended

MyStudy@FIE

MyStudy@FIE is FIE's virtual learning environment based on the open-source platform Moodle. Students are required to access MyStudy@FIE for course information, readings, link to resources, assignment submissions and communication with faculty.

FIE's Values in the Curriculum

A unique aspect to FIE's curriculum is our courses reflect an engagement with values of 1) knowledge and inclusivity, 2) ethics and human rights, 3) social and cultural engagement, and 4) sustainability. For information about each of these values and how each of FIE's courses aligns with them, please see [Our Values](#).

Topics

- Overview of EU history and its institutions; EU development; models of regional integration; introduction to the European economy
- The EU as an economic actor: the customs union, the internal market, and the role of common policies
- Macroeconomic policy coordination; economic and monetary union; the budget of the EU
- Common Agricultural Policy and the EU's role in global trade: The EU and the WTO and TTIP; the EU and the rest of the world
- Industrial and competition policies; the European 'social market' model in contrast the US and other free market models
- Social and regional policies: regional support mechanisms; social welfare models: harmonising EU's social welfare
- The EU role in transport
- The EU and the environment
- The EU as a global economic player
- The future: Economics of enlargement and further integration or retrenchment

Possible co-curricular activities

- Visit to a museum such as the Imperial War Museum
- Walking tour with a focus on globalization/Europeanisation in a place like the City of London or Oxford Street
- Attending open lectures at the London School of Economics
- Visit to a football club such as Arsenal or Chelsea as many British people relate to Europe through football

Academic Integrity

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

[Please see FIE's Academic Integrity Policy in full.](#)

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit www.fie.org.uk/wst.

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).

Accommodations for Students

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

Additional Policies and Resources

Mental Health and Stress Management Support

FIE offers mental health support. If students wish to seek this support, including with FIE's counsellor, simply email studentlife@fie.org.uk. If you have a counsellor from back home that you are seeing, we strongly encourage you to maintain contact with them throughout your time studying abroad with FIE.

Diversity and Inclusivity

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.