

Descriptif d'enseignement / *Course descriptions*

3^{ème} année internationale / International Undergraduate programme

Semestre 2

Titre du cours - *Course Title*

A practical insight on the EU decision making in the EU

Type de cours : Cours magistral ou Séminaire ou Conférence de méthode

Langue du cours/Language of instruction : English

Enseignants – *Professors*

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Résumé du cours – **Objectifs** - *Course Description – Objectives*

The aim of the course is to provide students with the main analytical tools and practical knowledge to understand the European decision-making process and the European political system.

During the first part, the course will focus on a practical analysis of the EU policy-making with the examples of concrete cases of recent pieces of legislation, and more precisely:

- the role and competences of the key EU institutions (Commission, Parliament and Council), and how they interact.
- the decision-making process and how the co-legislators are engaged to shape new pieces of legislation.
- the concept of interest representation and the lobbying and advocacy strategies implemented by external stakeholders. This section will focus on the role of specific actors such as local and regional authorities and NGOs.

Active participation from students is expected throughout classes.

The second part of the course will be dedicated to simulations and practical exercises. Students will be provided with the opportunity to put into practice the theoretical knowledge that they have acquired in class and to get hands-on experience of negotiating techniques and processes. The simulation will run through different stages representing the different steps of the EU decision making process, from the drafting phase to the trialogue and informal adoption of a legislative act. The role of the students will change throughout the process so that they will be able to experience different points of view.

At the end of the course, students will be able to:

- Understand how the European institutions work in practice.
- Assess the institutional framework on a given policy issue and identify the key actors and understand their roles and interests.

- Understand the interaction among EU institutions, policymakers and stakeholders in the decision-making process with a focus on Subnational actors.
- Create a lobbying/advocacy strategy on a relevant EU policy issue for subnational actors.

Since decision-making processes, including those aiming at influencing it, are based on developing partnerships and making compromises, the course will encourage students to develop those skills through teamwork and collective assignments. During the simulation exercises, students will take on different roles, simulate meetings in the European Parliament and with Commission officials and will understand the impacts of bargaining and compromise building on the policy-making process.

Evaluation - Assessment

Students will be evaluated on 2 assignments, plus participation in class.

1) Briefing note: Analysis of the negotiations leading to the adoption of a legislation – 40%

This assessment will allow students to get more familiar with the EU legislative procedures, to look at real legislative proposals, to appreciate the debate, the bargaining process and its outcome.

- Each student will have to prepare a 3 pages max. presentation of the chosen legislation with the basic facts: what is the legislation about; who are the main stakeholders; key milestones.
- The analysis should include the basic facts (what is the legislation about, calendar and key milestones) a stakeholder map, the key arguments at play and an analysis of the dynamics at play based on the elements presented in class.
- Students will receive the presentations.

2) Design and defend your own advocacy strategy (group / simulation) – 40%

Through this assignment, students are asked to work in groups to develop and defend an advocacy strategy to influence a given policy. Each group will represent a different stakeholder with a different interest at stake, which will have to be identified by the group, and around which the group will have to develop its strategy, the main arguments and the means to push them through.

Two simulations in class will be organised, where students will have to roll out their strategies in front of Commission officials, Members of the European Parliament and other stakeholders in order to form alliances.

3) Participation in Class – 20%

Plan – Séances - Course Outline

Class 1 – Introduction to the course

Introduction to the EU institutional triangle: general presentation of the EU decision-making process and of the EU political context.

Class 2 – The European Institutions (1)

The European Commission and the European Council in the decision-making process

Class 3 – The European Institutions (2)

The European Parliament in the decision-making process.

Class 4 – Policy-making and interest representation: why, who, what, when, how?

Policy process and non-institutional actors: from agenda-setting and policy preparation to adoption and implementation.

Class 5 – Policy-making and interest representation: some examples

The case of local and regional authorities and NGOs.

Class 6 – Simulation 1

Class 7 – Simulation 2

Class 8 – Conclusions: evaluation and final remarks

Bibliographie indicative – *Indicative Bibliography*

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- Directorate-General for Internal Policies of the Union, Directorate for Legislative Coordination and Conciliations Conciliations and Codecision Unit, 'Codecision and Conciliation-A Guide to how the Parliament co-legislates under the Treaty of Lisbon', 51 pages.
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