

SVJS.00.024 EU enlargement and challenges of wider Europe

2020/2021 spring regular studies

Faculty/Department	Johan Skytte Institute of Political Studies (SVJS)
Amount of credits (1 ECTS=26 hours)	6 ECTS
Duration in semesters	1
Final assessment	differentiated (A, B, C, D, E, F, not present)
Syllabus credits	6 ECTS
Lecturers	Stefano Braghiroli (responsible), Anselm Schmidt
Languages of instruction	English
Minimum number of attendants	10
Maximum number of attendants	40
Study levels	bachelor's studies, master's studies
Target group and/or preconditions for participation	Course is open for all interested target group is students of Johan Skytte Institute of Political Studies, advanced bachelor students of Government and Politics
Forms of teaching and learning and no of hours	lectures: 10 seminars: 2 independent work (including e-learning): 144
Web-based learning	Partially
Study period (in weeks)	24,26,28,30,32,36,38

Curricula containing this course

Central and Eastern European, Russian and Eurasian Studies (162797)	mas.	2021/2022
International Relations and Regional Studies (129657)	mas.	2021/2022

Objectives

The aim of the course is to provide students with a specific and detailed understanding of the enlargement process and challenges related to the Wider Europe approach. The course develops conceptual, analytical, and theoretical tools to critically frame the specific nature of the external dimension of the Europeanization process and of regionalism in Europe and Eurasia. The course begins with a discussion of the historical development of the enlargement process and the related theoretical issues and widens the perspective to include different (and competing) experiences of regional integration in Europe and Eurasia. Different consistent dimensions of regionalism (and the related challenges) are discussed, including: size; diversity; pace of change; reach; external reactions. A similar approach is adopted when it comes to the EU's neighbourhood policy (with specific focus on its Eastern dimension). A discussion on Brexit will reflect on the dimension of de-Europeanization.

Learning outcomes

By the end of the course students are expected to:

- historically, conceptually, and theoretically frame the process of enlargement
- distinguish between different types of enlargement and different degrees of success in europeanization
- contextualize the various declinations of the phenomenon in different geo-territorial contexts
- identify and assess trends of mutual influence across the territorial contexts and role of the Europeanization process
- assess perspectives and problems of the EU candidate and neighbourhood policy target countries
- problematize the foreign policy implications
- critically assess the developments in the candidate countries, partners, and Wider Europe

Brief description

The course focuses on the transition processes, history of modernisation, globalisation, regionalisation and conditionality connected to the EU enlargement process and neighbourhood policy. It also reflects on the challenges of competing regionalisms in the European and Eurasian contexts. The course conceptually and analytically discusses the perspectives, problems and challenges of current and prospective candidate states as well as neighbourhood countries. It relates the latter to the zero-sum game dynamics of competing regionalisms, by looking at specific cases. In particular, the course will focus on the history of the enlargement process; theories, processes, and institutional & legal framework of the EU neighbourhood policy (with a focus on Eastern Partnership); case studies of success and failure of competing regionalisms; and recent developments and potential future trajectories.

	<p>41-50 - The required criteria are achieved, not only formally, but also substantially; almost the totality of the aspects of the task are met. The descriptive and analytical parts present a very high level of sophistication. The recommendation part and its research component, appear highly developed and satisfactory, and present only very marginal weakness that does not affect the final result. The method appears well applied and interiorized and the student includes and discusses a consistent amount of literature related to the task, with a satisfactory degree of sophistication.</p> <p>51-60 - The required minimum criteria are achieved, not only formally, but also substantially; the totality of the aspects of the task are met. Both the descriptive/analytical and recommendation parts of the task appear equally well developed and present a remarkably high level of sophistication in their arguments and consistency. The method appears remarkably applied and fully interiorized and the student includes and discusses a vast amount of literature related to the task, with a high degree of sophistication.</p>
test	<p>The test based (mostly) on closed-ended multiple choice questions. Questions include multiple choice modes, ranking scales, matches, and timeline filling. In some cases short further explanation of the question is required.</p> <p>The tests consist of closed questions each worth 2 points. The minimum passing aggregated score is 21 and demonstrates the following: formal knowledge and understanding, analytical ability, connecting concepts and objects, problem solving, system thinking. The maximum result for test is 40.</p>
practical assignment	<p>The Eastern Partnership Summit negotiating exercise is assessed according to the following criteria:</p> <ul style="list-style-type: none"> - Problem solving - Ability to work in team - Capacity to take independent decisions - Ability to discuss in group and to present motivated arguments - Connecting theory and practice - Sense of leadership and listening - Capacity to present arguments and points of view <p>In order for the task to be considered achieved, the students should coordinate with other participants and demonstrate in the preparatory phase of the simulation problem solving capacity and the ability to analytically connect concepts and theories. During the conduction of the simulation, participants should demonstrate clear presentation skills and leadership as well as listening skills.</p> <p>The failure to meet these criteria when it comes to the preparation and the conduction of the simulation will determine the failure of the task.</p> <p>The task is assessed on a non-differentiated provided that the required minimum criteria are achieved</p>
presentation	<p>The group presentation is assessed according to the following criteria:</p> <ul style="list-style-type: none"> - Analytical ability - Grouping ideas - Connecting concepts and objects - Synthesis and clarity <p>In order for the task to be considered achieved, the content of the group work and its oral presentation should demonstrate the ability to analytically connect concepts, theories, and empirical objects and the practical skills to group ideas in the light of coherent general meanings. The presentation should also summarize the results of the group work in coherent and clear way combining synthesis and completeness.</p> <p>The failure to meet these criteria when it comes to the content of the group work and its oral presentation will determine the failure of the task.</p> <p>The task is assessed on a non-differentiated provided that the required minimum criteria are achieved.</p>

Requirements to be met for final assessment

In order to be considered for the final evaluation students are required to attend at least 5 out of 7

meetings, actively participate to the simulation exercise, and perform a successful class presentation. These requirements apply both to in-class and remote-track students. When it comes to the remote-track meetings, they will be streamed live from the classroom via ZOOM and attendance will be recorded during the meeting time.

To obtain final grade, the following is required

Once the pre-conditions 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
Policy recommendation (60% of the final grade): 60
Test (40% of the final grade): 40
Total: 100

The final grade is computed on the basis of the positively assessed test and of the positive grade for the policy recommendation.

Other information

This course is developed and implemented with the support of the Jean Monnet Module "Neighbourhood Enlargement and Regionalism in Europe" (NearEU). The project has received funding from the European Union's Erasmus+ Jean Monnet programme under Grant Agreement 620279-EPP-1-2020-1-EE-EPPJMO-MODULE.