

SVJS.00.030 Regional Integration Processes in Europe and Eurasia 2021/2022 autumn 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	master's studies
Forms of teaching and learning and no of hours	lectures: 16 independent work (including e-learning): 140
Web-based learning	Partially

Curricula containing this course

International Relations and Regional Studies (129657) mas. 2021/2022

Objectives

The course explores the institutional and historical developments that relate to the emergence, transformation, and consolidation of the EU; while comparatively discussing the post-cold war attempts of regional integration in the former Soviet space. Part of the course will be specifically focused on the comparative dimension and the interaction between the EU and Russia from an historical and political perspective.

The course will focus on the multidimensionality of the process of regional integration in Europe and Eurasia 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 polity in Europe.

Learning outcomes

Upon completion of the course a student will:

- understand and critically assess the main institutional actors of the EU and of the EaEU;
- make sense of the decision-making process in the EU and EaEU and of the role of the actors involved;
- analytically and practically navigate throughout concepts and objects of the contemporary changing world;
- connect different dimensions of politics and policy-making in Europe and Eurasia for different multi- disciplinary perspectives;
- make sense of the historical developments of nation, state, and society in Russia and their relationship with the EU/European dimension

Brief description

The course aims to give a systematic overview of institutional and historical developments in the process of European and Eurasian integration in a changing world and of how they influence the interaction between the EU and Russia and the EaEU. The course looks at the process of supranational and regional integration in Europe and Russia and its causal relationship with analytical and practical issues related to EU politics, EU-Russia relations, nations, and societies.

While addressing the above-mentioned learning components, the course will introduce and apply content analysis to case study approach, both in analytical and practical terms, with a specific focus on case selection criteria. The course is based on a constant process of active learning and interactive teaching.

Groups

Mark Limit of attendants Lecturers

Schedule

02.09.2021	lecture - Introduction to the course & brainstorming
09.09.2021	lecture - Conceptual toolbox: identity, nations, states, societies, and regional integration

16.09.2021	lecture - History of the European integration process I
23.09.2021	lecture - History of the European integration process II
30.09.2021	lecture - European Commission
07.10.2021	lecture - European Parliament
14.10.2021	lecture - Council of the EU and European Council Foreign and security policy dimension
21.10.2021	lecture - * The inaugural lecture by Andrey Makarychev, UT Professor of Regional Political Studies * "Regionalism: a Biopolitical Perspective"
28.10.2021	lecture - Mid-term test
04.11.2021	lecture - Regional integration in the former soviet space I (from the Belovezha Accords to the EaEU)
11.11.2021	lecture - Regional integration in the former soviet space II (the role of Europeanization)
18.11.2021	lecture - Institutions and dynamics I (CIS and Union State)
25.11.2021	lecture - Institutions and dynamics II (Supreme Council, Intergovernmental Council, Commission)
02.12.2021	lecture - Foreign policy perspective of Eurasian integration (CSTO and Shanghai Cooperation)
09.12.2021	lecture - Final test
16.12.2021	lecture - EU negotiation exercise on the Belarusian crisis (Council of the EU)

Lecture materials and course home page

Web-based learning environment

<http://moodle.ut.ee>

Compulsory study materials

Recommended study materials

Students are expected to be familiar (or rather to familiarize) with the key aspects touched in the following seminal works which represent a summary of the basic knowledge necessary to actively participate to the course:

- The Schuman Declaration - 9 May 1950.
- Spinelli and Rossi (1948), The Ventotene Manifesto
- Thatcher (1988), Speech to the College of Europe ("The Bruges Speech")
- Tanja A. Börzel and Thomas Risse (2000) When Europe Hits Home: Europeanization and Domestic Change, European Integration online Papers (EIoP) Vol. 4 (2000) N° 15
- Keukeleire and Delreux (2014) "The Nature of EU Foreign Policy", in The Foreign Policy of the European Union (Palgrave)
- Barnes, I. & Barnes, P. (2010) 'Enlargement', in Cini/Perez-Solorzano Borragan (eds.) European Union Politics, Oxford: Oxford University Press.
- Barnes, I., Nugent, N. and Buonanno, L. (2013) Chapter 1 in Nugent, N. and Buonanno, L. (eds.) Policies and Policy Processes of the European Union, Basingstroke: Palgrave Macmillan.
- Bull, H. (1982) 'Civilian Power Europe': A Contradiction in Terms?, Journal of Common Market Studies, 12:2: 149-64.
- Buonanno, L. and Nugent, N. (2013), 'Foreign and External Security Policy', in L. Buonanno and N. Nugent (eds.): Policies and Policy Processes of the European Union, 273-87.
- Christiansen, T., Reh, C. (2009) Constitutionalising the European Union, 1-22.
- Gerring, John. General Advice on Social Science Writing. John Gerring
<http://blogs.bu.edu/jgerring/files/2013/06/Adviceonessaywriting.pdf>
- Howorth, J. (2011), 'The EU's Security and Defence Policy: Towards a Strategic Approach', in Hill, C., Smith, M. (eds.), International Relations and the European Union, Oxford University Press, 198-225.
- Manners, I. (2002): Normative Power Europe - A Contradiction in Terms? JCMS, 40:2, 235-58.
- McCormick, J. (2011) Chapter 1 in McCormick, J. (ed.) European Union Politics, Basingstroke: Palgrave McMillan.
- Pollack, M. (2010) 'Theorizing EU Policy-Making' in Wallace, Helen et al. (eds). Policy-Making in the

European Union, Oxford University Press.

- Van Evera, S. (1997) Chapter 1 in Guide to Methods for Students of Political Science. Ithaca, NY: Cornell University Press.

- Morozova, N. (2009) Geopolitics, Eurasianism and Russian Foreign Policy Under Putin, Geopolitics, 14:4, 667-686

- Pollack, Mark (2010) 'Theorizing EU Policy-Making' in Wallace, Helen et al. (eds). Policy-Making in the European Union, Oxford University Press.

- Prozorov, S. (2009) 'In and Out of Europe: Identity Politics in Russian-European Relations', in Eiki Berg and Piret Ehin (eds.), Identity and Foreign Policy: Baltic-Russian Relations and European Integration, Aldershot: Ashgate, 133-159.

- Smith, K. E. (2011) 'Enlargement, Neighbourhood and European Order' in C. Hill, M. Smith (eds.), International Relations and the European Union, Oxford University Press.

- Smith, M. A. (2013): Russia and multipolarity since the end of the Cold War, East European Politics 29:1, 36-51.

List of independent works and their instructions

1. Two tests based on closed-ended multiple choice questions addressing the main formal learning dimensions addressed during the specific module);
2. Research paper: (around 3000 words), practically applying content analysis to a case study discussed during the course;
3. Students will be involved in a virtual EU-Russia negotiating exercise (role game) - conducted, over the weeks, in the moodle environment - where the knowledge and notions acquired during the lectures and the seminars will be tested and put into practice.;
5. Class practical activities, both at individual and team level, are expected to factually apply the dimensions of formal addressed in the pre-class and post-class phases

Assessment methods and criteria

test	<p>At the end of the course - during the semi final meeting of week 15 - and during another class (not previously announced) students will take two tests 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"> - Formal knowledge and understanding - Analytical ability - Connecting concepts and objects - Problem solving - System thinking - Grouping ideas <p>The tests consists of closed questions each worth 2 point. The test is assessed according to the following scale: E (10-11 points), D (12-13 points), C (14-15 points), B (16-17 points), A (18-20 points).</p>
performance	<p>Class practical activities, both at individual and team level, are expected to factually apply the dimensions of formal addressed in the pre-class and post-class phases. The activities are aimed to better interiorize the notions and experiences acquired during the preceding session (i.e. individual reflection on the results of the class discussion and application of the case study methodology) and to prepare the informative background necessary to successfully participate to the successive meeting (preparations for the discussions in class). Without prejudice to requirement to attend at least 4/5 of the classes, the participation to class activities is assessed on a non-differentiated basis (pass/fail). If the student participates to it, meeting the required minimum criteria, the task is considered achieved. The participation to the simulation is a pre-requisite to be considered for the final assessment.</p> <p>Class practical activities is assessed according to the following:</p> <ul style="list-style-type: none"> - Following instructions and recording results - Practical ability / development - Transfer formal knowledge to practical tasks - Sense of leadership and listening - Capacity to present arguments and points of view - Problem solving - Ability to work in team

practical assignment	<p>On week 16, students will be involved in a virtual EU-Russia negotiating exercise (role game) - conducted, over the weeks, in the moodle environment - where the knowledge and notions acquired during the lectures and the seminars will be tested and put into practice. In particular, students will be assigned institutional roles at the beginning of the course (Member States, Candidate countries, Government of the Russian Federation, European Parliament, Commission, Council, Committees, etc), and have to conduct - over the course - multi-lateral and bi-lateral negotiation accordingly. Students' constant activism is taken into account. The participation to the exercise is assessed on a non-differentiated basis (pass/fail). If the student participates to it, meeting the required minimum criteria, the task is considered achieved. The participation and submission of the necessary material for the exercise is a pre-requisite to be considered for the final assessment.</p> <p>The EU-Russia 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
research paper	<p>Students are expected to deliver a research paper: (around 3000 words), practically applying content analysis to a case study discussed during the course. The essay, aimed to reflect the student's capacity to use and practically adapt the formal/practical knowledge acquired throughout the course and to provide applicable recommendations to policy-makers, is expected to be delivered not later than 15 days following the last class meeting.</p> <p>The research paper is assessed according to the following criteria:</p> <ul style="list-style-type: none"> - Practical ability / development - Problem solving - Critical thinking - Analytical ability - Connecting concepts and objects - Connecting theory and hypotheses - Methodological clarity <p>The research paper 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 of the paper presents a sufficient level of development; however, analytical part is non-existent or clearly underdeveloped. The method appears only formal applied but not substantially interiorized and the student fails to properly include and discuss the consistent literature.</p> <p>D - The required minimum criteria are achieved; the formal aspects of the task are, generally, met; the descriptive part of the paper presents a satisfactory level of development; however, the analytical part and its research component present appear basic, inconsistent, and underdeveloped in most of the parts. The method appears only imperfectly formal applied and poorly interiorized and the student includes and discusses only the basic literature related to the paper.</p> <p>C - The required minimum criteria are achieved, not only formally, but also substantially; the descriptive part of the paper presents a good level of sophistication. The analytical part and its (generally satisfactory) research component, appear well developed, but still present some weakness at times. The method appears generally well applied and - on the whole - interiorized and the student includes and discusses not only the basic literature related to the paper, with some degree of sophistication.</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. The analytical part and its research component, appear highly developed and satisfactory, and present only very marginal weakness that does not affect the final result.</p>

The method appears well applied and interiorized and the student includes and discusses a consistent amount of literature related to the paper, with a satisfactory degree of sophistication.
A - The required minimum criteria are achieved, not only formally, but also substantially; the totality of the aspects of the task are met. Both the analytical and descriptive part of the paper 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 paper, with a high degree of sophistication.

Requirements to be met for final assessment

In order to be considered for the final assessment, students are expected to attend at least 12 out of 14 the classes and actively participate to class activities, submit the EU-Russia simulation material, and take at least 1 of the 2 tests.

Plagiarism is NOT TOLERATED and can lead to failing the course. More details are available at 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

Preparation of the EU-Russia simulation/negotiation exercise - 20

TWO Tests of formal knowledge (multiple choice questions) - 40

Final paper - 40

Total max: 100

Grade Point range

A (Excellent) 100-91

B (Very good) 90-81

C (Good) 80-71

D (Satisfactory) 70-61

E (Acceptable) 60-51

F (Fail) 50-0

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

This course can be followed remotely in case the student cannot be present in class due to travel restrictions or state regulations that prevent that.

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