1. **Title of the module**

POLI6110 (PO611) Politics of the European Union

1. **School or partner institution which will be responsible for management of the module**

School of Politics and International Relations

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

This module contributes to all undergraduate programmes in the School of Politics and International Relations. It is a recommended module (but not compulsory) on the BA in European Studies (Humanities) and BA in European Studies (Combined Languages) owned by the School of European Culture and Languages

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 be familiar with and understand the main constitutional and governmental structures of today’s European Union

8.2 analyse and critically assess the origins and effects of these structures, by using the conceptual and theoretical tools of comparative politics, international relations and relevant sources

8.3 appreciate and explain the changing nature of the political process in the European Union and the role played by political parties, interest groups, social movements and public opinion

8.4 assess the role and influence of states on the political process of the EU

8.5 interpret and critically evaluate the main issues in the contemporary political debate in the EU.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments and advocate solutions to problems

9.2 be reflective and self-critical in their work

9.3 communicate ideas effectively and fluently in writing

9.4 use the internet, bibliographic search engines, online resources, and effectively conduct research, drawing on both primary and secondary sources

9.5 engage in academic and professional communication with others

1. **A synopsis of the curriculum**

The purpose of the module is to introduce students to the European Union, how it has evolved since its creation and how it works. In this module, students gain an understanding of the dynamic of European integration over time, analyse the functioning and roles of the EU’s main institutional bodies as well as key political questions underpinning the decision-making structures of the EU. The module will address topics including: the history of European integration, the EU’s institutions and decision-making processes, how EU decisions are implemented, interest group activity in the EU and how this affects EU decision-making, public opinion on the EU, the EU’s democratic deficit and the future of the European integration project.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

* Cini, M. and N. Perez-Solorzano Borragan. Eds. 2016. European Union Politics. Fifth Edition. Oxford University Press: Oxford.
* Hix, S. and B Hoyland. 2018. The Political System of the European Union. Fourth Edition. Palgrave: Basingstoke.
* Nugent, N. 2017. The Government and Politics of the European Union. Eighth Edition. Palgrave: Basingstoke.
* Egan, M., N. Nugent and W.E. Paterson Eds. 2009. Research Agendas in EU Studies. Stalking the Elephant. Palgrave: Basingstoke.

### **Learning and Teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

**13. Assessment methods**

* 1. Main assessment methods
* Multiple choice quiz 1, 10%
* Multiple choice quiz 2, 10%
* Essay, 2500 words, 30%
* Exam, 2 hours, 50%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| MCQ tests | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or Centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members and students within their cohort, from diverse range of backgrounds.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
| 05/01/16 | Minor | September 2016 | 13 | No |
|  |  |  |  |  |

Revised FSO Feb 2018