

The European Union

HCOL 40000

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III. University Mission:

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

IV. Class Purpose and Learning Outcome:

A. Class Purpose

First, this course will help you develop an understanding of the legal order of the European Union. Most Americans have only the most cursory understanding of what the EU is, even though it is our country's largest trading partner. As such, and for a host of other reasons, it is a part of the world, and a subject, worthy of our time and understanding.

There is a second, less obvious purpose. Whether or not you've thought about it much, or spent time trying to understand it, it should be apparent that the geopolitics of the world are in an unusually intense state of flux. The new U.S. President has questioned the wisdom of decades of U.S. foreign policy on such issues as the desirability of international trade, the usefulness of NATO, and our relationships toward friends and adversaries.

But these changes we see now in the U.S. were preceded by changes in Europe. First, there was the global recession in the late 2000s, and the issue of how the EU dealt (and is dealing) with a handful of essentially bankrupt countries. Since that time, we have witnessed the rise of far right political parties, even in countries (like Germany) whose politics had for decades been largely non-partisan and consistently centrist. And, of course, there was the Brexit vote in the summer of 2016.

So, I also hope to help you understand these events more deeply . . . to help you to begin to look at them, not as just random, unconnected events, but as part of an even larger change in the world, a change that will have a profound effect on the world you will soon occupy.

B. Learning Outcome

You might be wondering if this is a law class, a business class, or something else. Let me try to explain.

The EU is many things, to be sure, but at its core it is a *government*. It has governmental institutions, elected officials, bureaucrats, and it makes law. We will learn about this government . . . how it works, how laws are made, what laws are made, how courts enforce those laws, etc. So, on at least this level, the class is *most decidedly a law class*.

I will make frequent comparisons between the structure of the EU and our federal, constitutional system in the U.S. So, this class also has elements of *Comparative, and Constitutional Law*.

Because the entire enterprise of the EU had its origins in the aftermath of the Second World War, this class will touch on that *history*.

But the EU is more than just a collection of laws, it is a political enterprise as well, so the class will also have a bit of a political science feel in addition. Furthermore, given that the principal goal of the EU is to create a common market across Europe, where goods and services move freely among nations who mostly share a common currency, the enterprise is heavily influenced by and relevant to the fields of *business and economics*.

So, as it turns out, the class is really quite multidisciplinary.

For that reason, my principal **learning outcome** from the class is this:

“Students will discover and explore connections across disciplines, fields of study, or perspectives”

V. Prerequisite Courses: None

VI. Instructional Methodology:

- A. Particularly when the readings involve cases from the European Court of Justice, or some other aspect of EU law, the class will have a Socratic feel, at least in the following sense. You will be called upon, frequently “cold-called” on, and I will expect you to be able to tell me about what you read. See below for advice on reading these legal materials, and for information about penalties for being unprepared to recite when called upon to do so.
- B. There will be other times when the class will feature more discussion-based, but regardless, I will expect you to contribute, regularly.
- C. You will notice that, sprinkled throughout the semester, student teams will make presentations. Perhaps unlike in other courses that have group presentations, these presentations will require the teams *to learn about and present a part of the substance of the course*. In most classes, end-of-semester presentations are just an add-on, and don’t effect the grades of any students beyond those who are presenting. In this class, groups will be presenting part of the substance of the course, and every student will be responsible to know the material presented by each of the teams.

VII. Preparation (before and after class)

A. Before class:

I cannot emphasize too strongly how important it is for you to be meticulously well-prepared for class. That is the standard to which I hold myself, and the standard by which you will be judged.

As noted above, I will cold call on students to “recite” on the cases assigned for that day. While there is no participation grade, there will be a *significant grade reduction* if I call on you and you are unprepared to recite (up to five points for each occurrence).

You will be granted *one day of immunity* (from being called upon). On the day you wish to use it, please let me know by telling me (face to face) just before the start of class. On all other class days, you are required to have a name plate with your first name, up, and visible to me.

B. After class:

You are required to prepare an outline from your class notes. I suspect most of you will opt to take notes on your computer (instead of handwriting them). Even so, you might be surprised to learn that research suggests that you remember lectures better, and perform better on tests, when you *hand write* your notes:

<http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

After every class, or at least once per week, you should create an outline from your notes (however taken, in longhand or on a computer). While it is ok to meet with other students to share outlines (and to use that process to make sure your outline is correct and complete), you may not simply copy someone else’s outline (doing so will result in your being given a failing grade on the exam). Now, the only exception to that is that I will permit copying another student’s outline for any day you were absent from class.

Your outline, the cases, and notes you may have made about the cases, can all be used during the exams.

VIII. Textbook

There is no textbook. Rather, you have been given a digital Readings Packet and you will also see there are many occasions when you are required to read something available on the internet.

The syllabus tells you the readings for each class period. Even so, I have very little idea how much we will be able to cover in a given class period. So, be prepared for the calendar of readings to quickly become irrelevant. Instead, I will let you know at the end of each week what I want you to read for the week that follows.

You can see that there is no reading for the first class.

IX. Determination of Final Grade

- | | | |
|----|-----------------------------------|-----------|
| A. | First Exam (in class, individual) | 25 points |
| B. | Group Presentation | 50 points |

- C. Reflection Paper – this will act as a potential bonus of up to 3 points added to your final grade.
- D. Final Exam (Dec. 6th, 9:30) 25 points

Here is the grading scale I will use:

- A 92.6-100
- A- 90-92.5
- B+ 87.5-89.9
- B 82.6-87.4
- B- 80-82.5

(This same pattern repeats through the lower grades.)

X. Disabilities Notice

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. If you require accommodations for a disability, please contact the Coordinator for Students with Disabilities in the Center for Academic Services, located in Sadler Hall 11. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at 817-257-7486. Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at <http://www.acs.tcu.edu/DISABILITY.HTM>. Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

XI. Academic Honesty

In order to encourage and preserve the honor and integrity of the academic community, TCU expects its students to maintain high standards of personal and scholarly conduct. In instances of cheating during an exam, quiz, or other assignments, the instructor shall have the right to suspend the student(s) who is(are) cheating from further work on the exam, quiz, or assignment, and deny the student(s) credit for the exam, or exercise.

All instructors or proctors shall the right to examine materials in the student's possession during quizzes and exams.

Cheating is defined as:

- 1) Copying from another student's test paper, quiz, report, outline, or any other application exercise
- 2) Using, during a test or quiz, material and/or devices not authorized by the instructor
- 3) Collaborating with or seeking aid from another student during a test, quiz, or abstract without permission

- 4) Knowingly using, copying, buying, distributing, selling, stealing, transporting, or soliciting, in its entirety or in part, the contents of a test or other assignment unauthorized for release
- 5) Substituting for another student, or permitting another student to substitute for oneself, to take a test or other assignment or make a presentation

Plagiarism is defined as the appropriation, theft, purchase, or obtaining by any other means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit.

Collusion is defined as the unauthorized collaboration with another in preparing work offered for credit. All instructors or proctors shall have the right to examine materials in the student's possession during quizzes, examinations, and/or laboratory sessions. In instances of cheating during an examination or other classroom or laboratory activity or exercise, the instructor shall have the right to suspend the student(s) who is (are) cheating from further work on the examination or exercise and to deny the student(s) credit for the examination or exercise. Faculty may impose the following sanctions for academic misconduct:

- a. **Grant no credit** for the examination or assignment in question (treated as a missed assignment.)
- b. **Assign a grade of F** (or a zero) for the examination or assignment in question.
- c. **Recommend to the dean that the student be dropped immediately from the course** with a grade of F. This grade cannot be changed by student- initiated withdrawal.
Also note that the dean of the college may also enforce specific sanctions. Procedures for handling cases of alleged academic misconduct have been carefully drawn to protect the rights of individual students and to safeguard the University's commitment to academic integrity.

XII. Attendance

While I think you will quickly discover that coming to class is essential, I will not be taking attendance.

XIII. Group Presentations

Below you will find the six topics available. On the first day of class, you will have a few minutes to self-form your team and pick your topic. You will notice that the first two presentation groups have 3 members, and the rest 2. Why do this? Since the first two teams go relatively early in the semester, I wanted them to have an extra person so as to deal with a more rushed time frame.

Student teams will select the readings for the class (and students not presenting should be required to do at least some pre-reading), present the substantive aspects of their topic to the class, and lead a discussion. Teams will be allocated the entire class period, and it is expected that the team will take all, or at least most of that time.

Student teams will be required to meet with me during the first two weeks of the semester to discuss their topic. Here are the available topics, followed by some sources that should get you *started* (it being understood that your research should go well beyond the sources offered).

You will be judged largely based on three factors. First, how deep was the knowledge and understanding that you acquired during your research. Second, how successful were you in conveying

that knowledge to the class. And third, what is the extent to which you provided a well-balanced perspective on the issue. As to this last factor, do realize that each of the topics engender much debate from all points along the political spectrum. I expect you to fearlessly provide points of view from all sides of the issue.

1. *“The Introduction of the Euro”* – I am looking for a thorough analysis of the history of the adoption of the Euro. Whose idea was it? What was hoped would be accomplished? Why was Germany willing to give up its almighty Deutschmark, etc. Also, did the EU have to amend the Treaty to create the Euro? If so, how was this process completed, since not all member states wanted to be a part of a common currency (and to this day aren’t members of the Eurozone)? Why did some countries not want to be a part of the Euro? (3 person group)

<http://www.spiegel.de/international/germany/the-price-of-unity-was-the-deutsche-mark-sacrificed-for-reunification-a-719940.html>

<https://www.youtube.com/watch?v=hOloWe3oYR4> (David Marsh lecture)

<https://www.foreignaffairs.com/articles/europe/2012-08-16/crisis-europe> (begin with the section entitled “Birth of a Malformed Union”)

2. *“The European Financial Crisis”* – how/why did things go badly, so quickly, in the late 2000s? Was the Euro poorly designed? How so? What was the EU’s response to the crisis? Where are we now, and where will this thing likely end up? What will it take to fix the Euro? Is that likely to occur? Why is it more difficult for a country like Greece (for example) to turn things around as opposed to a U.S. state that is experiencing a financial crisis as occurred in the late 2000s? (3 person group)

<http://csweb.brookings.edu/content/research/essays/2014/monnets-brandys-and-europes-fate.html#>
(the latter part of the document)

<https://www.project-syndicate.org/bigpicture/euro-war-ii>

<https://krugman.blogs.nytimes.com/2012/06/24/revenge-of-the-optimum-currency-area/>

<https://www.vanityfair.com/news/2011/09/europe-201109>

https://www.washingtonpost.com/blogs/ezra-klein/post/why-spains-in-crisis-and-florida-isnt/2012/06/04/gJQA5NhYDV_blog.html?utm_term=.f74114870f81

<https://mobile.nytimes.com/2018/05/21/opinion/europe-euro-democracy-wrong.html>

<https://www.nytimes.com/2018/07/22/business/portugal-economy-austerity.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=second-column-region&ion=top-news&WT.nav=top-news>

3. *“Immigration (and the Assimilation of Immigrants) in the EU”* - What has been the pattern of immigration in the EU? Where do immigrants come from, and where in Europe do they go? How well have they assimilated, and, if they haven’t, why haven’t they? Why did the EU begin taking large

numbers of refugees from the Middle East, and whose idea was it? What has happened to that idea since? Also, take a look at the demographics in the EU, especially birth rates. If birth rates are in decline, can it be argued that bringing in immigrants is at least *an* answer to that problem? (2 person group)

<https://www.brookings.edu/opinions/the-major-roadblock-to-muslim-assimilation-in-europe/>

<https://publicpolicy.stanford.edu/news/what-history-tells-us-about-assimilation-immigrants>

<http://www.spiegel.de/international/europe/erdogan-urges-turks-not-to-assimilate-you-are-part-of-germany-but-also-part-of-our-great-turkey-a-748070.html>

<https://www.brookings.edu/articles/do-we-really-want-immigrants-to-assimilate/>

<https://www.nytimes.com/2018/08/07/opinion/can-i-ruin-your-dinner-party.html?action=click&module=Opinion&pgtype=Homepage>

https://www.washingtonpost.com/world/2018/08/16/france-denmark-bans-full-face-muslim-veils-are-spreading-across-europe/?utm_term=.dfdc6ea6fbf3

4. *“The Rise of the Far Right in Europe”* – Are far right (or left) political parties on the rise? Where are they on the rise? Are there different “flavors” of far right parties, or do their beliefs coincide with one another? Are there certain beliefs they all share? What’s happened in these countries that set the stage for their increasing popularity? What is its potential impact on the EU? (2 person group)

<http://www.politico.com/story/2017/10/22/europe-far-right-czech-election-nationalism-244031>

<https://www.nytimes.com/2018/03/08/opinion/italy-europe-election.html>

<http://www.theamericanconservative.com/articles/the-populist-surge-in-italy/>

<https://www.nytimes.com/2018/03/27/world/europe/viktor-orban-hungary.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=first-column-region®ion=top-news&WT.nav=top-news>

<https://www.nationalreview.com/2018/04/hungary-embraces-national-conservatism/>

<https://www.nytimes.com/2018/02/10/world/europe/hungary-orban-democracy-far-right.html>

<https://www.theguardian.com/commentisfree/2018/mar/17/the-three-crises-of-liberal-democracy>

<https://www.project-syndicate.org/commentary/end-of-liberal-world-order-by-richard-n--haass-2018-03>

<https://www.brookings.edu/research/the-populist-challenge-to-liberal-democracy/>

<https://www.nytimes.com/2018/06/18/world/europe/germany-merkel-coalition.html>

<https://www.politico.eu/article/new-communists-hungary-poland-viktor-orban-jaroslaw-kaczynski/>

5. “Brexit 1” – The group should examine events leading up to the vote on June 23, 2016 – Why was it put to a vote of the British people in the first place? Was it required by British law to have the vote, or was it motivated by something else? What were the major themes of the “Remain” and “Leave” campaigns? Were the campaigns honest in portraying the benefits and harms associated with leaving the EU? Using surveys before and after the vote, what generalizations can you make about the kinds of individuals who voted for and against? (2 person group)

<https://www.politico.eu/article/uk-615-million-worse-off-per-week-under-preferred-brexit-scenario-study/>

<http://repec.ioe.ac.uk/REPEc/pdf/qsswp1715.pdf> (study regarding why some voted Leave, others Remain)

<https://www.nationalreview.com/2016/06/brexit-history-how-united-kingdom-voted-itself-out-european-union/>

https://www.ted.com/talks/alexander_betts_why_brexit_happened_and_what_to_do_next/transcript

<https://quillette.com/2018/08/03/britains-populist-revolt/>

6. “Brexit 2” – This team will consider all the issues, most still being played out, associated with the process of leaving. How has Prime Minister May approached the task? Is her party unified? What has been the approach of the EU negotiators? What are the main problems/sticking points? What alternative approaches are there? Is there any chance there could be a second vote? (2 person group)

https://www.washingtonpost.com/news/monkey-cage/wp/2018/07/19/theresa-mays-brexit-speech-tomorrow-may-break-the-northern-ireland-peace-process/?utm_term=.c55710b8f3e6

<https://qz.com/1331829/hard-brexit-eu-ireland-and-the-uk-prepare-for-the-worst-case-scenario/>

<https://www.bbc.com/news/uk-politics-32810887>

<https://www.economist.com/brexit>

<https://www.project-syndicate.org/commentary/new-brexit-referendum-necessary-by-anatole-kaletsky-2018-07>

<https://www.politico.eu/article/michel-barnier-brexit-eu-gets-what-it-wants/>

<https://twitter.com/SarahDuggers/status/1029514363122659328> (humorous video - GREAT!)

<https://www.theatlantic.com/international/archive/2018/08/can-britain-deal-with-no-deal/567766/>

<http://ukandeu.ac.uk/wp-content/uploads/2017/07/Cost-of-No-Deal.pdf>

<http://www.theweek.co.uk/95296/theresa-may-to-keep-uk-under-eu-law-until-end-of-transition>

7. “*The significance of Russia*” – Under Vladimir Putin, what is Russia’s attitude toward Europe? Is it attempting to influence events in the EU? What is Russia’s relationship with the former Eastern Bloc countries? What is Putin’s end game? (2 person group)

The early parts of this Frontline documentary is useful for some deep background on Russia, and Putin. If you genuinely want to understand Putin, and modern Russia, it’s an absolute must:

<https://www.pbs.org/wgbh/frontline/film/putins-revenge/#video-1>

<https://www.politico.com/magazine/story/2017/01/putins-real-long-game-214589>

<https://www.independent.co.uk/news/uk/politics/brexit-nigel-farage-arron-banks-russia-links-eu-referendum-vote-leave-a8422506.html>

<https://www.politico.eu/article/russia-plot-against-the-west-vladimir-putin-donald-trump-europe/>

<https://www.theatlantic.com/magazine/archive/2018/01/putins-game/546548/>

<https://theconversation.com/busting-russias-fake-news-the-european-union-way-93712>

<https://www.project-syndicate.org/commentary/eu-populists-and-intelligence-sharing-by-guy-verhofstadt-2018-09>

XIV. Reflection Paper

On the second to the last day of class, I will ask you to write a paper that asks you to reflect on some aspect of the class. More will be said about it as we get a bit further into the semester.

Course Outline

August 20 – “Europe, devastated”

We will watch the following interview, in class.

<http://www.wbur.org/npr/204538728/after-wwii-europe-was-a-savage-continent-of-devastation>

August 22 – “Lifting the world out of the abyss”

- A. Why do nations trade?

https://www.ted.com/talks/matt_ridley_when_ideas_have_sex (we will watch this in class)

- B. The Post war International Trading System

Read up to the end of page 14 of the first document, and all of the second:

http://www.wto.org/english/thewto_e/whatis_e/tif_e/utw_chap1_e.pdf

August 27 – “Why an EU?” (History, deep background)

- A. “The Crisis of Europe,” an article by Timothy Garton Ash. Please read only the first couple of pages, up to the section entitled, “The Birth of a Malformed Union.”

<https://www.foreignaffairs.com/articles/europe/2012-08-16/crisis-europe>

- B. “Monnet’s Brandy and Europe’s Fate,” by Strobe Talbott. Please read up to the paragraph that starts with the words, in all caps, “MONNET DIED AT 90.”

<http://csweb.brookings.edu/content/research/essays/2014/monnets-brandy-and-europes-fate.html#>

August 29 and September 5 – “Introduction to the European Union and its Institutions”

- A. In the Readings Packet (RP), read, on page 2, Article 1 of the TEU.
- B. From the link below, read chapters 1 and 2, stopping on page 8 just *before* the section on “Court of Justice.”

https://eeas.europa.eu/sites/eeas/files/guide-for-americans_euintheus.pdf

- C. European Court of Justice - starting on page 2 of the RP, read Articles 19, 258, 259, 260, 263, 265, and 267 (all that fall under the heading **The Court of Justice**).

September 10 and 12 – “Sources of EU law, Lawmaking, Competence, and Subsidiarity”

- A. Sources of EU Law.

1. The “Value Foundations” of the EU – read Article 2, TEU, as well as Article 7.
2. General Principles of Law and Fundamental Rights – read Article 6, TEU. Also, take a look at some of the fundamental rights you can find at the link immediately below. While you don’t have to read it completely, I want you to read enough that you get some general sense of the rights it creates, and protects.

http://www.europarl.europa.eu/charter/pdf/text_en.pdf

3. Primary law
 4. Secondary law – read Article 288, TFEU.
- B. How law is made
1. Primary law – in the RP, read the two Articles under **Amending the Treaty, and Withdrawal**.
 2. Secondary law – no reading
- C. EU Competences (including subsidiarity and proportionality) –
1. Domestic Competence - In the RP, read the six Articles appearing under **European Competences**.
 2. International Competence – Read the *ERTA* case on page 8.

September 17 – “European Union Law in the Member States”

- A. How the issue is viewed in the United States – please read a brief excerpt from the case of *Asakura v. The City of Seattle* (1924), a case decided by the U.S. Supreme Court. Page 13.
- B. Primacy of EU law – Read *Costa v. ENEL* on page 14 and *Internationale Handelsgesellschaft* on page 17.
- C. How the concept of primacy has been received by the member states – read the excerpt from a case from Germany’s Constitutional Court, on page 19.
- D. Direct Applicability and Direct Effect
 1. Direct applicability of the Treaties and Regulations
 2. Direct Effect
 - a. Of Treaty Articles – read *van Gend en Loos* on page 16 and *Gabrielle Defrenne v. Sabena* on page 22.

September 19 and 24 – “European Union Law in the Member States” (continued)

- b. Of Directives – read *van Duyn* on page 25 and *Paola Faccini Dori* on page 29.
- D. Indirect Effect and Member State Liability
 - 1. Indirect Effect – read *Marleasing, SA v. La Comercial Internacional de Alimentacion, SA* on page 32.
 - 2. Member State Liability – *Francovich v. Italy* on page 35.

September 26 – “*The Introduction of the Euro*” (Team Presentation)

October 1 – “*The European Financial Crisis*” (Team Presentation)

October 3 – In class exam

October 8 – “*The Free Movement of Goods (Fiscal Barriers)*”

- A. Types of Regional Trading Blocs
- B. Beneficiaries of the Free Movement Regime – Articles 28 and 29 (RP, page 44).
- C. Eliminating Monetary Restrictions – read Article 30 (page 44) and *Sociaal Fonds v. Brachfeld* on page 45.
- D. Internal Taxes – read Article 110 on page 47.

October 10 and 17 – “*The Free Movement of Goods*” (non-Fiscal Barriers)

- A. The elimination of quotas – Article 34 and 35 (page 47). Also read *Klas Rosengren v. Riksåklagaren* (page 48)
- B. MEEs (Measures with an effect equivalent to a quota)
 - 1. What is a measure?
 - a. *Commission v. Ireland* on page 51.
 - b. *Commission v. France* (Spanish strawberries case)
 - 2. Defining “equivalent effect” - *Dassonville v. Procureur du Roi* (the Scotch Whiskey case, p. 62)
 - 3. Indistinctly applicable measures - *Rewe Zentral* (Cassis de Dijon case, p. 64)

4. Limiting the reach of *Dassonville* – **Criminal Proceedings Against Bernard Keck and Daniel Mithouard**, p. 67.

October 22 – “*The Free Movement of Goods*” continued

- C. MEEs – exceptions; implications and aftermath of Cassis
 1. Article 36
 - a. Read Article 36, p. 47.
 - b. *Conegate v. Her Majesty’s Customs and Excise*, p. 70.
 2. Directive 98/34 – read Articles 8 and 9, p. 69.
 3. Mutual Recognition Regulation – take a look at the following:
<https://www.nibusinessinfo.co.uk/content/principle-mutual-recognition>
 4. “CE” Marks – read, generally but not in great detail, the information found in this link:
<http://tradecommissioner.gc.ca/world-monde/133383.aspx?lang=eng>

October 24 – “*Introduction to the Free Movement of Persons*”

- A. Articles 20 and 45, TFEU
- B. <https://law.anu.edu.au/news-and-events/news/freedom-movement-and-residence-cornerstone-eu-citizenship>

October 29 – “*Immigration and the Assimilation of Immigrants in Europe*” (Team Presentation)

October 31 - “*The Rise of the Far Right in Europe*” (Team Presentation)

November 5 – “*The Right of Establishment and the Free Movement of Services*”

- A. Articles 49 and 56
- B. Summary of the EU Services Directive:
http://aei.pitt.edu/11069/1/20071106123232_treSCOPE2007-2_internet-4.pdf

November 7 and 12 – “*EU Competition Law*”

- A. Abuse of a Dominant Position
 - 1. Read Article 102, TFEU
 - 2. *Intel v. European Commission* (2017)
- B. Agreements that restrain trade
 - 1. Read Article 101, TFEU
 - 2. From this website, please read from 1.1 through 3.6

<https://www.slaughterandmay.com/media/64575/the-eu-competition-rules-on-vertical-agreements.pdf>

November 14 – “*EU Labor/Employment Law*” – please read the following article:

http://www.abrnr.com/myfile/conference_proceedings/Con_Pro_20588/conference_18127.pdf

November 19 – No class!

November 26 – “*Brexit 1*” (student presentation)

November 28 – “*Brexit 2*” (student presentation)

December 3 – “*Reflection Day Paper*” (this can add as many as 3 points to final class average)

December 5 – “*Review for the Final*”