



Universidad  
**Nebrija**

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**GRADO EN  
LENGUAS MODERNAS  
CURSO 2011/2012**

**Asignatura: E.U.: Policy and  
Politics**

**Código: LAX114**

**Asignatura: Lax 114 EU: Policy and Politics**

**Formación: Optativa**

**Créditos ECTS: 6**

**Curso: 3º**

**Semestre: 1º**

**Profesor/a: Ana Carballal**

**Curso académico: 2011-2012**

### **1. PREVIOUS REQUIREMENTS**

No prior business classes are required. However, in order to follow the subject appropriately a command of the English Language at an advanced level is advisable.

### **2. BRIEF COURSE DESCRIPTION**

This course will cover relevant political, economic, and social aspects of European history and culture by examining the interaction among nation-states and their impact on other parts of the world. Students acquire basic intellectual skills through critical thinking, considering questions of why and how events occurred. Topics will include European expansion, political revolutions, industrialization, nationalism, colonialism, European wars and the creation of the European Union.

### **3. COMPETENCES AND SKILLS LEARNT BY STUDENTS.**

The **general competencies acquired through the Economic Science and Business Module** (to which this subject belongs) are:

- Capacity to use the required skills to carry out intellectual work (understand, synthesise, summarise, explain, present, argument, organize)
- Capacity to use basic research methodology: analysis, understanding data and synthesise.
- Capacity to manage information
- Capacity to learn and work autonomously
- Capacity to work in teams, integrate into multidisciplinary groups and collaborate with professionals from different fields.
- Capacity to understand diversity and respect multiculturalism
- Capacity to be sensitive to environmental issues and cultural and linguistic heritage.
- Capacity to document his own culture and acquire the ability to communicate interculturally.

The **specific module competences** (Language A and its Literature Module), to which this subject belongs are:

- Capacity to communicate efficiently and express clear and coherent arguments.
- Capacity to read, understand, infer, analyse, summarise and explain oral and written texts related to foreign languages and cultures.
- Capacity to generate and manage professional and academic texts.
- Capacity to explain and present historical, artistic and cultural facts in foreign language.
- Capacity to use new technologies applied to Modern Languages
- Capacity to use previously learnt knowledge, with critical thinking, to intercultural conflict mediation and plurilingual scenarios.

The **specific subject competences** are the following:

- Understand the historical development of European politics, economics, society and culture
- Improve their knowledge of Europe and its diversity
- Critically follow and interpret the main social, economical and political aspects of European History from the 1500s to the present
- Analyze various issues and trends in modern and contemporary Europe
- Debate ideas and concepts of Europe and European integration
- View Europe within a wider international and global perspective
- Recognize and analyze the contributions of cultural diversity to Europe's past and present
- Synthesize information from a variety of sources, including written sources, documentaries and film.

#### 4 COURSE ACTIVITIES AND METHODOLOGY

Methodology for this course is multidisciplinary. It combines theory and practical cases with student's work, tutoring sessions, and continuous evaluation.

**Theoretical- practical sessions** The class format will be a lecture by the professor on the material in the chapter to be covered that day followed by a discussion on the key topics and on the case at the end of the chapter. Students will give prepared oral presentations. There will be group work, which may be graded. Students are responsible for reading the chapter and preparing the cases PRIOR to coming to class.

**Tutorials:** Tutorial sessions (individual or group) will be held at teachers or student's requests so as to monitor the student's development and learning process.

**Practice and Final course assignment:** Students will be required to individually complete a pack compiling different study cases and exercises.

Educational activities will be developed by means of different didactic strategies:

- Theory and Practice
- Collective and individual tutoring
- In-class presentations
- Daily assignments
- Team work assignments
- Workshops and additional training
- Extra-curricular activities

#### 5. EVALUACIÓN SYSTEM

##### 5.1. Ordinary:

5.1.1 Midterm exam	15%
5.1.2 Directed Activities (readings and study cases))	20%
5.1.3 Participation and attendance	20%
5.1.4 Final Exam	45%

##### 5.2. Extraordinary:

5.2.1 Repeat exam	60%
5.2.2 Directed activities	40%

The 10% corresponding to participation will not be considered in the repeat evaluation.

### 5.3. Restrictions:

The minimum grade on the final exam to pass the course is five (5). Any student with a lower grade on the final exam will not pass the course.

## 6. COURSE REFERENCES

- J. Merriman *A History of Modern Europe*. W.W Norton & Company, 2010.  
T. Judt *Postwar: A History of Europe since 1945*. Vintage, 2010.  
D. Leonard *Guide to the European Union*. The Economist, 2010.  
H. Wallace, M. A. Pollack, A.R. Young *Policy Making in the European Union*. Oxford University Press, 2010.  
A. Best *International History of the Twentieth Century*. Routledge, 2008.  
J.M. Roberts *The New Penguin History of the World*. Penguin Books, 2007.  
P.N. Stearns *A Brief History of the World*. The Teaching Company, 2007.  
A. Heywood *Political Ideologies: An Introduction 4<sup>th</sup> Ed*. Palgrave Macmillan, 2007.  
H. G. Wells *A Short History of the world*. Penguin Classics, 2006.

Online Reference & Research Tools:

History Net <http://www.historynet.com>; The History Guide  
<http://www.historyguide.org>; Bridging World History  
<http://www.learner.org/channel/courses/worldhistory>, BBC History  
<http://www.bbc.co.uk/history>; History Today <http://www.historytoday.com/>  
The New York Times <http://www.nytimes.com/>; National Geographic  
<http://www.nationalgeographic.com/history>; The History Channel  
<http://www.history.com/topics/worldhistory> Annenberg Media: the Western Tradition

## 7. LECTURER'S BRIEF CURRICULUM VITAE

Academic Coordinator and History Professor (*Global Civilization I & II and European Studies: Culture, History and Integration*), at the Centro de Estudios Hispánicos, Universidad Antonio de Nebrija  
M.A. in European Studies, University of Amsterdam, Holland  
European Union: politics and economics. M.A. Thesis: *The Mediterranean enlargement of the European Community: The case of Spain*.  
Degree in Geography and History (Licenciatura), Universidad Autónoma de Madrid.  
Specialty: Modern and contemporary history.  
ERASMUS Scholar, Rijksuniversiteit, Groningen, Holland. European politics and Contemporary History

## 8. LECTURER'S OFFICE

Dehesa de la Villa Campus. Office 507 Mail: [acarball@nebrija.es](mailto:acarball@nebrija.es)  
Tutorial schedule will be confirmed in the first couple of sessions, to guarantee that the time schedule suits teacher's and student's needs. However, it is always advisable to make an appointment with the lecturer beforehand in order to ensure her availability.

## 9. DETAILED COURSE CONTENTS

GRADO: MODERN LANGUAGES  
 ASIGNATURA: EUROPEAN UNION  
 CURSO: 2º  
 SEMESTRE: 1º  
 CRÉDITOS ECTS: 6

SESSIONS	TOPIC	READINGS
Introduction <b>The Idea of Europe</b>	<ul style="list-style-type: none"> <li>▪ What is Europe?</li> <li>▪ Europe and its diversity</li> </ul>	
<b>Early Modern Times</b>	<ul style="list-style-type: none"> <li>▪ European Rebirth</li> <li>▪ Rise of Nation States</li> <li>▪ Age of discoveries and exploration</li> <li>▪ New Ideas and Beliefs</li> </ul>	<i>The Intellectual Revival of the Europeans</i> Pages 230- 237  <i>The Early Modern Period</i> Pages 34-39
<b>The Renaissance and the New Humanist thought.</b>	<ul style="list-style-type: none"> <li>▪ Birth of Modern Man?</li> <li>▪ Between faith and reason</li> <li>▪ Da Vinci, Machiavelli, More and Erasmus</li> <li>▪ European Renaissance</li> </ul>	<i>The Myth of the Renaissance</i> BBC article
<b>Charles V and the Holy Roman Empire</b>	<ul style="list-style-type: none"> <li>▪ Idea of a Universal Empire</li> <li>▪ Conflict and Struggles</li> <li>▪ Charles V and the Protestant Reformation</li> </ul>	<i>The Reformation of the Latin Church</i> <i>The Emperor Charles V</i> Pages 238- 249
<b>The Protestant Reformation</b>	<ul style="list-style-type: none"> <li>▪ Martin Luther and John Calvin</li> <li>▪ The Age of the Religious Wars</li> <li>▪ Henry VIII and the Anglican Church</li> <li>▪ Witch hunts in Europe</li> </ul>	<i>The Protestant Reformation</i> The History Guide

<b>Pre- enlightenment</b>	<ul style="list-style-type: none"> <li>▪ Europe in the 17<sup>th</sup> century</li> <li>▪ The Age of Reason</li> <li>▪ The Scientific Revolution</li> <li>▪ Hobbes, Locke, Galilei, Descartes</li> </ul>	<i>The Making of The European Age: Ideas Old and New</i> Pages 674-695
<b>The Age of Absolutism</b>	<ul style="list-style-type: none"> <li>▪ Absolute monarchies</li> <li>▪ Centralized national governments</li> <li>▪ Louis XIV in France</li> </ul>	<i>The Age of Absolutism</i> Article
<b>The Industrial Revolution</b>	<ul style="list-style-type: none"> <li>▪ Towards a modern industrial society</li> <li>▪ The factory system</li> <li>▪ First modern school of economic thought</li> </ul>	<i>The Industrial Revolution</i> Article
<b>Eighteenth Century Enlightenment</b>	<ul style="list-style-type: none"> <li>▪ Against ignorance, superstition, and tyranny</li> <li>▪ The Philosophes: Voltaire, Rousseau and Montesquieu</li> <li>▪ European <i>bourgeoisie</i></li> </ul>	<i>The Enlightenment</i> Article
<b>Political Revolutions</b>	<ul style="list-style-type: none"> <li>▪ <i>What is the Third State?</i></li> <li>▪ <i>The End of the Ancien Regime</i></li> <li>▪ France 1789: Rights of Man and Citizen.</li> </ul>	<i>The Origins of the French Revolution</i> History guide
<b>The Long 19<sup>th</sup> Century</b>	<ul style="list-style-type: none"> <li>▪ The Congress of Vienna</li> <li>▪ Nineteenth century ideologies</li> <li>▪ Nationalism</li> <li>▪ Colonial Empires</li> </ul>	<i>The Long 19<sup>th</sup> Century</i> The Teaching Company Pages 62-67  <i>Adam Smith, Socialist and Liberals</i> Article
<b>World Conflicts and the Great Depression</b>	<ul style="list-style-type: none"> <li>▪ The Great War</li> <li>▪ The Interwar Period</li> <li>▪ The Rise of Fascism and National Socialism</li> </ul>	<i>The Causes of World War I</i> Article  <i>The Ending of World War I and the Legacy of Peace</i> BBC articles

	<ul style="list-style-type: none"> <li>▪ The Spanish Civil War</li> <li>▪ WWII</li> </ul>	<p><i>The search for European Stability</i> Pages 32- 55</p> <p><i>The path to European War, 1930-1939</i> Pages 154- 185</p>
<b>Post War Europe</b>	<ul style="list-style-type: none"> <li>▪ The Legacy of the war</li> <li>▪ European Reconstruction</li> <li>▪ The EEC and the Treaty of Rome</li> <li>▪ A growing community: Widening vs. Deepening</li> </ul>	<p><i>The Legacy of WWII: Decline, Rise and Recovery.</i> BBC articles</p> <p><i>Starting the Cold War</i> Article</p>
<b>European Integration</b>	<ul style="list-style-type: none"> <li>▪ The European Union: Institutions and Policies</li> <li>▪ Europeanism vs. Nationalism</li> <li>▪ Europe today</li> </ul>	<p><i>The European Union. Introduction. The Origins. The Evolution 1958- 2010</i> Pages 3- 43</p>
<b>Theoretical- practical sessions</b>		<b>43h 30 min</b>
<b>Final Exam</b>		<b>2 hours</b>
<b>Final Repeat Exam</b>		<b>2 hours</b>
<b>Tutorials</b>		<b>16 h 30 min</b>
<b>Student's personal study time</b>		<b>86 h</b>
<b>TOTAL HOURS</b>		<b>150 h</b>