

**UCEAP FRANCE PROGRAM  
PARIS, FRANCE**

**UNBOUND BOUNDARIES: THE IDEA OF EUROPE AND EUROPEAN INTEGRATION  
EUROPEAN STUDIES 115**

**FALL 2018**

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**1. COURSE INFORMATION**

**Class Times:** M/W 12:15-1:45 pm (unless otherwise indicated on course schedule)  
**Class Location:** ACCENT Study Center  
**Language of Instruction:** English  
**UC Quarter/Semester Credits:** 5/3.33  
**UCEAP Course Subject Area(s):** European Studies, History, Political Science  
**Course Duration (weeks):** 13 weeks

**2. FACULTY INFORMATION**

**Faculty:** Mariam Habibi, Ph.D.  
**Faculty Contact Information:** mariam.habibi@ags.edu  
**Office:** UC Paris Study Center  
**Office Hours:** by appointment

**3. COURSE DESCRIPTION**

Over the past 200 years, the destiny of Europe has witnessed spectacular ups and downs. Once an imperial power controlling some 1/3 of the planet, the Europe of 1945 shrank in stature and in strength. At pains with its own reconstruction, it also had to renounce control of its colonial empire. The Cold War, following the Second World War, divided Europe into two hostile camps thus adding to its insecurity and humiliation.

Europe's upheavals in the twentieth century however gave birth to a new vision; a vision that became sensitive to the dangers of ethno-nationalism and over-protective economies and strove to surpass national boundaries. The shattering experience of two world wars that tore Europe apart, gave birth to 'an ever-closer union between the peoples of Europe', in other words, the European Union. Since the fall of the Berlin Wall and the end of the bipolar world, this relatively young institution has come to play a continuously greater role in world affairs. Consequently, it has undergone numerous important changes in a short period of time. Today the European Union brings together 28 (soon to be 27) nations and 500 million people.

France's role in the initial creation and the subsequent evolution of this union has been far from minimal. The very idea of unity was announced in a speech by Jean Monnet, a member of the French Committee of National Liberation, back in 1943. The Plan that led to the creation of the European Coal and Steel Community, the forerunner of the European Economic Community, which eventually became the European Union was named after France's foreign minister, Robert Schuman. It was under the presidency of a Frenchman, Jacques Delors, that the European Union launched the common currency, the Euro. Though significant, France's contributions have however not always been constructive. On many occasions France has been accused of putting her national interests before those of Europe. Their general stance can be summed in President Mitterrand's ambiguous phrase: 'France is our homeland, but Europe is our future'. Furthermore, the 2017 presidential elections in France showed a divided France on the question of the European Union with an ever-increasing electorate that expressed more sovereigntist than Europeanist views.

The aim of this class is to provide a general introduction to the history, the structure and the current developments of the European Union, with a specific focus on France. We shall start first with a historical examination of the reasons that led to the creation of the union, we will then turn to its evolution over the years and finally look at the recent events and discuss what lies ahead in the future for the European Union.

**4. COURSE MATERIALS**

Mark Corner. *The European Union: an Introduction*. IB Tauris, 2014. Print.  
Course Reader [CR]

## 5. COURSE LEARNING OUTCOMES

- Gain an understanding of the history, the structure and the current developments of the European Union, as well as its institutions and functionaries, with a specific focus on France.
- Students will be provided with the theoretical tools needed to understand the complex issues and institutions involved in European integration from its inception to its present-day configuration and role in world affairs.
- Develop skills to locate European construction within the existing theories of integration.
- Gain an awareness of the history behind this project: how belligerent countries came to end their discord and form a union.
- Follow the workings of this institution on a day-to-day basis and grasp its importance as an economic and political actor in Europe and the world.
- Develop written and oral analytical skills as well as increase knowledge base on the topic.

## 6. PREREQUISITES

There are no prerequisites for this course.

## 7. METHODS OF INSTRUCTION

Instruction will consist of lectures on history, political science, and European studies, as well as on theoretical concepts and methodology; student presentations; and class discussions on course topics as well as on readings.

## 8. COURSE REQUIREMENTS

### Lectures & Site Visits

Class meetings will last 1.5 hours per session. Class time will be divided between lectures and group discussions in which active student participation is required. Students are expected to read the material assigned for each class and be prepared to discuss the material.

In addition, students will meet for periodic site visits:

- Week 9: Optional trip to Brussels  
**I take a group of students to Brussels on Friday, November 16th. If you are interested in participating, please let me know as soon as possible. There are a limited number of places. You will need to get your own tickets.**

### Class Participation

Attendance and active participation are required. Students are expected to do the readings assigned for each class meeting beforehand, and to actively participate in class discussions.

There is a list of study questions attached to every week. Also some weeks, students will receive newspaper articles related to the EU to read. Students should come prepared to class to comment on those websites and answer questions in relation to the study questions.

### Oral Assessment – Group Presentations

Class will break up into groups. Each group will be asked to prepare a presentation on a policy, a decision, a discussion or an event in the European Union. Students will be graded on the clarity, accuracy, the depth of research of the oral presentation as well as the ability to answer questions. The group will be graded together. Presentations should be no more than 20 minutes.

### Oral Assessment – Political Party Presentation

Class will break up into 8 groups. Each group will represent one of the European Political Groups and come to class representing their position. Students will be graded on the clarity and accuracy of their presentations. The group will be graded together. Presentations should be no more than 10 minutes

### Written Assessment – Quiz

The quiz aims at evaluating students' knowledge base and will be comprised of short answer questions.

### Written Assessment – Research Paper

Critical thought and analytical writing are fundamental components of the course and the final grade. The research paper is based on the oral presentation. Students will compose a 6-8 page research paper, in which the oral presentation topic is developed.

Essays will be 6-8 pages long and will include a title, introduction, main body, and conclusion. Essays must be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all four sides. The essay will be submitted in class on the date specified on the course schedule. No late submissions will be accepted.

### **Midterm Exam and Final Exam**

The midterm and final exams aim at evaluating students' knowledge base, their ability to apply their analytical skills to discussions surrounding the theory and history of European integration, and their ability to appreciate and discuss the present-day effects of this organization on European and world affairs. Both the midterm and final exams will cover the material read and discussed in class up to the date of the exam. The exams will be comprised of both short answer and essay questions. Students will be required to compose their ideas in essay form and in a manner that addresses the topic as it relates to course content.

## **9. ASSESSMENT AND GRADING CRITERIA**

The course will be graded on a 100-point scale, and the final grade will be determined as follows:

➤ Class Participation	15%
➤ Oral Group Presentation	10%
➤ Political Party Presentation	5%
➤ Research Paper	15%
➤ Quiz	10%
➤ Midterm Exam	20%
➤ Final Exam	25%

The numerical average will correspond to the following degrees of competence:

90 – 100	<i>Outstanding degree of competence</i>
80 – 89	<i>Good degree of competence</i>
70 – 79	<i>Adequate degree of competence</i>
60 – 69	<i>Basic degree of competence</i>
0 – 59	<i>Failure to demonstrate a basic degree of competence</i>

## **10. ATTENDANCE POLICY**

Attendance is expected in all course meetings, course-related activities and visits/excursions on UCEAP programs.

- Students should plan to arrive on time to all course meetings. Students will be marked absent if they are not present at the start of class. Students will also be marked absent if they skip out early.
- Roll will be called as a matter of course. The class register is the official record of student attendance.
- Absences will adversely affect course participation grades.  
Students will be required to meet with the Academic Director if it is determined that their lack of participation in a course has a negative impact on the other students in the class (e.g., group presentations). When appropriate, the Academic Director will confer with UCEAP on disciplinary measures to take, including probation and dismissal from the program.
- No MAKE-UPS for missed work: if a student is absent on a day when there is some form of assessment (quiz, test, presentation, exam, etc.), there will be no make-ups.
- NO LATE ASSIGNMENTS: No late assignments will be accepted and no extensions will be given.
- No guests are allowed to participate in any UCEAP courses or site visits.

## **11. CLASS ETIQUETTE**

Students studying abroad are ambassadors for the University of California and as such, should act with decorum and respect for others at all times. As participants on the UCEAP Fall Semester Program in Paris students are subject to student conduct policies of UCEAP and ACCENT.

Students should seek to play their part in making the class a success. Students should arrive punctually for classes, taking special care to allow for journey times between the various venues. They should come to class with the necessary materials for taking notes, and bringing with them any books or suchlike required for the class. Students will be responsible for obtaining their own copies of any missed assignments and materials.

Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom or lecture room.

For more information, please consult the UCEAP Student Conduct and Discipline Policy at [http://eap.ucop.edu/Documents/Policies/student\\_conduct\\_discipline.pdf](http://eap.ucop.edu/Documents/Policies/student_conduct_discipline.pdf).

## 12. ACADEMIC INTEGRITY

Students should remember that they are still subject to the academic integrity provisions of the University of California. The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community.

This means that all academic work—research papers, exams, and/or other assignments—will be done by the student to whom it is assigned, without unauthorized aid of any kind. Likewise, any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

For more information, please consult UCEAP Academic Conduct Policy at [http://eap.ucop.edu/Documents/Policies/academic\\_conduct.pdf](http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf).

## 13. STUDENT ACCOMMODATIONS

UCEAP is committed to facilitating welcoming and reasonably accessible programs. Any student who because of a disability may require special arrangements in order to meet course requirement should present appropriate verification from the campus Disability Student Office to UCEAP advisors during the application process, and should contact Paris Director upon arrival to confirm the approved accommodations. No requirement exists that accommodations be made prior to completion of this approved university procedure. Disability status is confidential and should always be discussed in private.

For more information, please consult UCEAP Official website at <http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx>.

## 14. COURSE SCHEDULE

Date	Contents & Readings	Coursework & Site Visits
<p><i>WEEK 1</i></p> <p>Monday Sept. 10<sup>th</sup></p>	<p><i>TOPIC:</i> Introduction to the European Union</p> <hr/> <p><i>READINGS:</i> George Kovtun, <i>Masaryk and America</i>, 'The New Europe' Library of Congress, 1988.</p> <p>Aristide Briand, <i>The Briand memorandum</i></p> <p>Richard Nikolaus von Coudenhove-Kalergi, <i>The Pan European Manifesto</i>, 1923</p>	<p><b>Study Questions</b></p> <ol style="list-style-type: none"> <li>1. What did each thinker/politician suggest and why?</li> <li>2. What were the shortcomings of each of those projects?</li> </ol>
<p><i>WEEK 1</i></p> <p>Wednesday, Sept. 12<sup>th</sup></p>	<p><i>TOPIC:</i> The History of Europe and the birth of the 'Idea of Europe'</p> <hr/> <p><i>READINGS:</i> (Continues from Monday, Sept. 10<sup>th</sup>)</p>	<p>(Continues from Monday, Sept. 10<sup>th</sup>)</p>

<p><i>WEEK 2</i></p> <p>Monday, Sept. 17<sup>th</sup></p>	<p><i>TOPIC:</i> Europe during WW2 and after</p> <hr/> <p><i>READINGS:</i> Extracts from the Ventotene Manifesto</p> <p>Jean Monnet, <i>Memoirs</i>, chapters 11&amp;12 .</p> <p>Mr Winston Churchill speaking in Zurich 19th September 1946.</p>	<p><b>Study Questions</b></p> <ol style="list-style-type: none"> <li>1. Why was nationalism discredited after WW2?</li> <li>2. Economically what did Western Europe need after WW2?</li> <li>3. Politically, what did Western Europe need after WW2?</li> <li>4. Was France, more than any other European country, capable of leading the post-war European project? If so, why?</li> </ol>
<p><i>WEEK 2</i></p> <p>Wednesday, Sept. 19<sup>th</sup></p>	<p><i>TOPIC:</i> France during and immediately after the Second World War</p> <hr/> <p><i>READINGS:</i> (Continues from Monday, Sept 17<sup>th</sup>)</p>	<p>(Continues from Monday, Sept 17<sup>th</sup>)</p>
<p><i>WEEK 3</i></p> <p>Monday, Sept. 24<sup>th</sup></p>	<p><i>TOPIC:</i> History of the European Union: the treaties</p> <hr/> <p><i>READINGS:</i> Mark Corner, <i>The European Union: an introduction</i>, chapters 1 and 2</p> <p>Jean Monnet, <i>Memoirs</i>, chapter 13</p> <p>The Schuman Declaration</p>	<p><b>Study Questions</b></p> <ol style="list-style-type: none"> <li>1. What is a treaty? How is it written? Why is it written?</li> <li>2. What is a sovereigntist? Name a couple of European sovereigntists.</li> <li>3. What were Monnet's concerns?</li> <li>4. What are Monnet's proposals?</li> <li>5. What was the Schuman Declaration? Why was the Schuman Declaration different to any other treaties signed before?</li> </ol>
<p><i>WEEK 3</i></p> <p>Wednesday, Sept. 26<sup>th</sup></p>	<p><i>TOPIC:</i> History of the European Union: the treaties (Cont.)</p> <hr/> <p><i>READINGS:</i> (Continues from Monday, Sept. 24<sup>th</sup>)</p>	<p>(Continues from Monday, Sept. 24<sup>th</sup>)</p>
<p><i>WEEK 4</i></p> <p>Monday, Oct. 1<sup>st</sup></p>	<p><i>TOPIC:</i> The European Union: an anatomy The institutions that make up the European Union</p> <hr/> <p><i>READINGS:</i> Mark Corner, <i>The European Union: an introduction</i>, chapter 3</p>	<p><b>Quiz</b></p> <p><b>Study Questions</b></p> <ol style="list-style-type: none"> <li>1. What Is the difference between governance and government?</li> <li>2. Does the EU governance differ from a national one? How?</li> <li>3. What Is the difference between supranational and Inter-governmental?</li> <li>4. Which Institution is Inter-governmental, which Is supranational?</li> <li>5. The shifting of the balance of power between the EU</li> </ol>

		institutions: why has that happened? Has it been beneficial or detrimental to the EU?
<b>WEEK 4</b> Wednesday, Oct. 3 <sup>rd</sup>	<b>TOPIC:</b> The European Union: an anatomy The institutions that make up the European Union (Continues from Monday, Oct. 1 <sup>st</sup> )	(Continues from Monday, Oct. 1 <sup>st</sup> )
	<b>READINGS:</b> (Continues from Monday, Oct. 1 <sup>st</sup> )	
<b>WEEK 5</b> Monday, Oct. 8 <sup>th</sup>	<b>TOPIC:</b> The institutions that make up the European Union (contd)	<b>Study Questions</b> From the website, what are your first impressions?
	<b>READINGS:</b> Mark Corner, <i>The European Union: an introduction</i> , chapter 3  Explore the EU website <a href="https://europa.eu/european-union/index_en">https://europa.eu/european-union/index_en</a>	<ol style="list-style-type: none"> <li>1. What does each Institution do?</li> <li>2. In what ways does the EU differ from national governments?</li> <li>1. Consider the following comments: 'A system of shared power characterized by growing complexity and an increasing number of players' 'An organization with an expanding scope, but limited capacity'</li> </ol>
<b>WEEK 5</b> Wednesday, Oct. 10 <sup>th</sup>	<b>Group assignment: Presentation of your political groups</b>	
<b>WEEK 6</b> Monday, Oct. 15 <sup>th</sup>	<b>TOPIC:</b> Democracy in the European Union	<b>Study Questions</b>
	<b>READINGS:</b> Elizabeth Bomberg, John Peterson and Richard Corbett, <i>The European Union: How does it work? chapter 7</i>	<ol style="list-style-type: none"> <li>1. What is democratic deficit?</li> <li>2. How important is democracy?</li> <li>3. How can the EU become more democratic?</li> </ol>
<b>WEEK 6</b> Wednesday, Oct. 17 <sup>th</sup>	<b>TOPIC:</b> The Single market	<b>Study Questions</b>
	<b>READINGS:</b> Mark Corner, <i>The European Union: an introduction</i> , chapter 4  Explore the website of the Commission for Competition  <a href="http://ec.europa.eu/competition/">http://ec.europa.eu/competition/</a>	<p>From the website, discuss and comment on some of the activities of the Commissioner for Competition.</p> <ol style="list-style-type: none"> <li>1. What is a single market?</li> <li>2. Why is it necessary?</li> <li>3. What institutional changes were necessary for ensuring a single market?</li> <li>4. Advantages and disadvantages of a single market in the long run.</li> </ol>

<p><i>WEEK 7</i> Monday, Oct. 22<sup>nd</sup></p>	<p><i>TOPIC:</i> Review for Midterm</p>	
<p><i>WEEK 7</i> Wednesday, Oct. 24<sup>th</sup></p>	<p><b>MIDTERM EXAM</b></p>	
<p><b>October 29<sup>th</sup>-November 4<sup>th</sup>: FALL BREAK</b></p>		
<p><i>WEEK 8</i> Monday, Nov. 5<sup>th</sup></p>	<p><i>TOPIC:</i> The purposes of the EU as a polity: Key policies: Agriculture</p> <hr/> <p><i>READINGS:</i> Mark Corner, <i>The European Union: an introduction</i>, chapter 5</p> <p>Explore the website of Commissioner for Agriculture and Rural development <a href="https://ec.europa.eu/agriculture/index_en">https://ec.europa.eu/agriculture/index_en</a></p>	<p><b>Study Questions</b></p> <p>From the website, discuss and comment on some of the activities of the Commission for Agriculture and Rural development.</p> <ol style="list-style-type: none"> <li>1. Why was It necessary to have a CAP In the 1950's?</li> <li>2. What Is a common policy? How did It affect agriculture In the European community?</li> <li>3. What were the criticisms that CAP faced in the 70's?</li> <li>4. Why did It react so slowly to these criticisms?</li> <li>5. Why were reforms finally Introduced?</li> <li>6. What type of changes has CAP undergone?</li> </ol>
<p><i>WEEK 8</i> Wednesday, Nov. 7<sup>th</sup></p>	<p><i>TOPIC:</i> (Continues from Monday, Nov. 5<sup>th</sup> )</p> <hr/> <p><i>READINGS:</i> (Continues from Monday, Nov. 5<sup>th</sup> )</p>	<p><b>Oral Presentation</b></p> <p>(Continues from Monday, Nov. 5<sup>th</sup> )</p>
<p><i>WEEK 9</i> Monday, Nov. 12<sup>th</sup></p>	<p><i>TOPIC:</i> A Europe of Regions</p> <hr/> <p><i>READINGS:</i> Mark Corner, <i>The European Union: an introduction</i>, chapter 6</p> <p>Explore the Committee of Regions website <a href="http://cor.europa.eu/en/Pages/home.aspx">http://cor.europa.eu/en/Pages/home.aspx</a> and the EU commissioner for Regional Policy <a href="http://ec.europa.eu/regional_policy/en/">http://ec.europa.eu/regional_policy/en/</a></p>	<p><b>Study Questions</b></p> <p>From the website, discuss and comment on some of the activities of the Committee of Regions and the Commissioner for Regional Policy</p> <ol style="list-style-type: none"> <li>1. What is the purpose of the Committee of Regions?</li> <li>2. How does It function?</li> <li>3. Give some example of their policies?</li> </ol>

<p><i>WEEK 9</i></p> <p>Wednesday, Nov. 14<sup>th</sup></p>	<p><i>TOPIC:</i> Environmental policy in the European Union</p> <hr/> <p><i>READINGS:</i> Mark Corner, <i>The European Union: an introduction</i>, chapter 8</p> <p>Explore the web site of the Commission for Climate Action <a href="https://ec.europa.eu/clima/index_en">https://ec.europa.eu/clima/index_en</a></p> <p>Energy and for Environment, Maritime Affairs and Fisheries <a href="https://ec.europa.eu/maritimeaffairs/content/environment-maritime-affairs-and-fisheries-commissioner-vella-g7-environment-ministers_en">https://ec.europa.eu/maritimeaffairs/content/environment-maritime-affairs-and-fisheries-commissioner-vella-g7-environment-ministers_en</a></p>	<p><b>Oral Presentation</b></p> <p><b>Study Questions</b></p> <p>From the websites, discuss and comment on some of the activities of these two commissioners.</p> <ol style="list-style-type: none"> <li>1. What type of action is the EU pursuing in relation to the environment?</li> <li>2. How successful is it?</li> <li>3. What are the obstacles it faces?</li> </ol>
<p><i>WEEK 9</i></p> <p>Friday, Nov. 16<sup>th</sup></p>		<p><b>Site Visit</b></p> <p>Optional excursion to Brussels</p>
<p><i>WEEK 10</i></p> <p>Monday, Nov. 19<sup>th</sup></p>	<p><i>TOPIC:</i> Enlargement, European Neighbourhood Policies</p> <hr/> <p>Explore the website of the European Neighbourhood Policy and Enlargement Negotiations <a href="https://ec.europa.eu/neighbourhood-enlargement/">https://ec.europa.eu/neighbourhood-enlargement/</a></p>	<p><b>Study Questions</b></p> <p>From the website, discuss and comment the activities of the Commissioner.</p> <ol style="list-style-type: none"> <li>1. Why should the EU enlarge?</li> <li>2. What are the advantages and disadvantages of enlargement?</li> <li>3. What is the ENP?</li> <li>4. Give examples.</li> <li>5. State its successes and failures of the ENP.</li> </ol>
<p><i>WEEK 10</i></p> <p>Wednesday, Nov. 21<sup>st</sup></p>	<p><i>TOPIC:</i> External Affairs</p> <hr/> <p><i>READINGS:</i> Mark Corner, <i>The European Union: an introduction</i>, chapter 7</p> <p>Explore the European External Action Service website <a href="https://eeas.europa.eu/headquarters/headquarters-homepage_en">https://eeas.europa.eu/headquarters/headquarters-homepage_en</a></p>	<p><b>Oral Presentation</b></p> <p><b>Study Questions</b></p> <p>From the website, discuss and comment on some of the activities of the EEAS.</p> <ol style="list-style-type: none"> <li>1. What is soft power?</li> <li>2. What is the comprehensive approach?</li> <li>3. Give examples of EU's external affairs.</li> <li>4. Should the EU be promoting its values abroad?</li> </ol>
<p><i>WEEK 11</i></p> <p>Monday, Nov. 26<sup>th</sup></p>	<p><i>TOPIC:</i> Security inside the EU: the question of immigration and asylum seekers</p>	<p><b>Study Questions</b></p> <p>From the website, discuss and comment on some of the activities of the</p>

	<p><b>READINGS:</b> Ben Hall with Ashish Bhatt, <i>Policing Europe: EU Justice and Home Affairs cooperation</i></p> <p>Explore the Commission for Migration and Home Affairs <a href="https://ec.europa.eu/home-affairs/index_en">https://ec.europa.eu/home-affairs/index_en</a></p>	<p>Commission for Migration and Home Affairs</p> <ol style="list-style-type: none"> <li>1. Why is security a difficult area for cooperation?</li> <li>2. Why is immigration a difficult area for cooperation?</li> <li>3. Why is asylum a difficult area for cooperation?</li> <li>4. What has the EU done about it so far?</li> </ol>
<p><b>WEEK 11</b> Wednesday, Nov. 28<sup>th</sup></p>	<p><b>TOPIC:</b> Area of Justice and Freedom</p> <p><b>READINGS:</b> Explore the website of the Commissioner for Justice and Consumers. <a href="https://ec.europa.eu/info/departments/justice-and-consumers_en">https://ec.europa.eu/info/departments/justice-and-consumers_en</a></p>	<p><b>Oral Presentation</b></p> <p><b>Study Questions</b></p> <p>From the website, discuss and comment on some of the activities of the commission.</p> <ol style="list-style-type: none"> <li>1. What is the Charter of Fundamental Rights?</li> <li>2. What are the rights of the European citizen?</li> <li>3. Should there be a harmonized area of justice and freedom?</li> </ol>
<p><b>WEEK 12</b> Monday, Dec. 3<sup>rd</sup></p>	<p><b>TOPIC:</b> The Euro: the birth of the single currency: advantages / disadvantages.</p> <p><b>READINGS:</b> <i>One currency for one Europe: the road to the Euro.</i> European Union brochure. Explore the website of the European Central Bank <a href="https://www.ecb.europa.eu/home/html/index.en.html">https://www.ecb.europa.eu/home/html/index.en.html</a></p> <p>And the Commission for Financial Stability, Financial Services and Capital Markets Union. <a href="https://ec.europa.eu/info/departments/financial-stability-financial-services-and-capital-markets-union_en">https://ec.europa.eu/info/departments/financial-stability-financial-services-and-capital-markets-union_en</a></p>	<p><b>Study Questions</b></p> <p>From the websites, discuss and comment on some of the activities of these two institutions.</p> <ol style="list-style-type: none"> <li>1. Why did the European community introduce a single currency?</li> <li>2. Why was it difficult?</li> <li>3. What have been the advantages of the single currency?</li> <li>4. What have been the disadvantages of the single currency?</li> <li>5. The governance of the Eurozone.</li> </ol>
<p><b>WEEK 12</b> Wednesday, Dec. 5<sup>th</sup></p>	<p><b>TOPIC:</b> (Continues from Monday Dec. 3<sup>rd</sup> )</p> <p><b>READINGS:</b> (Continues from Monday Dec. 3<sup>rd</sup> )</p>	<p><b>Oral Presentation</b></p> <p>(Continues from Monday Dec. 3<sup>rd</sup> )</p>

<i>WEEK 13</i> Monday, Dec. 10 <sup>th</sup>	<i>TOPIC:</i> Review for Final Exam	
<i>WEEK 13</i> Wednesday, Dec. 12 <sup>th</sup>	<b>RESEARCH PAPER DUE &amp; FINAL EXAM</b>	