








In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

5 credits	30.0 h	Q1
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Teacher(s)	Dujardin Vincent ;Gijs Anne-Sophie ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	To identify the key-moments of the European integration, to underline individual and institutional constraints, to evaluate the impact of economical and external factors, to analyze the influence of internal factors as well as the potential influence of " attentive opinion ".
Aims	<p>The student will be able to understand issues involved in several projects, crises and relaunches, which deal with political, economic, military or institutional questions. The student shall focus on converging or diverging elements, taken from different episodes of the European integration, asking how these crises have modified the paths, the plans, and the visions sketched by the so-called " founding fathers ". Finally, the student will discover how history can shed new light on current debates.</p> <p>1</p> <p>-----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Evaluation methods	<b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b> Oral examination.
Content	This class starts with European unification projects from the interwar's period, analyzes the first-generation European organizations (such as the Western, the Council of Europe) from which the Communitarian Europe stemmed, based on the Paris and the Rome treaties. Many crises followed by innovative relaunches build the history of Six Europe: the failure of the EDC treaty, the British application, the Fouchet plan and the Empty chair crisis. With the 1973 enlargement begins a period characterized by the strained relationship between deepening and enlarging, by budgetary debates and adaptation to new geo-economical and geopolitical environments. With the 2004 enlargement begins a third phase, dealing with the institutional reform challenges and the continental dimension of the Union.
Other infos	Prerequisite: none. Support: to be determined by the professor in charge.
Faculty or entity in charge	EURO

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Public Administration	<a href="#">ADPU2M</a>	5		
Master [120] in Ancient Languages and Literatures: Oriental Studies	<a href="#">HORI2M</a>	5		
Master [120] in Anthropology	<a href="#">ANTR2M</a>	5		
Master [120] in European Studies	<a href="#">EURO2M</a>	5		
Master [120] in History	<a href="#">HIST2M</a>	5		
Master [120] in Interpreting	<a href="#">INTP2M</a>	5		
Master [60] in History	<a href="#">HIST2M1</a>	5		
Master [120] in Translation	<a href="#">TRAD2M</a>	5		