UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

History of European Integration (blended)

2526-2-F5602M015-F5602M023M

Learning objectives

Knowledge and understanding - The educational objective of the course is to provide students with a critical understanding of the European integration process and its effects on the economic development of member countries. The course provides students with the conceptual tools and information necessary to interpret the choices made by EU institutions and to understand the functioning of the ECSC, the EEC, the CAP, the EIB, the ESF, and the EMS, leading up to the creation of the EU and the euro. The complexity of the evolutionary process between countries with cultural, institutional, and social differences is highlighted, and the positive and negative outcomes from the 1950s to Brexit are indicated.

Applying knowledge and understanding – The course provides students with skills related to learning, research and analysis, with particular reference to the economic and social development of countries belonging to EU institutions.

Making judgements - The course enables students to acquire technical language and appropriate terminology to competently describe phenomena and processes related to the evolution of EU institutions.

Communication skills - The course enables students to acquire technical language and appropriate terminology to competently describe phenomena and processes related to the evolution of EU institutions.

Learning skills – The course allows students to analyse the phenomena and processes related to the evolution of EU institutions.

Contents

After a brief summary of the previously models of European integration existing from the half of the 19?? century to the second world war, the course explains the reasons and the modalities of the foundation of the first European institutions and policies (ECSC, EEC, Euratom, CAP, EIB) and the economical and financial context where they

operated (gold exchange standard and golden age). Then it illustrates the changes of the 1970s (the end of the gold exchange standard, the shock oil and the creation of the EMS) and the increase in number of EEC' countries until the Unique Act and the Treaty of Maastricht. Finally it shows the steps of the creation of the EMU and the positive and negative aspects of the new EU at the beginning of the new millennium: in particular face to the perspective of the further enlargement to the Eastern Europe and in a context of strong globalization of world markets where there exist new great competitors as the BRICS.

Detailed program

These items will be analysed during the lessons

a) The economic integration in Europe from the 19th century to the mid of 20th century (notes);
b) The first essays of economic integration after the second world war;
c) The birth of the ECSC (European Coal and Steel Community) and the EEC (European Economic Community);
d) The International Monetary System until the crisis of the system of Bretton Wood;
e) The birth of the European Monetary System and the first enlargement of the EEC;
f) The problems of the European Monetary System and the crisis in 1992;
g) The Maastricht Treaty and the Monetary and Economic Union
h) The European agriculture and the CAP (Common Agricultural Policy), the European industrial policy and the new rules on the concurrency and protectionism in the new EU;
i) The new Millennium: the enlargement to Eastern European Countries and the problems connected to the world economic crisis and Brexit (notes)

Prerequisites

Having passed the course of Economic History (or similar) during the three-year degree. Knowledge of microeconomics and macroeconomics syllabuses typical of bachelor's degrees in economics.

Teaching methods

The course is in blended-learning - Oral lectures or video lesson (14 hours), blended-learning (14 hours)

Assessment methods

For students attending the course: Written exam with 16 open questions (everyone 2 points) - Series of questions at home within a deadline (forum).
The final evaluation depends on written exam (60%) and homework research (40%)

For not attending students: Written exam with 16 open questions (everyone 2 points)

Textbooks and Reading Materials

The course is in blended-learning: reading materials are available on-line (e-learning)

For not attending students: Gilbert M., “European Integration: A Concise History”, Rowman & Littlefield Pub Inc., 2011

Semester

First semester: October-November

Teaching language

English

Sustainable Development Goals

QUALITY EDUCATION | DECENT WORK AND ECONOMIC GROWTH | RESPONSIBLE CONSUMPTION AND PRODUCTION | PEACE, JUSTICE AND STRONG INSTITUTIONS