Europe under stress: The European Union has come to a turning point. After the British voters endorsed the exit of the United Kingdom from the EU, most European countries have seen a considerable increase of eurosceptical and populist political parties in their Parliaments. These new forces, mainly fuelled by nationalism, blame cosmopolitanism, liberalism and the EU establishment for its incapacity to deal with the citizens’ needs. Furthermore, the arrival of massive waves of immigrants and refugees in the past years has triggered an identity crisis among Europeans and polarized societies with a growing frustration. In the face of these challenges, European Governments and EU Institutions are struggling to regain the confidence of citizens towards the once thriving EU integration project. Brexit and nationalism have therefore brought back a fundamental question to the table: in a rapidly transforming world, what future lies for Europe and its citizens? After a brief introduction to the EU, its achievements and limitations, this Seminar will address this question by looking in a first part to the changes Europe is experimenting from a political, social and economic point of view. The second part of the Seminar will pay attention to Brexit specifically: the history behind; the negotiations between the UK and the EU and an assessment of the impact Brexit can have. Finally, the third and last part will analyse the scenarios ahead of Europe from different perspectives: multiculturalism and identity; democracy and the transformation of politics; and economic prosperity.

OBJECTIVES AND SKILLS

- Identify correctly the diversity of forces driving political, social and economic changes in Europe.
- Understand the ongoing negotiation & the political, legal and economic implications of Brexit.
- Interpret the action of governments and EU institutions to face the current challenges of nationalism, populism and Euroscepticism.
- Develop a capacity to argue about the ongoing transformations in Europe and to elaborate solutions to the main challenges the EU is facing.
- Integrate the knowledge learned in the different disciplines of the program.
- Apply, in an integrated manner, the knowledge learned in the different disciplines of the program to specific interdisciplinary projects.
- Apply in an integrated manner, the knowledge learned in the different disciplines of the program, to specific projects of social analysis.
- Gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
- Understand the social dynamics and be able to advance proposals of value for a society through institutions and companies.

**METHODOLOGY**

The general methodology will include instructor presentations and explanations of key concepts and principles related to constitutional issues. Decisions of different supreme or constitutional courts will be used. Students are expected to engage in discussion dealing with essential problems and latest developments within the realm of constitutional law. As a general rule, the so-called ‘Socratic method’ will be used.

Active participation in class, case presentations, group assignments and debates are a precondition for the success of the course. Students are expected to engage meaningfully in class sessions and will be encouraged to seek a deeper knowledge of the subject matter through independent research activity.

Students are expected to read all assigned materials and be prepared ahead of all class meetings. Questioning in the classroom will be part of the general methodology.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>46.67 %</td>
<td>35 hours</td>
</tr>
<tr>
<td>Discussions</td>
<td>13.33 %</td>
<td>10 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>26.67 %</td>
<td>20 hours</td>
</tr>
<tr>
<td>Group work</td>
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<td>10 hours</td>
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<tr>
<td>Other individual studying</td>
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<td>0 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0 %</td>
<td>75 hours</td>
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PROGRAM

SESSIONS 1 - 2
A brief history of Brexit

A brief history of Brexit

T.N.: reading

SESSIONS 3 - 4
Why Brexit? Brexit vs. Bremain
Follow updates about Brexit:
https://www.politico.eu/section/brexit/
http://www.ecfr.eu/debate/responses_to_the_british_referendum

SESSIONS 5 - 6
Brexit: conducting the negotiations

SESSION 7
Mid-term exam

SESSIONS 8 - 9
What kind of Brexit? Assessing the impact
House of Commons, Briefing papers 'The Brexit White Paper on future relations and alternative proposals' researchbriefings.files.parliament.uk/documents/CBP-8387/CBP-8387.pdf
T.N.: reading White paper

SESSION 10
EU post Brexit. Is there need for reforms?
Paul De Grauwe 'What Future for the EU After Brexit?:
T.N.: reading

SESSIONS 11 - 12
A multicultural Europe? Migrations, racism and identity
SESSION 13
Democracy at risk in Europe?
+ Ft Martin Wolff Capitalism and democracy — the odd couple
+ http://www.nybooks.com/daily/2017/10/16/is-democracy-in-europe-doomed/

SESSION 14
Prosperity in Europe? Economy, digital and growth - Coming up with solutions in the EU
White paper on future of EU - Reflections and scenarios for the EU27 by 2025
T.N.: reading

SESSION 15
Final Exam
BIBLIOGRAPHY
No compulsory textbook is required for this course. Students will be required to read materials from different sources, all of which will be distributed through IE Campus.

EVALUATION CRITERIA

Each student has four attempts over two consecutive academic years to pass this course. Dates and location of the final exam will be posted in advance and will not be changed. Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year). Students who are in the third or fourth attempt should contact the professor during the first two weeks of the course.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Final Exam</td>
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<tr>
<td>Intermediate Tests</td>
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<tr>
<td>Class Participation</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Individual Work</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

PROFESSOR BIO

Professor: ANTONIOS KOUROUTAKIS
E-mail: akouroutakis@faculty.ie.edu

Dr. Antonios Kouroutakis is Assistant Professor at IE University in Madrid, Spain and he has taught a variety of law courses and conducted research at the City University of Hong Kong, the Free University of Berlin, FVG Sao Paolo, and Aristotle University of Thessaloniki. Kouroutakis received a DPhil in Law from University of Oxford and an LLM from UCLA School of Law. Dr. Kouroutakis’ research interests lie mainly in the field of constitutional engineering, public law and regulation. In particular, Dr. Kouroutakis is interested in the concept of separation of powers, rule of law, emergency legislation, and the regulation of new technologies; he has published widely on these topics in international and peer reviewed journals, and his work has been cited in numerous reports while his research on the constitutional value of sunset clauses was cited by the British Parliament.

email: akouroutakis@faculty.ie.edu

Professor: Antonio Pérez-Hernández Durán
Email: aperezhernandez@faculty.ie.edu

Bio:
Antonio Perez-Hernandez is a career diplomat, currently working as an Advisor to the Secretary of State for European Affairs. Since his arrival to this post in 2017, he has closely followed the main EU dossiers, particularly the Brexit negotiations, the Multiannual Financial Framework and the future of Europe questions. Before coming back to the Foreign Affairs Ministry in 2017, he worked for 4 years in the Spanish Embassy in Budapest (Hungary) where he gained extensive experience on European matters whilst leading the Public Affairs Office of the Embassy. Prior to that, from 2010 to 2013, he served in the Spanish Embassy in Dakar (Senegal) where he became familiar with Spain’s migration policies. From 2007 to 2010, he worked as a spokesman in the press department of the Foreign Affairs Ministry in Madrid. Antonio holds a Law Degree in ICADE University and successfully passed the public exam to become a Spanish career diplomat in 2007. He fluently speaks French, English and Spanish, and has a basic knowledge of Italian and Hungarian.

OTHER INFORMATION

Each student has four attempts over two consecutive academic years to pass this course. Dates and location of the final exam will be posted in advance and will not be changed. Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year). Students who are in the third or fourth attempt should contact the professor during the first two weeks of the course.

6.2 RETAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility). Grading for retakes will be subject to the following rules: o The retakes will consist of a comprehensive exam. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account. o The exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained on the second and fourth attempts is 8 out of 10. o The third attempt will require the student to complete: • a written assignment • a midterm • a final exam This is also applicable to students who do not have required attendance, e.g. sickness. o Dates and location of the retakes will be posted in advance and will not be changed.

CODE OF CONDUCT IN CLASS

1. Be on time: : Students arriving more than 5 minutes late will be marked as “Absent”. Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.

3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”. Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.

6
5. **Use your laptop for course-related purposes only.** The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.

6. **No cellular phones:** IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. **Escalation policy: 1/3/5.** Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.