Ministry of Education and Science of Ukraine

V.N. Karazin Kharkiv National University

Department of Constitutional and Municipal Law

"APPROVED" by

Dean of the Faculty of Law

_____ Vitalii SEROHIN

"26" 08 2026

Course program

Constitutional law of the European Union

Level of academic	second (master's) degree
Subject area	D Business, Administration and Law
Special field	D9 International Law
Program of Study	International Law
Area of study	optional
Department	School of Law

2026/2027 academic year

The program is recommended for approval by the Academic Council of School of Law
"31" of August 2026, Protocol № 1

THE PROGRAM DEVELOPER: Mark VORONOV, Candidate of Legal Sciences, Associate Professor, Associate Professor of the Department of Constitutional and Municipal Law

The program was approved at the meeting of the Department of Constitutional and Municipal Law

Protocol dd. August 31, 2026, № 13

Head of Department
Constitutional and Municipal Law Hanna ZUBENKO

The program is approved by the guarantor of the educational professional program International Law

Guarantor of the educational professional program Oleksandr HAVRYLENKO

The program is approved by the Scientific and Methodoiogical Committee of School of Law
Protocol dd. "31" of August 2026, № 1

Head of the Methodical Committee of School of Law Hanna ZUBENKO

INTRODUCTION

The course program of the discipline "Constitutional Law of the European Union" is drawn up in accordance with the educational and professional program of master's degree in D9 International Law.

1. Description of the discipline

1.1. The purpose of teaching the discipline

The purpose of teaching this course is to train specialists who possess a high level of legal awareness and legal literacy, as well as the knowledge of the European constitutional legal order necessary for their professional activities, the processes of formation, evolution, and practical implementation of EU constitutional law, as well as the content and orientation of its key institutions; and who are capable of assessing the current state of constitutional legislation in Ukraine in terms of its compliance with European standards in the context of European integration.

The subject of this course is that part of the EU legal system which defines the specific legal foundations of the organization of public authority and the status of the individual within this supranational integration entity.

1.2. The main objectives of the discipline

The objective of this course is to familiarize students with the principles of European constitutionalism, the foundations of the EU's constitutional order, the constitutional and legal foundations of the legal status of the EU's main institutions, the roles of the EU's legislative, executive, and judicial branches, and the mechanisms for ensuring and protecting human rights within this supranational integration entity.

1.3. Number of credits - 3

1.4. Total number of hours – 9

1.5. Characteristics of the discipline	
optional	
Full-time study form	Part-time (distance) form of study
Year of preparation	
1nd	1nd
Semester	
2th	2th
Lectures	
14 hours	4 hours
Practical, seminars	
14 hours	4 hours
Independent work	
62 hours	82 hours

1.6. List of Competencies Formed by This Course

In accordance with the requirements of the educational and professional program, this course develops the following competencies:

GC 2. Ability to identify, formulate, and solve problems;

GC 3. Ability to adapt and act in new situations;

GC 6. Ability to conduct research at an appropriate level;

SC 4. Ability to effectively facilitate the alignment of Ukrainian legislation with EU law in the contexts of law-making, legal interpretation, and law enforcement, and to provide legal support for

European integration and Euro-Atlantic processes across various spheres of social relations;

SC 5. Ability to draft national and international legal acts, and to propose measures for implementing international standards into national legislation and aligning domestic legal norms with the norms of international law;

SC 7. Ability to solve problems related to international law and the alignment of Ukrainian legislation with EU law in new or unfamiliar environments, given incomplete or limited information, while taking into account aspects of social and ethical responsibility.

1.7. Planned learning outcomes

According to the requirements of the educational and professional program, as a result of studying the discipline "Constitutional Justice", students should achieve the following learning outcomes:

PLO 1. Identify, analyse, and propose solutions to multifaceted problems involving both international and national law;

PLO 7. Make well-founded decisions – including under conditions of uncertainty – generate and evaluate alternatives, and recognize the consequences of these decisions for various subjects of national and international law;

PLO 8. Draft international treaties and national legislative acts, and propose measures to resolve conflicts between norms of international law and to align national legal norms with international legal standards;

PLO 9. Incorporate the provisions of international treaties, acts of international intergovernmental organizations, and decisions of international courts into the national legal order;

PLO 10. Provide legal support for the processes of aligning various branches of Ukrainian legislation with European Union law.

1.8. Prerequisites.

- Theory of Law and the State;
- Constitutional Law of Ukraine.

2. Thematic plan of the discipline

Section 1. The Theory of European Constitutionalism

Topic 1. Constitutional History: From Paris to Lisbon

Ideas of European integration in the history of political and legal thought. The beginning of integration processes in Europe after World War II. The Organization for European Economic Cooperation. The Western European Union. The Council of Europe.

From Paris to Rome. The Plan proposed by R. Schuman and J. Monnet. The European Coal and Steel Community (ECSC) as an international integration-oriented organization. The “Empty Chair Crisis.”

From Rome to Maastricht. The European (Economic) Community. The European Atomic Energy Community.

From Maastricht to Nice: The (Old) European Union. Structure and content of the Maastricht Treaty. The “three pillars” structure.

From Nice to Lisbon: The (New) European Union. The constitutionalization of the EU. The Draft Constitution for Europe: purpose, content, legal nature, and reasons for its failure to be adopted. The structure and content of the Treaty of Lisbon.

Topic 2. The Constitutional System of the European Union and Its Elements

The Concept and Sources of European Union Law—an Independent Body of Legal Acts. European Union Law as a Distinct Legal Order. The Integration of the EU Legal Order into the National Legal Systems of Member States. Types of Sources of EU Law and Their Legal Nature.

European Union law as an autonomous and self-sufficient legal order. European Union law as a dominant legal system. The role of the European Court of Justice in establishing EU law.

The European legal order within the framework of national constitutional regulation. The relationship between EU constitutional law and national (domestic) constitutional law.

Topic 3. National Identity, Constitutional Identity, and Sovereignty in the EU

Constitutions and Identities. National Consciousness and the Basic Law. National Identity as a Complex, Multidimensional Concept. Components of National Identity and Their Significance for the Legal Order.

National Identity in the European Union. Sovereignty and Constitutional Identity in European Integration. "Unity in Diversity" as the Official Motto of the EU.

Constitutional Identity and the Scope of (Administrative) Implementation of European Decisions. The Reflection of National Identity in the Constitutions of Member States.

The Development of Constitutional Identity. Taking National Identity into Account in EU Policy and Legislation. The Role of National Constitutional Courts in Ensuring the Constitutional Identity of Member States.

Topic 4. Fundamentals of the EU's Constitutional Order

The EU's legal order as a constitutional order. The EU legal system.

EU constitutional law as the leading branch of the EU legal system. The subject matter of EU constitutional law. The concept of the EU's constitutional order and its general characteristics. The Relationship Between the EU's Constitutional Order and the Constitutional Orders of Member States.

Theoretical Issues Concerning the Fundamental Principles of the EU. The Concept and Characteristics of the Foundations of the EU's Constitutional Order. Sources and Methods of Establishing the Foundations of the EU's Constitutional Order. The significance of the foundations of the EU's constitutional order for the EU legal system. The system-forming and programmatic nature of the foundations of the EU's constitutional order. The role of the foundations of the EU's constitutional order in the processes of European integration.

Principles of European constitutional law. Constitutional principles and fundamental principles. The list and content of the foundations of the EU's constitutional order. The fundamental principles of the EU as a reflection of the ideas of European liberal-democratic and social-democratic constitutionalism.

Uniform fundamental principles in light of the heterogeneous primary law. The relationship between the foundations of the EU's constitutional order and the foundations of the constitutional order of the Member States.

Topic 5. Relations Between Member States and the European Union and the Development of a Proto-Federal Society

The issue of the territorial organization of public authority in the process of European integration and the main approaches to resolving it from the perspective of national constitutional and legal traditions.

The American tradition: federalism as (inter)national law. The essence and principles of federalism. The relationship between the center and the periphery under federalism. A two-tier system of government bodies and national legislation under federalism.

The German tradition: international law versus national law. European integration according to the canons of international law. The European Union as an international organization. The treaty-based nature of primary EU law.

The European Union in the light of the American and German traditions. The "sui generis" theory: the "incompatible" European Union. Characteristics that distinguish the EU from a federation and an international organization. The problem of ensuring state sovereignty in the context of European integration.

Section 2. Key Institutions of EU Constitutional Law

Topic 6. Vertical Separation of Powers within the EU: Multilevel Governance

The Treaty of Lisbon—a new stage in European

constitutionalism. Multilevel governance as a key feature of European governance. Levels of authority in the EU.

The division of competences between the European Union and the Member States under the Treaty of Lisbon. Types of competences based on the nature of the division.

The division of powers between the European Union, the Member States, and regional and local authorities. The autonomy of local self-government as a standard of European governance.

Legal mechanisms for resolving competence disputes within the EU. Oversight of compliance with the principles of conferred competence, subsidiarity, and proportionality by the Court of Justice of the European Union.

Topic 7. Horizontal Separation of Powers in the EU: The Union's Governmental Structure and Institutions

The institutional framework of the European Union. How the distinctive features of the treaty-based integration mechanism implemented in the EU are reflected in the characteristics of this supranational entity's institutional framework.

The European Parliament, the foundations of its legal status. The procedure for forming the European Parliament and its main functions. The systemic and structural organization of the European Parliament. Common and distinctive features of the European Parliament compared to national parliaments. Acts of the European Parliament.

The European Council: the foundations of its legal status. The systemic and structural organization of the European Council, its powers, and its acts. The systemic and structural organization of the European Council, its powers, and its acts.

The European Commission: the foundations of its legal status. The systemic and structural organization of the European Commission, its powers, and its acts.

Key aspects of the European Parliament's interaction with the European Council and the European Commission.

The Court of Justice of the European Union, the foundations of its legal status. The structure, composition, powers, and acts of the Court of Justice. Key aspects of the Court of Justice's interaction with the European Parliament, the European Council, and the European Commission.

Regional Authorities as Actors in Politics and Public Governance in the European Union. The Committee of the Regions as an EU advisory body. Regional representation within the EU's institutional structure. Forms of regional representation: involvement of local actors, functional representation of regional interests, political networks, and the Committee of the Regions. The Council of the European Union and the Brussels offices.

Topic 8. Judicial Review of EU Member States and European Institutions

Judicial review of EU Member States: general overview. The nature and forms of judicial review. The limits of judicial review. The Court of Justice of the European Union as a judicial body and an organ of judicial review.

Organizational structure of the European Union's judicial system. Comparison of the EU judicial system with the national judicial systems of Member States.

Purpose of the Court of Justice of the European Union. Procedure for initiating a case and stages of judicial proceedings before the Court of Justice of the European Union. Fundamental principles and rules of judicial proceedings before the Court of Justice of the European Union.

The Court in the European Union's legal order. The European Court of Justice's influence on EU legal policy. Member States' liability for violations of EU law.

Topic 9. Legal Foundations of EU Common Policies

Constitutional and legal aspects of EU common policies. Political relations as a subject of constitutional and legal regulation. Principles, forms, and instruments of EU common policies. Types (areas) of EU common policies. The trend toward expanding the spheres of EU common policies in the process of European integration.

The EU's Common Agricultural Policy. The role and significance of the agricultural

sector in the EU economy. Constitutional and legal foundations of the EU's Common Agricultural Policy. Objectives, instruments, and content of the EU's Common Agricultural Policy.

The EU's Common Commercial Policy. The free movement of goods within the EU. The constitutional and legal foundations of the EU's Common Commercial Policy. The objectives, instruments, and content of the EU's Common Commercial Policy. The EU's Common Market.

The EU's Common Transport Policy. The role and significance of transport development in integration processes. The constitutional and legal foundations of the EU's Common Transport Policy. The objectives, instruments, and content of the EU's Common Transport Policy.

The EU's common policy on migration and asylum. Procedures for regulating the issuance of long-term visas and residence permits, family reunification, and the conditions for entry and stay of third-country nationals in the EU. The "external dimension" of the EU's migration policy.

Topic 10. Lawmaking in the EU

The EU legislative system. Types of EU law. Primary and secondary EU law in the context of lawmaking. The influence of national, regional, and local governments on the lawmaking process in the EU.

Development of EU legislation. Distribution of legislative powers among the main EU institutions. The role of the European Commission, the European Parliament, and the Council of the EU in the legislative process. Forms and main stages of the legislative process in the EU. Ordinary and special legislative procedures in the EU. Planning and forecasting the legislative process in the EU. Initiating legislation in the EU. Preliminary discussion, consideration, and adoption of EU legislation. Monitoring of legislation in the EU.

Lobbying in the European Union. The role and significance of lobbying, and its impact on the quality of European law. Lobbying within the system of multilevel and networked governance. Forms of interest group participation in decision-making in the EU.

Application of EU law. The mechanism for implementing European Union decisions, and the role of key EU institutions, as well as national and subnational governments, in this process.

Topic 11. EU Citizenship

The concept, legal nature, and legal framework of European Union citizenship. The concept of EU citizenship. The institutional nature of EU citizenship. EU citizenship as subsidiary to the national citizenship of Member States. Characteristics of legal relationships pertaining to EU citizenship and their parties. Sources of EU citizenship.

Principles of EU citizenship. The principle of each EU Member State's freedom to define its own citizenry. The principle of equal treatment of citizens of other Member States who are lawfully residing in the territory of EU Member States. Acquisition and termination of EU citizenship. Documents Confirming EU Citizenship.

The Political, Economic, and Social Dimensions of EU Citizenship. Rights and Obligations Associated with EU Citizenship, Their Scope, and the Procedure for Their Exercise. The Organizational and Legal Mechanism for Protecting the Rights of EU Citizens: The Practice of the Court of Justice of the European Union. Procedures Concerning EU Citizenship.3. Structure of the discipline.

Topic 12. Fundamentals of the Legal Status of the Individual in the EU

The concept of the fundamentals of the legal status of the individual in the EU as a reflection of the humanistic orientation of EU law. Sources of this concept. The Charter of Fundamental Rights of the European Union—the internal dimension. The European Convention for the Protection of Human Rights and Fundamental Freedoms—the external dimension.

Principles of the Legal Status of the Individual in the EU. Unwritten general principles—the "eternal pillar" of the legal status of the individual.

A comparison of the rights and freedoms guaranteed by the Charter with those of the

European Convention for the Protection of Human Rights and Fundamental Freedoms. New criteria for classifying fundamental rights under the Charter. The content and role of fundamental rights. The innovative nature of the Charter of Fundamental Rights of the EU and its role in the development of the theory and practice of human rights protection.

The fundamental duties of individuals and citizens in the EU. The relationship between fundamental rights and fundamental duties.

The protection of fundamental rights in the EU as the core of substantive constitutionality. Guarantees for the exercise of fundamental rights in the EU. The issue of the European Union's accession to the European Convention for the Protection of Human Rights and Fundamental Freedoms.

3. Course Structure

Title of sections and topics	number of hours											
	full-time (distance) form						extramural form					
	all	including					all	including				
		l.	s.	lab.	ind.	indep.		l.	s.	lab.	ind.	indep.
1	2	3	4	5	6	7	8	9	10	11	12	13
Section 1. The Fundamentals of European Constitutionalism												
Topic 1. Constitutional History: From Paris to Lisbon	8	2	2			4	8					8
Topic 2. The Constitutional System of the European Union and Its Elements	8	2	2			4	8	2				6
Topic 3. National Identity, Constitutional Identity, and Sovereignty in the EU	8					8	8					8
Topic 4. Foundations of the EU's Constitutional Order	8	2				6	8					8
Topic 5. Relations Between Member States and the European Union and the Development of a Proto-Federal Society	8		2			6	8		2			6
Together in Section 1	**40**	**6**	**6**			**28**	**40**	**2**	**2**			**36**
Section 2. The main Institutions of Constitutional Law in the EU												
Topic 6. Vertical separation of powers within the EU: multilevel governance	8	2	2			4	8					8
Topic 7. Horizontal separation of powers in the EU: Governmental structure and institutions of the Union	8	2	2			4	8	2				6
Topic 8. Judicial oversight of EU	6	2				4	8					8

member states and European institutions												
Topic 9. Legal foundations of EU common policies	8	2				6	8		2			6
Topic 10. Lawmaking in the EU	8		2			6	6					6
Topic 11. EU citizenship	6	2				4	6					6
Topic 12. Fundamentals of an individual's legal status in the EU	6					6	6					6
Together in Section 2	**50**	**8**	**8**			**34**	**50**	**2**	**2**			**46**
Total	***90***	***14***	***14***			***62***	***90***	***4***	***4***			***82***

4. Topics of seminars

№ з/п	Name of topic	Number of hours	
		Full time	Part time
1	Constitutional history: from Paris to Lisbon	2	-
2	The constitutional system of the European Union and its elements	2	2
3	Relations between member states and the European Union and the development of a proto-federal society	2	-
4	Vertical separation of powers within the EU: multilevel governance	2	-
5	Horizontal separation of powers in the EU: the Union's governmental structure and institutions	2	2
6	Judicial control over EU Member States and European institutions	2	-
7	Lawmaking in the EU	2	-
	Total	**14**	**4**

5. Tasks for independent work

Independent study by students is the primary means of mastering course material outside of class time. Independent study includes: reviewing course material, completing individual assignments, and conducting research. The study time allocated for independent study by full-time students is regulated by the curriculum and the course syllabus.

The content of independent study for a course is determined by the course syllabus, instructional materials, assignments, and instructions from the faculty member.

Students' independent work is supported by the system of instructional and methodological resources provided for in the course syllabus: textbooks, instructional and methodological guides, lecture notes, collections of exercises, sets of individual semester assignments, practical workbooks, methodological recommendations for organizing independent study and completing specific tasks, electronic and other instructional materials, and distance learning courses. Instructional materials for students' independent study must allow for self-assessment by the student. For independent study, relevant academic and professional monographs and periodicals are recommended.

Independent study of course material in a specific discipline may take place at the University's Central Research Library, in classrooms, computer labs, laboratories, at home, or remotely using the distance learning support system and distance course materials.

To ensure appropriate conditions for independent study, this work is organized, if necessary, according to a schedule prepared in advance by the department, which guarantees that students have individual access to the necessary educational and technical resources available for general use.

The schedule is published at the beginning of the academic semester. When organizing independent study involving the use of complex equipment, installations, or information systems (computer databases, computer-aided design systems, automated learning systems, distance learning support systems, etc.), students are provided with the opportunity to receive necessary consultation or assistance from department specialists.

Assessment of students' mastery of the course material assigned for independent study is mandatory.

The main methods for assessing student performance include oral examinations, written assessments, practical exercises, tests, and so on.

Written exams provide a thorough and comprehensive assessment of students' mastery of the course material. Written exams allow for the simultaneous assessment of a large number of students across various fields of knowledge.

This method is quite objective, as it allows for comparing students' knowledge using standardized questions, identifying theoretical knowledge, practical skills, and abilities, as well as their appropriate application in solving specific professional tasks.

Oral examinations are typically conducted during practical sessions. It is carried out through conversation, student responses, and the interpretation of specific theories, ideas, perspectives on professional phenomena, and so on. Oral questioning is based on a student's monologue-style response or a conversation. Due to its specific nature and scope of application, this method is used both daily in scheduled classes and during various assessments.

The forms of assessment are determined by the course syllabus and include oral questioning during seminars, the completion of individual (creative) assignments and topic-based tests, quizzes, as well as a final semester assessment in the form of a credit test.

№ з/п	Name of topic	Number of hours	
		Full time	Part time
1	Constitutional history: from Paris to Lisbon	4	8
2	The constitutional system of the European Union and its elements	4	6
3	National identity, constitutional identity, and sovereignty in the EU	8	8
4	The foundations of the EU's constitutional order	6	8
5	Relations between Member States and the European Union and the development of a proto-federal society	6	6
6	Vertical separation of powers within the EU: Multilevel governance	4	8
7	Horizontal separation of powers in the EU: The Union's governmental structure and institutions	4	6
8	Judicial oversight of EU member states and European institutions	4	8
9	The legal foundations of EU common policies	6	6
10	Lawmaking in the EU	6	6
11	EU Citizenship	4	6
12	Fundamentals of an Individual's Legal Status in the EU	6	6
	Total	**62**	**82**

6. Individual assignment

Individual assignments develop students' abilities outside the classroom and promote a more in-depth study of theoretical material, as well as the development of skills in applying knowledge to solve relevant practical problems.

Individual assignments for the course "Constitutional law of the EU" are completed in the form of multimedia presentations, term papers, research articles, or abstracts for presentations at academic conferences on a topic determined or selected by the student with the assistance of the instructor. The deadlines for submission, completion, and defense of individual assignments are specified in the course syllabus.

Individual assignments are completed independently by the student, with the necessary guidance from a faculty member. In some cases, assignments on complex topics may be completed by a group of students.

A full-time student may receive 5 points for a multimedia presentation or an essay.

Guidelines for Creating Presentations

Creating presentations is one form of research work.

Presentations are created using Microsoft Office PowerPoint and must consist of at least 15 slides.

The content on a slide can be divided into main and supplementary material. The main content must be highlighted so that it conveys the primary meaning when the slide is displayed—through text or object size, color, special effects, or the order in which it appears on the screen. Supplementary material is intended to emphasize the main idea of the slide.

Different font sizes are recommended for different types of content. It is best to use a font size of 22–28 for the slide title, 20–24 for subtitles and data labels in charts, and 18–22 for text, axis labels, and titles in charts, as well as information in tables.

Use bold or underlined font to highlight the title and keywords. Use italics for secondary information and comments. Use the same font throughout the entire presentation.

To ensure the presentation is easily readable from any distance in the room, it is best to use the Arial, Bookman Old Style, Calibri, Tahoma, Times New Roman, or Verdana fonts.

1. The first slide should include the name of the Ministry of Education and Science, the name of the university, the department, the student's last name, first name, and patronymic, as well as the presentation topic and class number.

2. The second slide should present the table of contents for the presentation.

3. The remaining slides should contain the main content of the topic.

4. Abbreviations are not permitted in the text on the slides, except for commonly used ones (UN, EU, OSCE, etc.).

5. Slides should be concise. To make a PowerPoint presentation more visual and, if necessary, more colorful, you can include various diagrams, graphs, photos, drawings, and collages on some slides. Any photos or images you insert should be high-quality and large enough; otherwise, when scaled up, they lose sharpness, which can detract from the presentation's impact. Audio can be used when preparing the presentation.

6. The presentation should be prepared using the provided background (slide template). Slides should not be too cluttered or have a disjointed color scheme. This hinders the formation of stable visual images.

7. Slides should either highlight a specific point or visualize the material (such as tables, diagrams, or labeled illustrations, if applicable). Do not place multiple blocks of visual or textual information on a single slide. This is distracting, scatters attention, and impairs concentration.

8. A slide should be easy to comprehend—with minimal text on a single slide.

Creating a presentation involves several steps:

1. Selecting a topic.

The student independently selects a topic from the list of topics for individual research assignments. It should be noted that, within the scope of the curriculum on civil society organizations in Ukraine, the student has the right to independently choose a presentation topic, which must be approved by the instructor.

2. Analysis of the literature on this topic.

A presentation is a supplement to a report or speech, so you must first develop the concept for your speech and only then begin creating the presentation.

For the most part, a presentation should be based on material from textbooks. Therefore, creating a presentation should be preceded by a thorough and in-depth study of the literature related to the topic. First and foremost, it is helpful to familiarize yourself with the academic work (or the specified chapters, paragraphs, and pages) as a whole to gain an initial general understanding of it, which can be expanded by reviewing the preface, table of contents, and conclusion of the work, if available. The main goal at this stage is to identify the core issues of the topic under study and make them the main points of the presentation outline.

3. Presenting the content of the topic using slides.

The presentation should systematically address all the points in the outline. It is important to ensure that the theoretical content of the work is linked to the analysis of practical legal phenomena. The student must be able to demonstrate the practical significance of understanding principles, patterns, and categories.

When creating slides, avoid using outdated sources, which may contain erroneous views, inaccurate formulations and conclusions, or outdated numerical data. Thus, the ability to identify key theoretical issues and explain them using specific examples, while drawing on contemporary literature, constitutes the main requirements for preparing a presentation.

The individual assignment is completed by the student on a voluntary basis.

6.1. Tentative List of Presentation Topics

1. The Schuman-Monnet Plan and Its Significance in the Process of European Integration.
2. The Draft Constitution for Europe: Essence, Content, and Reasons for Rejection.
3. The Treaty of Lisbon as a Constitutional and Legal Document.
4. Constitutional Law as the Leading Branch of European Union Law.
5. The role of the Court of Justice of the European Union in shaping the autonomy and dominant role of EU law.
6. The EU's founding treaties as acts of a constitutional nature.
7. The formation of a European identity.
8. Constitutional identity in the reasoning of constitutional court decisions.
9. Ukraine's constitutional identity in the context of European integration.
10. The principle of respect for human dignity as one of the foundations of the EU's constitutional order.
11. The principle of democracy as one of the foundations of the EU's constitutional order.
12. The principle of the rule of law as one of the foundations of the EU's constitutional order.
13. Federalization of the EU: goals, factors, and paths to implementation.
14. Territorial organization of power and multilevel governance in the EU.
15. The EU's founding treaties as constitutional acts governing the division of powers and the procedures for interaction between the Union and the member states.
16. Characteristics of the Treaty of Lisbon as a constitutional document.
17. Characteristics of the principle of subsidiarity as a defining legal factor for the exercise of EU powers.
18. Characteristics of the powers of the European Council.
19. Procedures of the Court of Justice of the EU.
20. The legal nature of the Court of Justice of the EU's case law.
21. The Status of judges and Advocates General under EU constitutional law.
22. EU trade policy: origins and current challenges.
23. The EU's Common Transport Policy and the development of Ukraine's transport system.
24. Lobbying in the European Union.
25. The special legislative procedure in the EU.
26. The concept of European citizenship in the Martinez Sala decision of May 12, 1998.
27. The substance of EU citizenship.
28. The European Convention for the Protection of Human Rights and Fundamental Freedoms within the organizational and legal framework for the protection of human rights in the EU.
29. General principles of EU law in the organizational and legal framework for the protection of human rights in the EU.
30. The system and content of fundamental human rights under the 2007 EU Charter.

7. Teaching methods

Teaching methods are structured approaches to the interconnected activities of the instructor and students, aimed at effectively addressing the educational and instructional objectives of the course. They are implemented through a system of appropriate techniques and tools for educational activities.

The following teaching methods are used in the instruction and mastery of the course by

students:

By source of knowledge:

- verbal—narration, explanation, lecture, discussion, conversation; used to elucidate the content of constitutional and legal institutions, interpret the provisions of the Constitution of Ukraine and legislation, analyze the legal positions of the Constitutional Court of Ukraine, and assess the extent to which students have independently studied the course material;
- visual—demonstration of organizational charts of government bodies, tables classifying constitutional human rights and freedoms, structural-logical diagrams of the constitutional process, video recordings of government body sessions, etc.;
- practical—solving case studies, analyzing constitutional and legal disputes, drafting procedural documents, and working with the texts of normative legal acts and decisions of constitutional courts; aimed at developing students' skills and abilities in handling legal categories, interpreting, and applying constitutional law norms during seminars (practical sessions).

Based on the level of students' independent cognitive activity:

- explanatory-illustrative method—students' perception and assimilation of ready-made educational information;
- reproductive method—reproduction and application of acquired knowledge following a model;
- problem-based teaching method—the instructor's explanation of the process of solving constitutional law problems while demonstrating the logic of scientific inquiry;
- the partial-search (heuristic) method—students independently solving individual elements of problem-based tasks under the instructor's guidance;
- the research method—students' independent, creative research activities involving the analysis of constitutional law issues and the preparation of research papers, essays, and analytical materials.

8.Control methods

Control methods are diagnostic techniques that enable feedback during the learning process in order to obtain data on learning outcomes and the effectiveness of the educational process.

Assessment measures determine whether the level of knowledge, skills, and competencies acquired by students meets the requirements of regulatory documents governing higher education.

Self-control is designed to enable students to self-assess the quality of their mastery of the course material for a given discipline (section, topic). To this end, study guides for each topic (section), as well as teaching materials for seminars, include questions for self-assessment.

Departmental control is conducted to assess students' level of preparation in a course at various stages of their study and takes the form of entrance, ongoing, midterm, and semester assessments.

The following types of learning outcome assessments are used in the educational process: entrance exams, ongoing assessments throughout the semester, tests specified in the curriculum, evaluation of individual assignments and term papers, and final semester exams.

An entrance assessment is conducted before the start of a new course to determine students' level of preparation in the subjects that form the foundation for that course. The entrance assessment is administered during the first class using assignments that correspond to the syllabi of previous courses. The results of the assessment are analyzed at departmental (interdepartmental) meetings and sessions of teaching committees together with the faculty members who teach the prerequisite courses. Based on the results of the placement assessment, measures are developed to provide individualized support to students and to adjust the educational process.

Ongoing assessment is conducted during all types of classroom sessions throughout the semester. Ongoing assessment may take the form of oral questioning or written tests during practical sessions, seminars, and lectures; in the form of colloquia; through student presentations during seminar discussions; or through computer-based testing, among other methods. The specific forms of ongoing assessment and the criteria for evaluating the level of knowledge are determined by the course syllabus. The results of student assessments must be communicated to students in a timely manner. Rector's exams are a form of ongoing assessment. The results of Rector's exams may be counted toward the requirements for the assessment specified in the curriculum.

The final semester assessment for a course is a mandatory form of evaluating a student's learning outcomes. It is conducted within the timeframes established by the academic calendar and covers the scope of material specified in the course syllabus. The semester assessment for the course "European Standards of Local Self-Government and EU Regional Policy" takes the form of a test.

Students are admitted to the semester assessment provided they have completed all assignments required by the semester curriculum for this course.

A semester exam is a form of final assessment for a specific course at the end of the semester, designed to evaluate the student's mastery of theoretical and practical material.

The exam is based on assignments approved by the department. In the distance learning format, the exam is administered as a test using a Google Form.

The instructor is required to familiarize students with the content of the questions and a sample assignment at the beginning of the course.

The maximum number of points a student can earn on the course exam is 40.

The final assessment grade is assigned according to the national grading scale as the sum of the points earned by the student during the semester while completing the assessment activities specified in the course (internship) syllabus and the points earned on the semester exam.

The maximum number of points a student can earn in the course "European Standards of Local Self-Government and EU Regional Policy" is 100.

Questions to be submitted for the intermediate and final control in the discipline

1. From Paris to Rome: The European Coal and Steel Community.
2. From Rome to Maastricht: The European (Economic) Community.
3. From Maastricht to Nice: The (Old) European Union.
4. From Nice to Lisbon: The (New) European Union.
5. Concepts and Sources of European Union Law—A Standalone Catalog of Regulatory Acts.
6. European Union Law as an Autonomous and Self-Sufficient Legal Order.
7. European Union Law as a Dominant Legal System.
8. The European Legal Order within the Framework of National Constitutional Regulation.
9. Constitutions and Identities. National Consciousness and the Basic Law.
10. National Identity in the European Union. Sovereignty and Constitutional Identity in European Integration.
11. Constitutional Identity and the Scope of (Administrative) Implementation of European Decisions.
12. The Development of Constitutional Identity.
13. The EU Legal Order as a Constitutional Order.
14. Theoretical Issues Concerning the Fundamental Principles of the EU.
15. Principles of European Constitutional Law. Constitutional Principles and Fundamental Principles.
16. Common Fundamental Principles in Light of Heterogeneous Primary Law.
17. The American Tradition: Federalism as (Inter)national Law.
18. The German Tradition: International Law Versus National Law.
19. The European Union in the Light of the American and German Traditions.
20. A sui generis "theory": the "incompatible" European Union.
21. The Lisbon Treaty and constitutionalism – a new phase in European constitutionalism.
22. The division of powers between the European Union and the Member States under the Lisbon Treaty.
23. The division of powers between the European Union, the Member States, and regional and local authorities.
24. Oversight of compliance with the principles of conferred competence, subsidiarity, and proportionality by the Court of Justice of the European Union.
25. The institutional framework of the European Union.
26. The European Parliament.
27. The European Council.
28. The European Commission.
29. The Court of Justice of the European Union.

30. Judicial oversight of EU member states: general overview.
31. Organizational structure of the European Union's judicial system.
32. Purpose, violations, and stages of proceedings.
33. The Court in the legal order of the European Union.
34. The EU's Common Agricultural Policy.
35. The EU's Common Commercial Policy.
36. The EU's Common Transport Policy.
37. The EU's Common Policy on Migration and Asylum.
38. Types of EU Law.
39. The Development of EU Legislation: Planning and Proposing Legislation.
40. Lobbying in the European Union.
41. Review and Adoption of EU Legislation.
42. Application of EU Law.
43. Concept, Legal Nature, and Legal Regulation of Citizenship.
44. The Concept of EU Citizenship.
45. Political, Economic, and Social Dimensions of EU Citizenship.
46. Mechanisms for Protecting the Rights of EU Citizens: Case Law of the Court of Justice of the European Union.
47. The Charter of Fundamental Rights of the European Union—Internal Provisions.
48. The European Convention for the Protection of Human Rights and Fundamental Freedoms—the external level.
49. Unwritten general principles—the Eternal Pillar.
50. The content and role of fundamental rights. The protection of fundamental rights in the EU as the core of substantive constitutionality.

9. Scheme of calculation of points

Full-time education. Example for the offset

The total number of points is 100.
The number of points for the test - 40.
Number of points during the semester - 60:
Number of points for answers in practical (seminars), individual task - 40:
Formula about
$\sum 40 = \sum 1$
Note:
$\sum 40$ – the total maximum number of points
$\sum 1$ – the total number of points the student earned for answers during practical (seminar) sessions.
$\sum 2$ is the number of practical (seminar) sessions during the semester.
Test (one per semester): 0–10 points.
The test is administered in a multiple-choice format on the Moodle platform or via a Google Form. The student is sent 10 test questions. Each correct answer is worth one point.
Academic and research work (participation in scientific conferences, student research competitions, student research clubs, etc.): 0–10 points.

<table>
<tr><td colspan="9">Current control</td><td>independent work</td><td>Total Settlement</td><td>Amount</td></tr>
<tr><td colspan="9"></td><td rowspan="3">60</td><td rowspan="3">40</td><td rowspan="3">100</td></tr>
<tr><td>T1</td><td>T2</td><td>T3</td><td>T4</td><td>T5</td><td>T6</td><td>T7</td><td>Control work</td><td>Educational and research work</td></tr>
<tr><td colspan="7">∑35</td><td>15</td><td>10</td></tr>
</table>

T1, T2 ... T7 – topics.

Part-time study program. Sample exam

Total number of points: 100.

Points for the course assessment: 40.

Points earned during the semester: 60.

Test: 50 points.

The test is administered in a multiple-choice format on the Moodle platform or via a Google Form.

Students are sent 50 test questions. Each correct answer is worth one point.

Academic and research work (participation in scientific conferences, student research competitions, student research clubs, etc.): 0–10 points.

Current control									independent work	Total Settlement	Amount
T1	T2	T3	T4	T5	T6	T7	Control work	Educational and research work	60	40	100
∑10							40	10			

T1, T2 ... T7 – topics.

To be eligible to take the exam, a higher education student must earn at least 10 points in the course through participation in seminar sessions during the academic semester.

For outstanding academic work (writing a research paper, participation in academic events, lectures by guest speakers, academic competitions, academic schools, etc.) related to the subject area, at the discretion of the instructor (examiner) in accordance with the criteria established by the course syllabus, a student may receive up to 10 additional (incentive) points.

Answer during a seminar session—1–5 points.

Criteria for evaluating oral responses.

Ongoing assessment is conducted, in particular, in the form of questioning and evaluation of performance during seminars and practical sessions on a five-point grading scale.

A score of 5 points is awarded under the following conditions:

- the student actively participates throughout the entire practical session;
- provides a complete, correct, consistent, coherent, and well-reasoned explanation of the issue, accompanied by correct examples and references to current legislation;
- Everything presented must demonstrate a deep understanding of and familiarity with the phenomena and processes being studied;
- Correct and comprehensive answers to the instructor's additional questions.

A grade of 4 is awarded under the following conditions:

- the student actively participates throughout the practical session;
- provides a correct and complete summary of the textbook content and material presented by the instructor, but answers additional review questions posed by the instructor to assess the depth of understanding and ability to navigate phenomena and processes only with some assistance from the instructor or classmates;
- answers to the instructor's additional questions are not sufficiently comprehensive.

3 points are awarded under the following conditions:

- the student behaves passively during the class and responds only when called upon by the instructor;
- generally demonstrates knowledge of the main course material being covered, but makes

mistakes when answering and realizes them only after the instructor points them out;

- does not answer questions immediately, but only after some effort to recall the information, and the answers are unclear;
- is unable, without the instructor's assistance, to establish connections with other topics in the subject being studied;

A grade of 2 is assigned under the following conditions:

- makes significant errors or completely omits material and partially corrects these errors only after being prompted by the instructor;
- The student demonstrates a lack of knowledge of a significant portion of the course material, presents it illogically and hesitantly, and their answers are marked by hesitations and pauses; they are unable to explain the problem, even though they understand it;
- Presents the material in a manner that is not sufficiently coherent or consistent.

A grade of 1 is assigned under the following conditions:

- The student makes gross errors when presenting the material and does not correct these errors even when pointed out by the instructor;
- The student demonstrates a lack of understanding of the course material and, as a result, a complete lack of skills in both analyzing phenomena and subsequently completing practical tasks.

During the study of the course, the use of artificial intelligence (AI) technologies shall be carried out in accordance with the Policy on the Use of Artificial Intelligence Technologies of V. N. Karazin Kharkiv National University.

The following AI use models are applied within the course:

1. "AI Prohibited" Model The use of artificial intelligence technologies is not permitted during assessment activities aimed at verifying the student's individual knowledge and acquisition of competencies, including oral questioning, modular tests, examinations (pass/fail assessments), unless otherwise specified by the , as well as other forms of assessment for which the instructor has established restrictions on the use of AI.

2. "AI as an Assistant" Model During preparation for practical classes and completion of individual assignments, essays, analytical reviews, and other written assignments, students are permitted to use AI for: searching for and systematizing information; selecting and conducting a preliminary analysis of academic sources; explaining complex concepts; improving the structure of a text; checking grammar, style, and formatting; generating ideas, work plans, or examples. The final text of the assignment, conclusions, analysis, interpretation of results, and decisions made must be prepared independently by the student.

3. "AI as a Tool" Model For certain laboratory, practical, project-based, or research assignments, the use of AI technologies may be a mandatory component of the task. In such cases, students may use generative AI models for: data analysis and preparation; generation, analysis, and optimization of code; comparison of the results produced by different AI models; creation of visualizations, diagrams, or images; analysis of large datasets; and conducting experiments using modern AI tools.

All results obtained with the assistance of AI must be critically analyzed, verified, and further developed by the student. Declaration of AI Use If artificial intelligence technologies are used, the student is required to indicate: the name of the AI service or model; the date of use; and the nature of the assistance provided (e.g., idea generation, information search, data analysis, code generation, text editing, etc.). At the instructor's request, the student must provide the prompts used or explain how the AI tools were utilized.

Undeclared use of artificial intelligence technologies or submission of AI-generated material as the student's own academic work shall be considered a violation of the principles of academic integrity in accordance with the University's internal regulations.

Scale of evaluation

The amount of points for all types of training activities during the semester	Score on a national scale

50-100	pass
1-49	fail

10. Recommended literature

Basic literature

Legal acts:

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Monographs, textbooks, and study guides

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2. Гоці С. Європейська Комісія. Процеси ухвалення рішень і виконавчі повноваження. пер. з італ. Київ: К.І.С., 2007. 208 с.
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8. Дзяд О. В. Спільні політики Європейського Союзу та їх значення для України. Common EU Policies and Their Significance for Ukraine : навч. посіб.; за заг. ред. М. Бойцуна, І. Грицяка, Я. Мудрого та ін. Київ: Міленіум, 2009. 668 с.
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15. Історія європейської інтеграції від Римської імперії до Європейського Союзу: монографія / І. В. Яковюк, Т. М. Анакіна, О. Я. Трагнюк, Т. В. Комарова; за ред. І. В. Яковюка. Київ: Ред. журн. «Право України», 2012. 208 с.
16. Комарова Т. В. Суд Європейського Союзу: розвиток судової системи та практики тлумачення права ЄС : монографія. Харків : Право, 2018. 528 с.
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Supplementary Reading

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2. Асірян С., Власенко С., Трішина С. Приєднання Європейського Союзу до Європейської конвенції про захист прав людини і основоположних свобод. Підприємництво, господарство і право. 2020. № 12. С. 300-304.
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11. Links to information resources on the Internet, video lectures, other teaching and learning materials

1. Official website of the Verkhovna Rada of Ukraine. – http://portal.rada.gov.ua/
2. Official website of the President of Ukraine. – http://www.president.gov.ua/
3. Official website of the EU. – https://european-union.europa.eu/

5. Official website for EU legislation. – https://eur-lex.europa.eu/