



## **Boston University Study Abroad** London

### **The European Business Environment: Institutions and Enterprise** **CAS EC 330/IR 336 (*Elective A*)** **[Semester Year]**

#### **Instructor Information**

A.	Name	Dr Hugh Macdonald
B.	Day and Time	Mondays & Tuesdays 1:15 – 5:15pm (plus Wednesday [--] & Friday [--], 1:15 – 5:15 pm)
C.	Location	
D.	BU Telephone	020 7244 6255
E.	Email	hmmac@bu.edu
F.	Office hours	by appointment

#### **Course Preview**

This course provides students with new or enhanced learning and skills at the interface between international business, international relations, and other disciplines. Students study the system of European Union (EU) “Competences” that provides comprehensive rules of conduct for firms and other actors in the European business environment. EU regional convergence (“Integration”) operates via such “Competences” ceded to, or shared with, EU institutions by 28 Member States. Competences are functional regulatory codes of conduct and enforcement powers, overseen ultimately by the EU Commission, Court of Justice, Central Bank (ECB) etc, usually in conjunction with national regulators.

Students will study such major Competences as the Single European Market (SEM), which provides rules of conduct for European and non-European firms trading across the EU and the European Economic Area (EEA); Competition policy; Economic and Monetary Union (EMU), which upholds a single currency area, (Eurozone, aka “Euroland”) comprising 19 of 28 Member States with a population of 340 million; “Deep and comprehensive” free-trade agreements with other States and regions; and an EU Common Foreign/Defence and Security Policy (CFSP/CDSP) that has evolved over several decades, and covers much of the EU’s major global role in development aid and humanitarian assistance, as well as political, defence and security co-operation.

Students also study how this EU system and its business environment face profound challenges. Whilst aggregate EU population is 500+ million, exit from the treaties by the United Kingdom (BREXIT), scheduled for March 2019, represents a loss of about 14.3% of EU-28 aggregate GDP (2016). Britain is a global financial centre, and its economic, military and political interests extend beyond Europe. BREXIT therefore implies profound change for the EU as well as Britain. EU-US negotiations for a Transatlantic Trade & Investment Partnership (TTIP) have stalled. The European economy is bound to be heavily affected by widening trade disputes if these are not managed within the World Trade Organisation (WTO). The collapse of the “rules-based” liberal international order could destabilise the entire EU business environment. The

EU political aim for a ‘Defence Union’ by 2025 lacks common strategic vision, even if economic sanctions have been used with some success to counteract Russian intervention in Ukraine and elsewhere, and contain Iranian and North Korean nuclear ambitions. The ongoing refugee crisis precipitated by wars in Syria, Iraq and Libya has powerfully divided Member States, and made political compromise depend importantly on relations with Turkey. The EU’s CSDP parallels the North Atlantic Treaty Organisation (NATO), and has frequently complicated Transatlantic relations, arguably without enhancing common security.

Overall, then, students will study a complex and unique business environment based on institutionalized Competences, in which Member States also value sovereignty; govern themselves according to national priorities; and possess competing interests via their national defence, industrial, aerospace and other economic activities. Whilst these forces of inter-state competitiveness are tied together by the powerful ‘glue’ of the EU business environment, there are potentially fatal threats to the stability of this system.

### **Learning Outcomes**

The course includes (a) site visit(s) and/or visiting lecture(s) delivered by EU officials. This experience of the ethos and range of EU institutions and Competences is connected with building and exercising research/teamwork skills, culminating in a group team presentation (GTP) requiring teamwork collaboration as well as individually assessed effort. In addition to lectures by the instructor, in-class teaching and learning entails pre-class assigned readings from texts; preparations for in-class seminar discussions, and an individual topic report (ITR) developed and presented by each student. These activities are all supported by email interaction with and feedback from the instructor, and resources provided via Blackboard Learn. There is a proctored two-hour Final Exam. Students aiming to do well need to devote considerable out-of-class study to this course, in addition to forty-hours of face-to-face class time.

This course incorporates the following HUB Areas (and corresponding learning outcomes) and Course Objectives:

*Social Inquiry II – Learning Outcome 2: Using their knowledge of the natural and social sciences, students will engage with issues of public policy, such as climate change, inequality, and health that involve the intersection of perspectives from different disciplines. This would entail an ability to identify the evidentiary basis for scientific claims, the challenges to it, and the connections among the economic, social, and scientific factors that shape the creation and adoption of effective public policy.*

If students are to successfully achieve this Learning Outcome they must develop their abilities to identify, assess and discriminate between the evidentiary basis of different arguments claiming to be ‘valid’, and in that sense established by facts and data, in various areas of public policy and institutional Competence shaping the European business environment. For example, the EU regulates the market economies of the European region, whilst bringing the negotiated, common, economic and political aims of the Member States to bear via the Competences that it upholds in relation to (e.g.) Competition Policy and the Single European Market (SEM). In turn, firms operating in the regional economy – including those whose headquarters may be in a country or region beyond Europe – must apply, and as appropriate seek to alter, these regulatory concepts, principles, rules and sanctions. Microsoft fought a protracted, expensive and ultimately unsuccessful battle to uphold its interpretation of how EU competition policy ought to treat its business strategy with respect to certain of its intellectual property rights; but lost out on the basis that EU Competition Policy may prohibit ‘abuse of market dominance’,

even where market dominance may be *ipso facto* allowed. Apple recently repaid \$14.3 billion to Ireland, accepting that a ‘sweetheart’ corporation tax arrangement with Irish governments dating back some years had broken EU Competition Policy rules limiting or prohibiting ‘State Aid’. Understanding how these major trade disputes arose and were resolved will enable students to learn how conceptual, empirical and normative policy-driven connections influence the business environment of Europe; demand an aptitude for dealing with issues of public policy; and build a learning capacity to appraise the longer-term effectiveness (or otherwise) of such policies in a major region of the global economy.

Global Citizenship and Intercultural Literacy – Learning Outcome 1: *Students will demonstrate, through comparative analysis, an understanding of global diversity as expressed in at least two different languages, cultures, religions, political systems, or societies.*

To achieve that outcome in this course, students will demonstrate, through comparative analysis, an understanding of global diversity as expressed in social and political attitudes in at least two societies (at a sub-state level) in the European region. Selection of the societies for each student will be influenced by current syllabus topics. For example, a student investigating the problems of the Eurozone might compare political and cultural attitudes towards sovereign and banking debt in (e.g.) Greece and Germany. Or a student investigating the UK decision to leave the EU might compare British aims for a future ‘frictionless’ customs ‘partnership’ with the EU - assuming equality of status, and mutuality in rule-making - with those of Norway, which is not a Member State and participates in the EU Single Market as a ‘rule-taker’.

Teamwork/Collaboration - Learning Outcomes 1 & 2: *1. As a result of explicit training in teamwork and sustained experiences of collaborating with others, students will be able to identify the characteristics of a well-functioning team. 2. Students will demonstrate an ability to use the tools and strategies of working successfully with a diverse group, such as assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.*

In this course, to achieve the first outcome students will be provided with theoretical and practical orientation towards the aims and purposes of group learning and teamwork; and assisted by instructor support including formative assessment and supervised peer-review assistance, to annotate, peer-review and self-assess their teamwork experience, so that the final assessment process will reflect both overall and individual teamwork outcomes. For instance, it will be shown that successful teamwork synergises the efforts of individuals, and leads towards improved overall and individual performance; whereas groups that fail to ‘jell’ or to resolve internal tensions may produce less successful interim, or even overall, outcomes for the group, as well as for individuals in the team.

To achieve the second outcome, students will – together with the instructor – devise and implement a research task that entails collaborative private study, and a strategy for interrogating ‘official’ data and representatives of EU organisations during site visits and visiting lectures; subsequently leading to the production of an in-class group teamwork presentation that completes the research task, invites critical feedback from other students in the class, and allows the evaluation of individual as well as group teamwork efforts.

### **Course Learning Objectives**

At the end of this course students will have gained a working understanding of:

- the status of the principal EU institutions and how they work together;

- the main economic, business, trade and foreign affairs Competences of the EU, including EMU;
- the business and economic complexities of BREXIT;
- the ‘separatist’, ‘Euroseptic’ or ‘Nationalistic’ attitudes and forces at work in (at least two) Member State(s);
- some of the main economic and political features of the EU’s relationships with other regions, institutions and major countries.

### **Course Methodology and Assessment**

This 4-credit course meets for four hours twice weekly during five weeks at the beginning of either Fall or Spring semesters in London. In addition to lectures by the instructor, teaching and learning entails pre-class assigned readings from texts; preparations for in-class seminar discussions; an individual topic report; a research-related field trip; and a group presentation requiring teamwork and collaboration. All of these activities are supported by online interaction with, and feedback from the instructor, and resources provided via Blackboard. There is an in-class proctored final exam which students prepare through private study. Students aiming to do well need to devote considerable out-of-class study to this course, in addition to forty-hours of face-to-face class time.

Formative assessment in this course is provided through two main avenues. Firstly, during class discussions the role of the instructor is to check on student learning, using a variety of techniques to gauge progress such as inviting individual students or small working groups to explain their understanding of key concepts and arguments found in textbooks, or to provide feedback on main learning points at the end of class. Secondly, the instructor requires students to submit periodically samples of the logs they keep, or of group meeting notes, which provide informal indicators of learning progression, and opportunities to offer formative feedback.

Overall assessment will be the outcome of three distinct components, each carrying weights given below:

1. An in-class Group Teamwork Presentation (GTP) (45 minutes including discussion/feedback). Each student acts as a ‘team member’ of a small group, whose task (agreed early in the course with the instructor) is to plan and implement a research-driven presentation, including Q/A outcomes posed to EU officials during a site visit(s) and visiting lectures(s). A successful GTP demands the implementation of teamworking skills and methods, and will stimulate discussion and feedback from within an audience (in-class). Group work notes, records and peer-review, as well as presentation/slides and supporting data and sources will be included in the overall group and individual components of assessment. It is principally, but not exclusively, the GTP that enables the evaluation of HUB Teamwork/Collaboration.
2. An in-class Individual Topic Report (ITR) (15 minutes including discussion/feedback). Each student identifies a current issue within the syllabus and maintains a ‘watching brief’, which includes a diary/log of their enquiry and findings. Each topic will entail examining some comparative aspect of attitudes and policies within the societies of two different Member States or other pertinent European countries. Towards the end of the course, each student presents the ITR to other members of class. Principally, but not exclusively, the ITR enables the evaluation of HUB Global Citizenship and Intercultural Literacy. Assessment will be the outcome of three elements: (i) the submitted topic log/diary; (ii) the clarity and information-content of the presentation; (iii) feedback from other class members, as reflected in questions/comments.
3. A Final Examination (FX) (2 hrs, Proctored) will test information and knowledge gained during the course. This is the chief aim of Section ‘A’, which tests students’ empirical and factual learning about institutions and processes of the EU by requiring responses to all of

a significant number of mainly factual subjects (e.g. the division of responsibilities among EU institutions). Section ‘B’ also tests overall learning, but principally though not exclusively enables the evaluation of HUB Social Inquiry II since students are encouraged to critically evaluate public policies of the EU in relation to the business environment through choosing from a short list of essay questions that invite such judgements, as well as requiring supporting evidence and argument.

Maximum marks available for each assignment are:

- Group teamwork presentation & commentary = 40%
- Individual Topic Report = 20%
- Final examination = 40%

### Grading

The following Boston University table explains the grading system that is used by most faculty members on Boston University’s Study Abroad London Programmes.

Grade	Honour Points	Usual %
A	4.0	93-100
A-	3.7	89-92
B+	3.3	85-88
B	3.0	81-84
B-	2.7	77-80
C+	2.3	73-76
C	2.0	69-72
C-	1.7	65-68
D	1.0	60-64
F	0.0	Unmarked

### Grading Criteria

‘**Incomplete**’ or **I** grades are not permitted because of the obvious difficulty in making up missed work once the student has left the country. All work must be completed on time. We also do not allow ‘**Audits**’ (AU), ‘**Withdrawals**’ (W), or ‘**Pass/Fail**’ (P) grades.

The grades reflect the quality of the work. Lecturers and students should use the following criteria for an understanding of what each grade means.

**A** This exceptional grade is assigned only to work that has persistently outstanding quality in both substance and presentation. The student must demonstrate a sustained capacity for independent thought and extensive study, producing rigorous and convincing analyses in well-ordered prose.

**A-** Awarded to work that is clearly focused and analytical, and based on wide reading. The student must cover all the principal points of a question and systematically develop a persuasive overall thesis, allowing for one or two venial omissions or inapt expressions.

**B+, B, B-** This range of grades indicates that the student has shown some evidence of original thought and intellectual initiative. The student has cited sources beyond the class materials, and shown a degree of originality in perception and/or approach to the subject. The work will show thoughtful management of material, and a good grasp of the issues. The differences

between a B+, a straight B and a B- may reflect poor presentation of the material, or mistakes in punctuation, spelling and grammar.

**C+, C, C-** Work in this grade range is satisfactory, but uninspiring. If the work is simply a recitation of the class materials or discussions, and shows no sign of genuine intellectual engagement with the issues, it cannot deserve a higher grade. Should an essay fail to provide a clear answer to the question as set, or argue a position coherently, the grade will fall within this range.

Quality of presentation can lift such work into the upper levels of this grade range. Work of this quality which is poorly presented, and riddled with errors in grammar, spelling and punctuation, will fall into the lower end of the range. To earn a C grade, the work must demonstrate that the student is familiar with the primary course material, be written well enough to be readily understood, be relevant to the assignment, and, of course, be the student's own work except where properly cited.

**D** A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

**F** The failing grade indicates the work is seriously flawed in one or more ways:

- Obvious lack of familiarity with the material
- So poorly written as to defy understanding
- So brief and insubstantial that it fails to properly address the subject
- Material presented is not relevant to the assignment
- Demonstrates evidence of plagiarism (see following section in Academic Conduct Code)

Please refer to the Academic Handbook for further criteria and policies on plagiarism: <http://www.bu.edu/london/current-semester>

\* Final Grades are subject to deductions by the Academic Affairs Office due to unauthorised absences. NB – Contingency Class Date (See below).

## **Attendance Policy**

### Classes

All Boston University London Programme students are expected to attend each and every class session, seminar, in order to fulfil the required course contact hours and receive course credit. Any student that has been absent from two class sessions (whether authorised or unauthorised) will need to meet with the Directors to discuss their continued participation on the programme. This may result in the student having to take a medical leave of absence from the programme or withdraw from the programme.

### Authorised Absence

Students who expect to be absent from any class should notify a member of Academic Affairs and complete an Authorised Absence Approval Form 10 working days in advance of the class date (except in the case of absence due to illness for more than one day. In this situation students should submit the Authorised Absence Approval Form with the required doctor's note as soon as possible). Please note: submitting an Authorised Absence Approval Form does not guarantee an authorised absence

Students may apply for an authorised absence only under the following circumstances:

- Illness (first day of sickness): If a student is too ill to attend class, the student must phone the BU London Student Affairs Office (who will in turn contact the student's lecturer).
- Illness (multiple days): If a student is missing more than one class day due to illness, the student must call into to the BU London Student Affairs Office each day the student is ill. Students must also provide the Student Affairs office with a completed Authorised Absence Approval Form and sick note from a local doctor excusing their absence from class.
- Important placement event that clashes with a class (verified by internship supervisor)
- Special circumstances which have been approved by the Directors (see note below).

The Directors will only in the most extreme cases allow students to leave the programme early or for a significant break.

#### Unauthorised Absence

Any student to miss a class due to an unauthorised absence will receive a 4% grade penalty to their final grade for the course whose class was missed. This grade penalty will be applied by the Academic Affairs office to the final grade at the end of the course. As stated above, any student that has missed two classes will need to meet with the Directors to discuss their participation on the programme as excessive absences may result in a 'Fail' in the class and therefore expulsion from the programme.

#### Lateness

Students arriving more than 15 minutes after the posted class start time will be marked as late. Any student with irregular class attendance (more than two late arrivals to class) will be required to meet with the Assistant Director of Academic Affairs and if the lateness continues, may have his/her final grade penalized by up to 4%.

### Course Chronology

#### ONE: Wednesday [---]

Lecture: *European integration*: The EU has achieved strong convergence in many areas. What are the forces driving this process?

Seminar: *European national identities*: Despite economic integration and institutional regulation, Europe is characterised by national and sub-regional diversity. What are the main features of this diversity?

Readings: Class Notes 1 (Blackboard Learn)

Johnson & Turner, European business, Chs 1-4 (After Class Reading)

Kearns, Collapse, Ch. 1 (pp. 3-27) (After Class Reading)

Pinder & Usherwood, The European Union, Chs 1, 2 (pp. 1-35) (After Class Reading)

Europa: How the EU works 1 (Blackboard Learn)

#### TWO: Monday [---]

Lecture: *The SEM and its impact*: The development of a 'single market(place)' has been the main intra-regional driver of economic integration, and other Competences have evolved interactively.

Seminar: *Market integration & financial policy constraints*: The EU's capacity to openly regulate product markets is crucial to regional integration, but its Competence in financial & capital markets is comparatively immature.

Readings: Class Notes 2 (Blackboard Learn)  
Pinder & Usherwood, *The European Union*, Ch. 3  
Johnson & Turner, *European business*, Chs 5, 6  
Europa, *Banking & Finance*, (Blackboard Learn)  
Europa: *Competition Policy*, (Blackboard Learn)  
Europa: *Single Internal Market*, (Blackboard Learn)  
Europa: *Business & Enterprise*, (Blackboard Learn)

THREE: Tuesday [---]

Lecture: *Economic and Monetary Union (EMU)*: Monetary Union is proving to be a two-edged sword for EU members, including its key sponsors Germany and France.

Seminar: *The EMU crisis and Labour Markets*: The EU has had to take crisis measures to support countries with large deficits, weak sovereign bonds, and high levels of unemployment, which cannot use interest or exchange-rate changes as policy instruments. How has the ECB adapted?

Readings: Class Notes 3 (Blackboard Learn)  
Pinder & Usherwood, *The European Union*, Ch. 4 (pp. 65-79)  
Johnson & Turner, *European business*, Chs 8, 14  
Kearns, *Collapse*, Ch. 2 (pp. 22-55)  
Tooze, *Crashed*, Chs. 4, 14 (pp. 91-117; 321-45)  
Europa: *Monetary Crisis*, (Blackboard Learn)  
Europa: *EMU*, (Blackboard Learn)

FOUR: Monday [---]

Lecture: *Social protection regimes, business, and 'citizens'*: Although the EU 'brands' such items as passports, visas and 'citizenship', when Europeans buy postage stamps, pay taxes or receive benefits for loss of earnings from employment, they do so *via* 'their' national government. So, what is 'Social Europe'?

Seminar: *European business, social protection, and consumers*: As well as protecting consumers directly and indirectly, the EU regulates crucial areas of employment law, health and safety and environmental strategy, and acts together with Member States to invest widely in structural and regional development projects.

Readings: Class Notes 4 (Blackboard Learn)  
Pinder & Usherwood, *The European Union*, Chs 6, 7 (pp. 95-111)  
Johnson & Turner, *European business*, Chs 1, 9  
Kearns, *Collapse*, Ch.3 (pp. 55-72)  
Europa: *Consumer Rights Policy*, (Blackboard Learn)  
Europa: *Data Protection*, (Blackboard Learn)  
Europa: *Education, Youth & Sport*, (Blackboard Learn)  
Europa: *Employment & Social Policy*, (Blackboard Learn)

FIVE: Tuesday [---]

Lecture: *The EU as an actor in the world economy*: The EU is a 'Club' whose members operate a regime of 'Competences'. These interact, and are ultimately managed via a sophisticated Common Commercial Framework which influences non-EU States; multilateral trade negotiations; international 'common standards'; global environmental policies; and the strategies of international businesses.



Seminar: *Characteristics of the European economy*: The EU's capacities to influence regional and international trade, monetary strategies, and economic development, have become a highly developed part of a dominant but regionalised global financial system.

Readings: Class Notes 5 (Blackboard Learn)  
Pinder & Usherwood, *The European Union*, Ch. 8 (pp. 112-126)  
Johnson & Turner, *European business*, Chs 2, 15, 17  
Kearns, *Collapse*, Ch. 5 (pp. 107-41)  
Murray, *The strange death of Europe*, Chs 5, 6 (pp. 76-93; 94-122)  
Tooze, *Crashed*, Chs 11, 16 (pp. 255-75; 372-95)  
Europa: Customs Union Policy, (Blackboard Learn)  
Europa: Development Policies, (Blackboard Learn)  
Europa: Trade Policy, (Blackboard Learn)

SIX: Monday [---]

Lecture: *EU Enlargement and External Relations*: The competences of the EU in external relations (other than trade): Enlargement, Economic development, Humanitarian assistance, Security policy, 'Neighbourhood' and Association relationships

Seminar: *Accession criteria and the EU 'Club'*: The Treaty on European Union (TEU) (1993) paved the way for the adoption of the Copenhagen criteria on future Enlargement, and the Lisbon Treaty (2009) strengthened the role and co-ordination of the Institutions, including the EU Parliament.

Readings: Class Notes 6 (Blackboard Learn)  
Johnson & Turner, *European business*, Ch. 16  
Tooze, *Crashed*, Ch.9 (pp. 220-38)  
Larabee, F. S. 'The United States and the evolution of ESDP', in Vasconcelos (Ed), *What ambitions for European defence in 2020?* (pp. 51-60)  
Europa: Enlargement, (Blackboard Learn)  
Europa: Sanctions, (Blackboard Learn)

SEVEN: Tuesday [---]

Lecture: *EU institutional deadlock*: Nationalism, protectionism and resistance to future integration (including migration and labour market mobility) have been catalysed by resistance against inward migration and the mobilisation of new political forces in numerous EU countries. How might Europe manage these interacting forces?

Seminar: *The EU refugee crisis*: How have the problems of war and crisis beyond Europe 'spilled over' into the 'refugee crisis'?

Readings: Class Notes 7 (Blackboard Learn)  
Kearns, *Collapse*, Chs 4, 6 (pp. 83-106; 145-80)  
Murray, *The strange death of Europe*, Chs 11, 14, 15 (pp. 178-91; 232-44; 245-57)

EIGHT: Monday [---]

Lecture: *Britain, the EU and Brexit*: The UK referendum of June 2016 was followed by an Article 50 notification to the EU that Britain would cease to be a Member State on 29 March 2019. But what might this amount to in practice, given that neither side has finalised what it will settle for in negotiations?

Seminar: *Britain and Europe: Past & present*: Why has Britain seemed to be 'in Europe' but not 'of Europe' in relation to so many EU Competences?

Readings: Class Notes 8 (Blackboard Learn)

BREXIT (www.europa.eu): (Blackboard Learn)  
BREXIT (www.gov.uk/documents): (Blackboard Learn)

NINE: Tuesday [---]

Lecture: *Reform of the EU*: What are the most important public policy implications of the 'Euroland', Refugees, BREXIT and other crises for the EU?

Seminar: *Individual Topic Reports*

Readings: Revise Notes & Readings from previous Classes in preparation for Class discussion

TEN Friday [---]

Lecture: *The EU in a changing regional and international environment*

Seminar: *Can the EU adapt successfully?* Slow regional growth, high unemployment, damaged Banks, unstable neighbours and a potentially hostile world order.

Seminar: Group Teamwork Presentations

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\* Contingency Class Date: Friday [---]. Students are obligated to keep this date free to attend class should any class dates need to be rescheduled.

Final Exam: The Final Exam in this course is a Proctored Exam lasting 2 hours, which invites students to answer questions about topics within Course-based teaching & learning. Further details will be provided at the beginning of the Course.

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#### Set Texts & Further Readings

Europa (2014-18) How the European Union works www.europa.eu (Blackboard Learn)

Johnson, D &

Turner, C (Eds) (2016) European Business (3e), Routledge

Website (2nd Edition) www.routledge.com/textbooks/9780415351355

Kearns, I (2018) Collapse: Europe after the European Union, Biteback Publishing

Murray, D (2018) The strange death of Europe: Identity, immigration, Islam, Bloomsbury Continuum

Pinder, J &

Usherwood, S (2013) The European Union (3e), Oxford UP

Tooze, A (2018) Crashed: How a decade of financial crises changed the world, Allen Lane

Vasconcelos, A (Ed.) (2009) What ambitions for European defence in 2020? (2e), Europa

BU Blackboard: Blackboard Learn: <http://learn.bu.edu> Web links provide updates for individual and group class work, case-study presentations and input for term paper research.