1. **Title of the module**

POLI9490 (PO949) EU Politics and Governance

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

Politics and International Relations.

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

Level 7

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

20 credits (10 ECTS)

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

Autumn or Spring

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

None

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

MA in European Public Policy; the module contributes to other MA programmes at the Brussels campus

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

SLO1: understand and explain the EU institutional framework, in particular inter-institutional relations and multi-level relations

SLO2: appreciate EU policy-making as a diverse and complex set of interactions between different formal and informal actors and analyse it in terms of governance, networks, power and influence

SLO3: understand and critically assess the main political factors at work in the EU

SLO4: apply theories of European integration;

SLO5: have a profound understanding of decision-making procedures within the EU

SLO6: develop good negotiation and communication skills

SLO7: have a good understanding of the core concepts of European integration

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

GLO1: work with theoretical knowledge and apply theory to practical issues

GLO2: aware of the ethical dimensions of the scholarly work done in their discipline in general as well as in their own work

GLO3: undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments

GLO4: have a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices

GLO5: be reflective and self-critical in their work

GLO6: use the internet, bibliographic search engines, online resources, and effectively conduct research

GLO7: engage in academic and professional communication with others

GLO8: have independent learning ability required for further study or professional work

1. **A synopsis of the curriculum**

The course has a double focus. First, it deals with the formal role of institutions and actors in the EU. Secondly, it focuses on the politics and governance structures in the EU. It looks into power and influence, interests, coalition formation, balancing, bargaining, policy networks and multilevel governance, as well as issues of identity and perception. During seminars a case of EU legislation is being studied, so that students learn to apply different concepts and approaches to a specific case. Moreover, by studying the chronological development of this case through the stages of the policy cycle, students come to grips with both the formal competencies and political factors that influence the process. The course is concluded by a research-based simulation game at COREPER level. Students play the role of member states. For the simulation students have to do autonomous research to prepare their national position, giving the exercise a new dimension. The purpose is for students to be able to retrieve and analyse relevant information and to understand the practicalities of decision-making, it complexity and political character.

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

* Neill Nugent, The Government and Politics of the European Union. Palgrave McMillan, 2006.
* Michelle Cini (ed.), European Union Politics. Oxford University Press, 2006.
* Simon Hix & Bjorn Hoyland, The Political System of the European Union. Palgrave McMillan, 2011.
* Mette Eilstrup-Sangiovanni (ed.), Debates on European Integration. A Reader. Palgrave McMillan, 2006.
* Desmond Dinan, Europe Recast. A History of European Union. Pagrave McMillan, 2004
* Wiener A., Diez T. (ed.), European Integration Theory. Oxford University Press, 2004.
* Wallace W., Wallace H., Pollack M. (eds.), Policy-making in the European Union. Oxford University Press, 2005.
* Featherstone, K. and C.M. Radaelli (eds) The Politics of Europeanization. Oxford University Press, 2003.
* Paolo Graziano & Maarten Vink, Europeanization. New Research Agendas. Palgrave McMillan, 2006
* Simon Bulmer & Christian Lequesne (eds.), The Member States of the European Union. Oxford University Press, 2005 .

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

1. **Assessment methods**
   1. Main assessment methods

Simulation exercise and two page briefing note (20%)

Essay, 5000 words (80%).

13.2 Reassessment methods

100% coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Simulation exercise |  | **x** |  |  | **x** | **x** | **x** |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **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**

Brussels.

1. **Internationalisation**

Please highlight aspects of this module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/activities and support activity.

Support and explanation will be provided via a separate curriculum internationalisation toolkit, available from the Dean for Internationalisation. For further guidance contact Anthony Manning or see <https://www.kent.ac.uk/global/curriculum.html>.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018