



STUDY PROGRAMME

1.POL
2.MATA

ACADEMIC YEAR

2023-2024

SEMESTER

Second

COURSE TITLE

Understanding and Designing EU's Differentiated Present and Future

COURSE PROFESSOR

Michael Kaeding

COURSE ASSISTANT

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NATURE OF COURSE (COMPULSORY, OPTIONAL)

Optional

LANGUAGE OF INSTRUCTION

English

ECTS CREDITS

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1. COURSE OBJECTIVE

This course is about today's Europe and its future. Differentiation has been core to the constitutional architecture of the EU and gained prominence in light of the ongoing manifestations of centrifugal forces. Will Member States continue on the same integrationist track? As it strives to force a post-crisis future, respond to Russia's war in Ukraine, Brexit, global challenges such as climate change and declining trust in representative democracy, it is urgent to build the next phase on solid foundations. Differentiation is a compelling issue in deliberations on Europe's future.

This optional course will provide an in-depth practical and conceptual overview of the results of research on differentiation addressing the following topics: ramifications of different degrees and types of non-conformity/ differentiation; opportunities, benefits and risks of more or less differentiation, both normatively and empirically, including implications for democratic governance; the politics of differentiation; internal differentiation in core state powers; and external differentiation beyond the member states and vis-à-vis enlargement and the EU's Eastern neighbourhood.

All in all, the optional course will cover a comprehensive range of policy areas analysing the causes and effects of differentiation and under what conditions it facilitates policy-making, problem solving and policy implementation – today and in the future. Its main objective is to equip students with hands-on knowledge and tools based on case studies to understand new or re-newed thinking and approaches to differentiation tendencies, proposals and scenarios within the EU and its relations with third countries.

2. LEARNING OUTCOMES

The above course objectives link up with the following programme-specific learning outcomes:



POL:

- Students possess a pluri-disciplinary understanding of European integration, allowing them to understand fully the nature, dynamics and functioning of the EU system.
- Students have a general knowledge of the main components of the EU political system: institutions, actors, decision-making procedures, competences and policies.
- Students comprehend the disciplinary knowledge and theories specific to EU studies.
- Students possess an in-depth knowledge of fundamental aspects of the EU political system (institutions, actors, policies etc.).
- Students can recognize, contextualize, explain, and interpret political, societal and economic phenomena in European integration. They can assess events, governance problems and political crises.
- Students can analyse the process and actors of EU policy-making at different levels of governance and can reflect on potential developments.
- Students can flexibly apply theories and analytical frameworks from different disciplinary perspectives to the main issues of EU politics and policies.
- Students are able to analyse, in a limited amount of time, complex and new issues, by finding and investigating various sources of information and delivering an analytical and critical synthesis.
- Students are capable of working as part of a complex project, individually or collectively, and they develop skills of planning, organisation, prioritisation and time management.
- Students can communicate clearly and effectively, through oral presentations or written documents, to different kinds of audiences.
- Students are capable of evolving in a multi-cultural context and of taking into account the variety of political systems, institutional logics and cultural backgrounds.

MATA

- The graduate is capable of processing a large amount of information and appropriately analyse relevant sources depending on his or her disciplinary focus within a short period of time and of suggesting possible actions that contribute to problem-solving in a creative way.
- The graduate has the intellectual maturity and skills to take responsibilities and function autonomously in a professional environment at national or international level, and especially in a transatlantic context, and to work efficiently and effectively through planning, organizing, setting priorities, meeting deadlines, cooperating across cultural boundaries and networking.

3. COURSE CONTENTS

1. The evolution of differentiation: patterns, causes and effects
2. Internal differentiation in core state powers
3. The politics of differentiation: what do citizens, parties and governments want?
4. External differentiation beyond the member states
5. Brexit and differentiated disintegration
6. New member states and regional differentiation in its neighbourhood
7. Differentiation through flexible implementation
8. Future scenarios: How much differentiation is necessary, conducive, sustainable and acceptable



4. TEACHING METHOD(S)

This optional course is a highly interactive course. We will have lectures with case-studies and current examples, a workshop, and discussion rounds/exercises. Students are asked to deliver statements (instead of presentations on topics) which they must defend vis-à-vis their peers.

5. COURSE MATERIAL

No single book is exactly coterminous with the syllabus. But the following are a useful analytical, theory-based, but also opinionated background reading recommended for the preparation of the seminar:

Leuffen, D., B. Rittberger, and F. Schimmelfennig. 2013. *Differentiated Integration. Explaining Variation in the European Union*. Basingstoke: Palgrave.

Kaeding, M., J. Pollack and P. Schmidt. 2019. *The Future of Europe. Views from the Capitals*. London: Palgrave Macmillan. *(Please note that this is the first volume of an entire series of volumes to be found at the library of the College of Europe also)*

Schimmelfennig, F. and T. Winzen. 2020. *Ever Looser Union? Differentiated European Integration*. Oxford: Oxford University Press.

6. EVALUATION

Students are required to participate actively during the course, give a short oral presentation (statement), give a Group presentation and take a written exam during the June session.

- Active participation (10% of the final grade): Students are expected to come prepared to class having read the compulsory reading material provided for each block.
- Statement (15% of the final grade): Each student will have 3 minutes to give an oral presentation on one of the statements provided. The students are required to defend one position (pro or contra) in a convincing, but, if needed, subjective and provocative way. Here the students may choose between varieties of presentation techniques: PPT-presentations, initiating discussions, showing short films, etc. The list of allocated statements and associated dates will be made available on the intranet page of the course.
- Group Presentation (25% of the final grade)
- Written examination¹ (50% of the final grade)

Assessment at second attempt

¹ The evaluation modalities of the final exam may be subject to adaptations in function of the evolution of the sanitary situation.



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ECTS CARD

During the second examination session the course is assessed 100% on the basis of a written resit exam.