



LAIENDATUD AINEKAVA/ EXTENDED SYLLABUS FORM

ÕPPEAINE ÜLDANDMED / GENERAL INFORMATION

ÕPPEAINE NIMETUS (eesti ja inglise keeles) / <i>TITLE OF THE COURSE</i>	<i>Common Challenges of Competing Regionalisms/Võistlevad arusaamad regionalismist</i>
Aine kood / <i>Course code</i>	SVJS.TK.025
Struktuuriüksus / <i>Faculty, department</i>	<i>Faculty of Social Sciences, Johan Skytte Institute of Political Studies</i>
Kogumaht (EAP) / <i>Amount of credits (ECTS)</i>	2 ECTS
Kestus semestrites / <i>Duration in semesters</i>	1 semester 26.04.2021 - 06.06.2021.
Kursuse tüüp / <i>Course type</i>	<i>Continuous education programme / täiendõpe</i>
Õppeaine eesmärgid (eesti keeles)	<p>Kursuse eesmärk on käsitleda regionalismi võrdlevaid dimensioone Euroopa ja Euraasia kontekstis, pidades silmas integratsiooniprotsesse, muutumist ja konsolideerumist EL-is ning postkommunistlikkus ruumis. Kursuse põhiosa hõlmab võrdlevat hinnangut EL-i, SRÜ ja EAML institutsionaalsetele ja poliitilistele eesmärkidele. Osa kursusest käsitleb üksteist täiendavate, ent samal ajal väga eriliste integratsiooniprojektide protsesse ja dimensioone ning nende vastastikke mõjusid. Teine osa käsitleb konkreetseid juhtumeid. Kursuse raames võrreldakse ajaloolisi ja institutsionaalseid arenguid Lääne-Euroopas ning selle laiendamine endises NSV ruumis pärast 1991.</p> <p>Kursuse põhiteemad: - Mis on regionalism?</p>



	<ul style="list-style-type: none">- Kuidas saab regionalismi kontseptuaalselt ja teoreetiliselt määratleda?- Mis on regionalismi eripära Euroopa integratsiooniprotsessi kontekstis?- Millised ELi regionalismi tunnused on saanud Euraasia integratsiooniprotsessi osaks?- Kuidas käsitleb Euraasia integratsioon rahvusülesust, parlamentarismi ja demokraatiat?- Kuidas suhestuvad erinevad regionalismi mustrid ELis ja Euraasias?- Millised on regionalismi tulevikutrendid Euroopas ja Euraasias?
<p><i>Objectives of the course (in English)</i></p>	<p>The course has the objective to address and conceptually frame the dimensions of comparative regionalism in the European and Eurasian context in the light of emergence, transformation, and consolidation of integration processes in the EU and in the former Soviet and Socialist space. Part of the course will be specifically dedicated to the comparative dimension and to the interaction between distinct, but liminal and not mutually exclusive, spaces of integration and to the discussion of case studies. The comparative perspective will look at the historical and institutional developments in Western Europe and their diffusion in the former Soviet space following the collapse of the USSR and the disintegration of the Eastern Bloc. A key part of the course will imply a comparative assessment of the institutional settings and political goals of the EU, CIS, and EaEU.</p> <p>CORE QUESTIONS:</p> <ul style="list-style-type: none">- What is regionalism?- How can it be defined conceptually and theoretically?- What are the distinctive traits of regionalism in the context of the process of European integration?- Which features of EU regionalism have become part of the Eurasian process of regional integration?- How does Eurasian integration address aspects related to supranationalism, parliamentarism, and democracy?- How compatible are the distinct patterns of regionalism in the EU and in Eurasia?- What are the future trends of regional integration in Europe and Eurasia?



<p>Õppeaine õpiväljundid (eesti keeles)</p>	<p>Kursuse lõpuks on osalejatel arusaam Euroopa ja Euraasia integratsiooniprotsessi olemusest, vundamendist, ajaloost ning institutsionaalsetest ja poliitilistest arengutest. Neil on selge arusaam regionalismi teoreetilistest perspektiividest ja kontseptuaalsetest aspektidest ning osalejatel on võimalus seda konkreetsete juhtumite puhul rakendada.</p> <p>Kursuse edukalt läbinud osaleja:</p> <ul style="list-style-type: none">- mõistab ja eristab piirkondliku integratsiooni protsesside põhikontseptsioone ja põhialuseid;- mõistab ja eristab institutsioonilisi ja ajaloolisi arenguid EL-is;- oskab uurida Euraasia piirkondliku integratsiooni protsesse;- saab teadmised demokraatliku protsessi dünaamika ning riigiülese, parlamentarismi ja valitsemistava dimensioonist erinevates piirkondades;- oskab analüüsida regionaalset integratsiooni konkreetsete juhtumite põhjal, kasutades asjakohaseid mõisteid;- oskab hinnata regionaalse integratsiooni praegust olukorda Euroopas ja Euraasias, suhtluskeskkonda ja võimalikke tulevikutrende.
<p><i>Learning outcomes (in English)</i></p>	<p>At the end of the course, students will have a solid understanding of the nature, foundation, history, and overtime institutional and political developments of the process of European and Eurasian integration. They will have a clear understanding of the theoretical perspectives and conceptual aspects of regionalism and they will have an opportunity to apply that to concrete cases in a comparative fashion.</p> <p>A participant, who has successfully completed the course:</p> <ul style="list-style-type: none">• understands and distinguishes the key concepts and fundamentals to make sense of the processes of regional integration;• understands and distinguishes the institutional and historical developments in the EU;• examines the process of regional integration in Eurasia and compares its milestones with the ones of the EU• identifies the dynamics of the democratic process and the dimension of supranationalism, parliamentarism, and governance in different regional contexts;



	<ul style="list-style-type: none">• analyses and argues on concrete cases of regional integration in the light of the relevant concepts;• evaluates the current state of regional integration in Europe and Eurasia, the room for interaction and the potential future trends.
Õppeaine lõpphindamine (eristav ehk hindeline, mitteeristav ehk arvestuslik) / <i>Final assessment (differentiated or non-differentiated)</i>	<i>Mitteeristav/non-differentiated</i>
Sisu lühikirjeldus (eesti keeles)	
<i>Brief description (in English)</i>	<p>The course will focus on the multifaceted nature of regionalism in different geo-territorial and geo-political contexts in Europe and Eurasia and on its conceptual and theoretical definition by looking at the relevant cleavages in contemporary societies and at the fluid and ever changing nature of inter- and intra-state interaction and supranational/intergovernmental trends of integration. Historical and institutional comparative perspectives will allow students to practically assess the developments in the European and Eurasian regions and to investigate their impact on specific case studies.</p> <p>The course is developed within the framework of the Jean Monnet Module 'Neighbourhood, Enlargement, and Regionalism in Europe' (NearEU) with the support of the Erasmus+ Programme of the European Union.</p>
Kursuse üldstruktuur / <i>General structure of the course</i>	<p>Course is divided into six issue specific blocks with multiple video lectures and various e-learning material in each and consists of the following topics:</p> <ol style="list-style-type: none">1. Introduction and definition of toolbox2. Post-WWII regionalism in Europe3. Eurasian integration as a spin-off of the EU4. Deviation from the supranational model and longitudinal comparisons with the EU5. Case studies and policy issues6. Comparative regionalism: between integration and hegemony



Kohustuslikud eeldusained / <i>Prerequisites, courses needed to be passed before attending the course</i>	<i>none</i>
Soovituslikud eeldusained / <i>Prerequisites, courses suggested to be passed before attending the course</i>	<i>none</i>
Üliõpilase nõutud oskused ja varasemad teadmised / <i>Student's required skills and competences</i>	<p>Basic knowledge of comparative regionalism and integration processes in Europe and Eurasia are suggested. However, the course will provide useful background material to any participant, who is interested in comparative regionalism and international affairs in general.</p> <p>In addition, participants should have at least basic web communication skills and basic familiarity of using digital tools for information searching and learning. Participants should be able to work independently; and be able to work and contribute to a discussion in a multicultural online environment.</p> <p>Competences required: communication, IT skills, managing information, self-regulation, problem-solving, critical thinking, collaboration, international and multicultural skills.</p>
Õppeprotsessi kirjeldus / <i>Description of learning process</i>	Avatud veebikursus videologenute ja lugemismaterjalidega / Massive online open course with video lectures and reading materials
Õpetatavad uurimismeetodid / <i>Research methods to be covered</i>	<ul style="list-style-type: none">• <i>Single case study</i>• <i>Small-N</i>• <i>Comparative method</i>

**AINEKAVA (eesti keeles või inglise keeles kui aine toimub inglise keeles) /
SYLLABUS (in Estonian; fill in in English only if the course is taught in English)**

Õppeaasta, semester, õppevorm / <i>Academic year, semester, type of study</i>	<i>2020/2021, spring, e-learning/continuous education</i>
Maht / <i>Work load</i>	The course contains around 5 hours of video study material as well as 212 pages of compulsory reading material.



	<p>Throughout the course we expect students to:</p> <ul style="list-style-type: none">• read all compulsory readings• watch video lectures (including guest interviews)• participate in the discussion forum• follow weekly announcements and communication with the lecturers• prepare and complete all compulsory assignments (quizzes and written short assignments) <p>We estimate that students should spend between 7-11 hours per week (around 52 hours in average of working load for the course in total), which equals 2 ECTS.</p>
Lektorid (vastutav ja külalis-) / <i>Instructors, teachers, lecturers</i>	<i>Dr. Stefano Braghioli, Prof. Andrey Makarychev, Maili Vilson, Kristel Vits, Anna Beitane, Shota Kakabadze, Mari-Liis Sulg, Iryna Maksymenko, Ala Leukavets, Reina Shehi (Zenelaj), Nikoleta Dukanovic.</i>
Osalejate piirarv / <i>Maximum number of attendants</i>	-
Sihtrühm ja õppeaines osalemiseeelingimused / <i>Target group and prerequisites</i>	Everyone interested in comparative regionalism and integration processes in Europe and Eurasia, especially master degree and bachelor students in European and Russian studies, international relations and political science.
Õpetamise keel(ed) / <i>Teaching languages</i>	<i>English</i>
Õpiväljundite saavutamiseks vajalikud teised keeled / <i>Other languages needed to pass the course</i>	-
Õppetöö mahud ja vormid (kontaktõpe: loeng, seminar, praktikum, individuaaltund; iseseisev töö (sh e-õpe); praktika) / <i>Forms of teaching and learning and no of hours (before class, in-class, after class; independent study, internship)</i>	<i>Independent study (e-learning): 52 AH</i>
Veebipõhine õpe / <i>Web-based learning</i>	<i>Fully web-based</i>
Toimumisnädalad / <i>Study period (in weeks)</i>	<i>6 weeks</i>
Õppeaine koduleht / <i>Website of the course</i>	<i>Moodle</i>
Raamatukogu ainepakett (link) / <i>Information package in library (if available)</i>	-



<p>Õppematerjalid sh biblioraafia (kohustuslik ja soovituslik) / <i>Study materials, including bibliography (recommended and obligatory)</i></p>	<p>Detailed list of reading material for each week will be provided separately on Moodle./Iganädalase lugemismaterjali nimekiri tuuakse välja Moodle'is.</p>
<p>Iseseisev töö (iseseisvate tööde loetelu ja juhised nende tegemiseks) / <i>Independent work</i></p>	<p>The course will combine various formats of e-learning possibilities, which could be grouped in the following categories:</p> <p>Knowledge clips - <i>short videos commentary on basic definitions and concepts (between 1520 minutes per each), which will give participants of the course a general overview of key concepts related to comparative regionalism, actors and factors related to integration processes in Europe and Eurasia. It will also contain references for further exploration of the topic. The following format of material will be provided during weeks 12.</i></p> <p>Academic commentary/round-table discussions – <i>video lectures with interventions from academic experts will provide a more in-depth and critical overview of integration process and comparative dimension between EU and EEU in terms of regional integration. The video lectures are up to 30 minutes in length and will be facilitated between weeks 34 and</i></p> <p>Guest interviews - <i>video interviews are aimed at providing specific perspectives on different case studies in the context of competing regional integration projects. The interviews will include academic representatives from the region Georgia, Ukraine, Belarus, Montenegro and Albania). Each interview is between 2040 minutes in length and will be provided during week 5.</i></p> <p>Additional background material - <i>links and references to relevant documents and interactive material, which provide additional context to the course topics. These sources are optional but they give students supplementary suggestions for exploring different angles of discussed topics in the course on their own. NB! Links to relevant sources are going to be provided on the Moodle page.</i></p> <p>In addition to video material, students will have access to readings, course glossary, course supporting materials (course syllabus, tips for</p>



	studying online and completing the course successfully, support material for preparing written assignments; video clip on navigating through Moodle for external participants) as well as communication platform in the form of Moodle forum.
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ÕPIVÄLJUNDITE HINDAMINE/ ASSESSMENT OF LEARNING OUTCOMES

<p>HINDAMISMEETOD(ID) (tasemetest, kontrolltöö, essee, uurimistöö, kirjalik eksam, suuline eksam, kirjalik arvestus, suuline arvestus, kodutöö esitus, ettekanne, esitus, etendus, referaat, kollokvium, kodulugemise vastamine). kirjeldatakse iga hindamise kohta /</p> <p><i>ASSESSMENT METHOD(S) (standard-determining test, test, essay, research paper, written examination, oral examination, written pass-fail examination, oral pass-fail examination, submission of homework, presentation, performance, term paper, colloquium, home reading). Described with regard to each assessment.</i></p>	<p>HINDAMISKRITEERIUMID (nt vormistuse korrektsus ja nõuetele vastavus, viidete asjakohasus ja ulatus, analüütilisus, seoste loomine, tõlgendamise tase, teemakäsituse loogilisus ja terviklikkus jm) /</p> <p><i>ASSESSMENT CRITERIA (for example correctness of formalisation and compliance with the requirements; relevance and extent of references; level of analysis, establishing connections, level of interpretation; logic and integrity of covering the subject)</i></p> <p><i>The aspects of the performance of the student that are assessed. The level of positive performance ("pass" or mark "E"). In the case of differentiated assessment, the level of criteria required for obtaining each following mark.</i></p>
<p>1. Short multiple-choice quizzes</p>	<p>Short multiple-choice quizzes are organized during weeks 1-2, and are aimed at testing basic knowledge and understanding of learning material. The first knowledge test will be focused on terminology (tool-box) discussed during the first week of the course; while the second quiz will contain questions related to the knowledge of European processes. Each quiz consists of 10 questions, giving 2 points per each correct answer. The quiz can be taken twice with no penalty. The submission with the maximum score is used as the effective score for that quiz. The following assignment gives 40 points in total towards the final grade.</p>
<p>2. <i>Submission of homework/short independent written assignment</i></p>	<p>Brief written assignments (1-pagers) are conducted during weeks 3,4 and 6. The first written assignment will focus on finding the comparison between EU and EEU; the second</p>



	<p>written assignment will require participants to highlight the points of deviation in the text; while the third assignment will provide the opportunity for participants to apply their knowledge and reflect on the future trends of regionalism. Each written assignment gives 20 points. Detailed instructions about each specific written assignment will be posted on Moodle.</p> <p>The allocation of points is based on the following criteria:</p> <p>20 Both the analytical and descriptive part of the written assignment appear equally well developed and present a remarkably high level of sophistication in their arguments and consistency. All sources are properly referenced and identified.</p> <p>15 The descriptive part presents a very high level of sophistication. The analytical part appears highly developed and satisfactory, and presents only very marginal weakness that does not affect the final result. All sources are properly referenced and identified.</p> <p>10 The descriptive part of the project presents a good level of sophistication. The analytical part appears well developed, but still presents some weakness at times. All sources are properly referenced and identified.</p> <p>5 The descriptive part of the project presents a satisfactory level of development; however, the analytical part appears basic, inconsistent, and underdeveloped in most of the parts. Sources are referenced, although with some minor inconsistencies.</p> <p>0 The descriptive and analytical part of the project present does not present a satisfactory level of development. Sources are not referenced.</p> <p>NB! For written assignments, students need to get at least 11 out of 20 points for each assignment. In total, 33 points should be acquired from the written assignments.</p>
<p>3. <i>Written contribution to forum discussion (comment in regard to the case study)</i></p>	<p>Contribution to the course forum will be facilitated during week 5. Participants of the course will be required to watch and select at least one video interview with a case study and address the respective questions by the means of a forum post.</p> <p>Forum contribution is a prerequisite (pass/fail) to qualify for the final assignment; it does not give</p>



	<p>points. In order for the task to be considered achieved, the content of the forum post should demonstrate the ability to connect concepts discussed in the video interview with material and readings provided in the course and to directly address the questions posed in the forum by clearly summarising ideas and meaningful arguments.</p> <p>The forum post will not be considered, if a response is unrelated to the questions posed or if it does not meet the criteria described above.</p>
<p>Hindamisele pääsemise tingimused (tähtajad, kordushindamised jms) / <i>Requirements to be met for final assessment</i></p>	<p>Nt enne eksamit x kontrolltöö sooritamine, iseseisvate tööde esitamine 100%, minimaalne punktide kogusumma (märgitakse juhul, kui kasutatakse punktiarvestust) jms /</p> <p>In order to be considered for the final assessment, students are expected to take the two multiple-choice tests (week 1 and 2); and submit a forum post entry in accordance with the provided criteria to the forum discussion during week 5.</p>
<p>Hindamistulemuse kujunemine / <i>Final result is composed of the following</i></p>	<p><i>The course consists of 100 points. In order to pass the course students need to get at least 51 points accumulated from all assessed assignments.</i></p> <p><i>The final assessment of the course consists of the following elements:</i></p> <ul style="list-style-type: none">• <i>Two multiple-choice quizzes - 2x20 = max 40 points (you need to attempt the test)</i>• <i>Written assignments - 3x20 = max 60 points</i>• <i>Contribution to the forum - pass/fail</i>• <i>Total: 100 points</i> <p><i>Provided that the prerequisites are met, a passing grade is determined by a final computation of points higher or equal to 51 out of 100.</i></p>
<p>Võlgnevuste likvideerimise võimalused / <i>Options to take pass evaluations not taken yet</i></p>	-



<p>Suhtlemine kursusel / <i>Communication means throughout the course</i></p>	<p>Before starting the course, students will be asked to fill in the pre-course survey to help the organizers better understand students' demographics, learning experience as well as the expectations from the MOOC. The survey should take no longer than 10 minutes to complete.</p> <p>During the course, a Moodle forum will be available for the participants. Students are highly encouraged to use Moodle Forum (section Technical Questions and Course Questions) to ask questions that might arise in relation to MOOC coordination, academic assessment and practical matters. In urgent and more specific matters, contact Anna Beitane (anna.beitane@ut.ee).</p> <p>Questions on specific lectures should be addressed to the instructor responsible for the given lecture.</p> <p>At the end of the course, students will be asked to submit the post-course survey to reflect on their learning experience and rate the quality of lectures, teaching and reading materials as well as to propose their own recommendations and suggestions on how to improve the course.</p>
<p>Seos MOOC-idega – link ja lühikirjeldus / <i>MOOC's to be used (link and short description)</i></p>	
<p>Tehnilised nõuded õppija arvutile / <i>Technical requirements to student's computer</i></p>	<p>To successfully follow the course we recommend the following technical requirements:</p> <ul style="list-style-type: none">• Windows 7 or newer.• MAC OS X 10.10 (Yosemite) and higher.• Microsoft Office 2010 or newer.• Backup device or service.• Security Software. (Anti-virus/firewall)• Current Web Browser(s), Firefox, Chrome, Safari.• Internet Connection, preferably high speed ADSL, Cable or similar.• Speakers/Headphones. <p>To view the course certificate with an e-signature, participants will have to install the free ID-software (https://installer.id.ee/?lang=eng) . Detailed instructions will be provided separately.</p>



Tehniline tugi / <i>Information on technical support (if applicable)</i>	In case of technical issues with accessing or logging in to the course, please contact course coordinator - Anna Beitane, anna.beitane@ut.ee
Muu info / <i>Other information</i>	

KOMPETENTSID JA ÕPPEMEETODID / COMPETENCIES AND TEACHING STRATEGIES

Aine seos 7 kompetentsiga / <i>How the course is connected to the 7 competencies model:</i>	Õppemeetod (nt vestlus, artikkel, selgitus, aruande koostamine, referaat, esitlus, debatt, rollimäng, mosaiik) / <i>Teaching method (for example discussion, article, explanation, report, essay, debate, role game, mosaic)</i>
<i>Systems thinking</i>	By addressing and combining different regional and geo-territorial contexts, the course favours the emergence of a systematic thinking approach and of a fluid process of reflection connecting <i>concepts</i> and <i>concrete cases</i> .
<i>Strategic management</i>	The different components of the course's assessment adopted favour the emergence of critical competences of object identification and inquiry. The understanding of different regional experiences and the identification of trends is functional to the assessment of their broader political implications and foreign policy repercussions.
<i>Experimentation and inquiry</i>	The digitally sophisticated nature of the course supports self-reflection, synthesis, and strategic management. Forum contributions and the related interconnected discussion favour the emergence of students' collective and interactive skills and the cross-review.
<i>Interpersonal communication</i>	The focus on different settings does not limit itself to the political, institutional, and historical developments of the illiberal phenomenon, but reflects on the value-systems on which such arrangements are based. Moreover, the different



	assessment tools employed facilitate the process of familiarization with different forms of formal and informal communication.
<i>Understanding values</i>	By better understanding the way regionalism emerges and develops across different geographical contexts students are able to test and imagine ideas to better engage with their community. The forum discussion as well as the written assignments favour the emergence and consolidation of this virtual cycle.
<i>Civic engagement</i>	The individual assignments, the forum discussion, and the individual reflection on the different models of regionalism – stimulate students' personal development and relate to their sense making and cross-cultural competence in an ever changing world.
<i>Personal development</i>	By addressing and combining different regional, political, and ideological settings, the course – in all its components – favours the emergence of a systematic thinking approach and of a fluid process reflection connecting <i>generale</i> and <i>particulare</i> .
Aine seos tulevikupädevustega / <i>Future work competencies to be developed:</i>	<input type="checkbox"/> Mõtestamise võime / Sense making <input type="checkbox"/> Sotsiaalne intellekt / Social intelligence <input type="checkbox"/> Uudne ja adaptiivne mõtlemine / <i>Novel & adaptive thinking</i> <input type="checkbox"/> Kultuuridevaheline pädevus / Cross-cultural competency <input type="checkbox"/> Matemaatiline pädevus/arvutioskus / <i>Computational thinking</i> <input type="checkbox"/> Uue meedia kirjaoskus / New-media literacy <input type="checkbox"/> Transidistsiplinaarsus / Transdisciplinarity <input type="checkbox"/> Kujunduslik mõtlemisviis, disaini oskus / <i>Design mindset</i> <input type="checkbox"/> Kognitiivsete protsesside juhtimine / <i>Cognitive load management</i> <input type="checkbox"/> Virtuaalne koostöö / Virtual collaboration



AJAKAVA / TIMETABLE

Kuupäev, nädal / Date, week	Loeng/ Lecture AH	Õppenädala sisu/ <i>Content of a study week</i>	Lektor / <i>Lecturer</i>
1	8 AH	Introduction and definition of toolbox: concepts and fundamentals to make sense of the processes of regional integration. What is regionalism? Actors and factors	Stefano Braghroli
2	8 AH	Post-WWII regionalism in Europe. From Nation states to the European polity > Supranationalism, multi-level governance, democracy, and democratic deficit	Stefano Braghroli
3	9 AH	Eurasian integration as a spin-off of the EU. From the Alma-Ata Protocol to EAEU Treaty - Putin's piece 'A new integration project for Eurasia: The future in the making	Stefano Braghroli Andrey Makarychev Maili Vilson Anna Beitane
4	9 AH	Deviation from the supranational model and longitudinal comparisons with the EU. Towards mutually exclusive models of regionalism - Winter 2014 and the EU Association Agreements	Stefano Braghroli Andrey Makarychev Kristel Vits Anna Beitane
5	9 AH	Case studies and policy issues. A tale of five countries Georgia, Ukraine, Belarus, Montenegro and Albania	Nikoleta Đukanović Reina Shehi (Zenelaj) Alla Leukavets Iryna Maksymenko Shota Kakabadze Anna Beitane



6	9 AH	Comparative regionalism: between integration and hegemony. Future of regionalism in Europe and Eurasia - room for bilateral interaction between different regional models?	Stefano Braghroli Mari-Liis Sulg