

## Contemporary European Institutions

Contemporary European Institutions  
7.5 credits

Single subject and programme course

733A45

Valid from: 2010 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	Political Science	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2010-11-23	Second cycle	A1N
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Political Science	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2011		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för ekonomisk och industriell utveckling		

## Course offered for

- Master's Programme in International and European Relations

## Entry requirements

Bachelor's degree, equivalent to a Swedish Kandidatexamen, in political science, international relations, economics, history, geography, philosophy, law, sociology or equivalent

English corresponding to the level of English in Swedish upper secondary education (English 6/B) (Exemption from Swedish 3)

## Intended learning outcomes

After completion of the course the student should be able to:

- empirically and theoretically examine the institutions of the European Union;
- utilize acquired theoretical concepts in order to understand and explain patterns of power and authority in contemporary Europe;
- understand and critically discuss the concept of multi-level governance in the EU;
- account for the centrifugal and integrative aspects of European national and transnational interconnections and interdependence in broad temporal and spatial terms;
- discuss possible future developments in Europe and the EU.

## Course content

The central themes of the course are:

- institutional theories as applied to the EU;
- theories of integration and multi-level governance;
- policy-making in the EU;
- the development and characteristics of the EU system of institutions;
- prospects for enlargement and institutional development of the EU.

## Teaching and working methods

The course offers lectures which introduce and develop the content of the course. Lectures are complementary to the literature. Seminars and workshops are important aspects of the learning process and provide opportunities for mutual, critical discussions which develop attitudes and skills. Students are expected to be well prepared for lectures and to have completed assigned preparations for seminars. Students are expected to read and take in the literature independently and/or in self-organized reading groups. Language of instruction is English.

Activities which constitute elements of examination are mandatory.

## Examination

Written examination at the end of the course, and mandatory seminars. Detailed information about the examination can be found in the course's study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

ECTS, EC

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.