

## P2EC.00.234 EU History and Integration Process

2021/2022 autumn block mode study 1.part 3 ECTS

<b>Faculty/Department</b>	Johan Skytte Institute of Political Studies (SVJS)
<b>Amount of credits (1 ECTS=26 hours)</b>	9 ECTS
<b>Duration in semesters</b>	1
<b>Final assessment</b>	differentiated (A, B, C, D, E, F, not present)
<b>Syllabus credits</b>	3 ECTS
<b>Lecturers</b>	Stefano Braghiroli (responsible), Lelde Luik
<b>Languages of instruction</b>	English
<b>Minimum number of attendants</b>	10
<b>Maximum number of attendants</b>	40
<b>Study levels</b>	master's studies
<b>Target group and/or preconditions for participation</b>	The course targets mainly students of European Studies programmes, but is open to students of other faculties
<b>Forms of teaching and learning and no of hours</b>	lectures: 12 independent work (including e-learning): 66
<b>Web-based learning</b>	Partially
<b>Study period (in weeks)</b>	2,6,11

### Curricula containing this course

European Studies (3094) mas. 2018/2019 2019/2020 2020/2021 2021/2022

### Objectives

The course aims to give a systematic overview of the institutional developments that historically relate to the emergence, transformation, and consolidation of the EU and its interaction with the global international system. Thus the course will focus on the multidimensionality of the process of European integration moving throughout the analysis of the relevant cleavages in contemporary societies, determined by the progressive decline/redefinition of nation-states and the emergence of the transnational and multicultural European polity.

### Learning outcomes

Upon completion of the course a student will:

- critically discuss the historical developments in the process of European integration;
- understand and critically assess the main institutional actors of the EU;
- connect different dimensions of politics and policy-making in Europe and the EU for different multi-disciplinary perspectives;
- describe the process of European integration looking at the evolution of European societies, nations, and states;
- operate in different cultural settings and critically comprehend different geo-territorial contexts of EU (Europe);
- name the main aspects of the historical development of the international relations system, its main institutions and events and the EU's role in that;
- use databases and find legal acts and other documents in the official databases of the EU;
- conduct quali-quantitative policy assessments of case studies;
- work in a team and present the group work results;

Key competences to be improved: sense making, cross-cultural competency, computational thinking, transdisciplinarity.

### Brief description

The course aims to give a systematic overview of societal, national, and international developments in a changing world and of how they influence the transformation of EU's institutional mechanisms. The course look at the process of European integration from an historical perspective and at the actors involved and their causal relationship with analytical and practical issues related to EU politics, nations, societies, and history.

While addressing the above-mentioned learning components, the course will introduce and apply policy analysis and case study methodologies, both in analytical and practical terms, with a specific focus on case selection criteria.

Course keywords: European integration, history, institutions, politics, nations, societies.

## Groups

Mark                                    Limit of attendants    Lecturers

## Schedule

lecture - Introduction to the course Introduction to the EU institutions
lecture - Functioning and interaction of the EU institutions
lecture - EU and the Member states Ideas of European integration

## Lecture materials and course home page

### Web-based learning environment

<http://moodle.ut.ee>

### Compulsory study materials

More specific instructions and study materials are available in Moodle.

### Recommended study materials

### List of independent works and their instructions

The course is based on a constant process of active learning which implies a high level of individual and collective consistency, responsibility, continuity from the side of the learners. Students' independent work is a key and fundamental element of the course. It is fundamental for a successful and proficient learning process and - as such - it will be evaluated and assessed throughout the course. Students are expected to work independently between sessions. This is crucial both in order to better internalize the notions and experiences acquired during the preceding session (i.e. individual reflection on the results of the class discussion and application of the introduced research methods) and to prepare the informative background necessary to successfully participate to the successive meeting (preparations for the discussions in class).

#### Description of the tasks:

1. ONE test mostly based on closed multiple choice questions addressing the main formal learning dimensions discussed during the specific module;
2. ONE critical review of the literature (around 600 words) based on the proposed readings. In the first part of the text students are expected to describe the article and in the second part they are expected to express their considerations in the light of what has been discussed in class.

During the Spring semester module the course will follow the 'flipped classroom' approach. Before each class session students are required to look over and complete all of the assignments, including doing the readings and watching any videos.

Each video has been recorded by Dr. Braghiroli serves as a commentary to the main points to be retained for the given week's topic. As such, they are not a replacement for the reading; rather they have an integrative function on top of the readings and other materials for that week. The reading and audiovisual material are key to prepare for the class meetings that will have the format of a seminar discussion in which student engagement and participation is fundamental for a successful learning process.

### **Assessment methods and criteria**

test	<p>At the end of the course students will take a test based on closed-ended multiple choice questions addressing the main formal learning dimensions addressed during the specific module).</p> <p>The test based on closed-ended multiple choice questions is assessed according to the following criteria:</p> <ul style="list-style-type: none"><li>- Formal knowledge and understanding</li><li>- Analytical ability</li><li>- Connecting concepts and objects</li><li>- Problem solving</li><li>- System thinking</li><li>- Grouping ideas</li></ul>
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report	<p>Students are expected to submit a critical review of the literature. The review (around 600 words) is based on the proposed readings. In the first part of the text the students are expected to describe the article and in the second part they will express their considerations in the light of what has been said in the classes.</p> <p>The critical review will be assessed according to the following criteria:</p> <ul style="list-style-type: none"> <li>- Analytical ability</li> <li>- Connecting concepts and objects</li> <li>- Problem solving</li> <li>- Critical thinking</li> <li>- Synthesis</li> </ul> <p>The critical review (in its two constituent parts: descriptive and analytical) is assessed according to the following scale:</p> <p>E - The required minimum criteria are generally achieved; the formal aspects of the task are, on the whole, met; the descriptive part presents a sufficient level of development; however, analytical part is non-existent or clearly underdeveloped.</p> <p>D - The required minimum criteria are achieved; the formal aspects of the task are, generally, met; the descriptive part presents a satisfactory level of development; however, the analytical part and the critical assessment present only basic components and appear underdeveloped in most of the parts. The student does not succeed in critically assessing the work.</p> <p>C - The required minimum criteria are achieved, not only formally, but also substantially; the descriptive part presents a good level of sophistication; while the large part of the substantial aspects of the task are met, the analytical part, although in general satisfactory and well developed, still present some weakness at times. The counter-arguments appear - on the whole - sufficiently clear. The student does on the whole succeed in critically assessing the work.</p> <p>B - The required criteria are achieved, not only formally, but also substantially; almost the totality of the aspects of the task are met. The descriptive part presents a very high level of sophistication; while almost all the aspects of the task are met, the analytical part, is satisfactory and well developed, and presents only very marginal weakness that does not affect the final result. The counter-arguments appear clear. The student does succeed in critically assessing the work.</p> <p>A - The required criteria are achieved, not only formally, but also substantially; the totality of the aspects of the review are met. Both the analytical and descriptive part of the work appear equally developed and present a remarkably high level of sophistication. The counter-arguments appear clear and consistent. The student completely succeeds in critically assessing the work.</p>
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#### Requirements to be met for final assessment

In order to be considered for the final assessment, students are expected to attend all but ONE class, actively participate in course activities and take the final test.

Plagiarism is NOT TOLERATED and can lead to failing the course. More details are available at [www.plagiarism.org](http://www.plagiarism.org).

#### Minimal amount of credits required for assessment

51

#### To obtain final grade, the following is required

Once the minimum requirements to be considered for the final assessment are met, the components of the final evaluation will weight in the definition of the final grade according to the following distribution of points:

Work description: Max. points  
 Tests of formal knowledge: 60  
 Critical review: 40  
 Total max: 100

#### Options for taking tests/exams at later date

As agreed with the responsible lecturer.

Students who are not satisfied with the final outcome and wish improve their course grade can submit a 4-page critical review of a short reading previously agreed with the instructor. A max of 5 points can be added to the final grade according to the quality of the review

Other information

The course is divided into two modules: the Fall semester module covers the models of European integration, the EU institutions, and the inter-institutional dynamics; the Spring semester module covers the historical developments and the grand theories of European integration.