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| ABU_KKK_01-15.jpg | **ECTS Course Description Form** |
| **PART I ( Senate Approval)** |
| **Offering School**  | College of Business  |
| **Offering Department** | Political Science and International Relations |
| **Program(s) Offered to** | Political Science and International Relations | **Elective**  |
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| **Course Code**  | **POLS 313** |
| **Course Name** | European Union: History and Integration  |
| **Language of Instruction** | English |
| **Type of Course** | Lecture and seminar |
| **Level of Course** | Undergraduate |
| **Hours per Week** | **Lecture: 3**  | **Laboratory:** | **Recitation:**  | **Practical:**  | **Studio:** | **Other:** |
| **ECTS Credit** | **6** |
| **Grading Mode** | Letter grade |
| **Pre-requisites** | None |
| **Co-requisites** | None |
| **Registration Restriction** | None |
| **Educational Objective** | This course aims to provide an in-depth exploration of the history and integration of the European Union (EU). It has the purpose of introducing the key concepts and main theoretical discussions about the EU integration, examining the historical evolution of the integration, understanding the institutional mechanism of the EU and the policymaking process, learning the main aspects and the challenges regarding the internal and external integration of the EU. The course aims to develop students’ analytical thinking, presentation, academic writing, and discussion skills with the help of interactive learning. |
| **Course Description** | This course has five components. It starts with the concept of Europe and the idea of European unity until the Second World War and then continues with the origins of European integration in the 1950s, stagnation in the 1960s and 1970s, and renewal in the 1980s and 1990s. In other words, the first component is on the history of the EU and the deepening and widening of European integration. The second component is on the theories of the European integration and the major discussions regarding theoretical approaches while the third one consists of the institutional structure of the EU and the policymaking process. The fourth component provides a background for the fifth one as it includes the main aspects of the internal and external integration. Last but not least, the fifth component is on the challenges in the European integration process. Within this framework, the Eurozone crisis, migration, rising anti-EU populism, and the impact of Brexit are discussed.  |
| **Learning Outcomes**  | **LO1**  | To enable students to apply main integration theories to the study of the EUTo enable students to learn the main concepts and historical integration process of the EU, and to discuss main debates on the integration To enable students to learn the institutional structure, the decision making process and the main discussion on this topicTo enable students to discuss the internal and external integration. To help students analyse key challenges in the European integration process |
| **LO2** |
| **LO3** |
| **LO4** |
| **LO5** |
| **LO6** To enable students make presentations, prepare a blog in which they can improve their analytical and argumentative skills.  |
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| **PART II ( Faculty Board Approval)** |
| **Basic Outcomes (University-wide)** | **No.** | **Program Outcomes** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** |
| **PO1** | **Ability** to communicate effectively and write and present a report in Turkish and English.  | x  | **x** | x | x | x  | x  |
| **PO2** | **Ability** to work individually, and in intra-disciplinary and multi-disciplinary teams. | x  | **x** | x | x | x  | x  |
| **PO3** | **Recognition** of the need for life-long learning and **ability** to access information, follow developments in science and technology, and continually reinvent oneself. | x  | **x** | x | x | x  | x  |
| **PO4** | **Knowledge** of project management, risk management, innovation and change management, entrepreneurship, and sustainable development. |  |  |  |  |  |  |
| **PO5** | **Awareness** of sectors and **ability** to prepare a business plan. |  |  |  |  |  |  |
| **PO6** | **Understanding** of professional and ethical responsibility and **demonstrating** ethical behavior. | x  | **x** | x | x | x  | x  |
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| **Faculty Specific Outcomes** | **PO7** | Knowledge of social science research design and execution |  |  |  |  |  |  |
| **PO8** | Understanding of mathematics, statistics and economics as it relates to each discipline |  |  |  |  |  |  |
| **PO9** | Awareness of inter-disciplinary approaches in social sciences | x  | **x** | x | x | x  | x  |
| **PO10** | Ability to relate different issues in the social sciences to contemporary events | x  | **x** | x | x | x  | x  |
| **PO11** | Ability to analyze in written and oral form issues related to the social sciences | x  | **x** | x | x | x  | x  |
| **Discipline Specific Outcomes (program)** | **PO12** | Understanding of the philosophical and theoretical foundations of political science | **x** | x  | **x** | x  | **x** | x  |
| **PO13** | Understanding of the philosophical and theoretical foundations of international relations | x  | **x** | x | x | x  | x  |
| **PO14** | Understanding of the social and historical dynamics that inform political processes at domestic and international levels | x  | **x** | x | x | x  | x  |
| **PO15** | Knowledge of qualitative and quantitative social science methodology |  |  |  |  |  |  |
| **PO16** | Ability to demonstrate written and oral understanding of content relative to historical, theoretical and contemporary issues in political science | x  | **x** | x | x | x  | x  |
| **PO17** | Developing a critically constructive approach to current problems in the field of political science | x  | **x** | x | x | x  | x  |
| **PO18** | Awareness about global inter-connectivity and power divisions within this inter-connected structure | x  | **x** | x | x | x  | x  |
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| **PART III ( Department Board Approval)** |
| **Course Subjects, Contribution of Course Subjects to Learning Outcomes, and Methods for Assessing Learning of Course Subjects** | **Subjects** | **Week** |  | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** |
| **S1** | 1 | Presentation of the Syllabus & The Idea of Europe  |  | X |  |  |  |  |
| **S2** | 2-3 | History of the European Integration  |  | X |  |  |  |  |
| **S3** | 3-4 | Institutions of the European Union  |  |  | X |  |  |  |
| **S4** | 5-6 | Theorizing European Integration  | X |  | X |  |  |  |
| **S5** | 6-7 | Franco-German Engine in the European Integration Process | X | X |  | X | X |  |
| **S6** | 9 | External Relations | X | X | X | X | X | x  |
| **S7** | 10 | Eurozone Crisis | X | X | X | X | X | x  |
| **S8** | 11-12 | Migration & the Rise of anti-EU Populist Nationalism | X | X | X | X | X | x  |
| **S9** | 13 | Brexit | X | X | X | X | X | x  |
| **S10** | 14 | Revision | X | X | X | X | X |  |
| **Assessment Methods, Weight in Course Grade, Implementation and Make-Up Rules**  | **No.** | **Type** | **Weight** | **Implementation Rule** | **Make-Up Rule** |
| **A1** | **Exam** | 70 %  | Mid term exam: 30 %, final exam 40 %  | Only students who can prove a medical condition can be considered eligible for make-up exam. |
| **A2** | **Quiz** |  |  |  |
| **A3** | **Homework** |  |  |  |
| **A4** | **Project** | 10% | Blog |  |
| **A5** | **Report** |  |  |  |
| **A6** | **Presentation** | 10 % |  |  |
| **A7** | **Attendance/ Interaction** |  |  |  |
| **A8** | **Class/Lab./****Field Work** |  |  |  |
| **A9** | **Other** | 10 %  | class participation  |  |
| **TOTAL** | **100%** |
| **Evidence of Achievement of Learning Outcomes** | Achievement of learning outcomes is measured via midterm and final exams, presentation, blog and class participation.  |
| **Method for Determining Letter Grade** |

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| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| 95-100 | 85-94 | 80-84 | 75-79 | 65-74 | 60-64 | 55-59 | 50-54 | 45-49 | 40-44 | 0-39 |

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| **Teaching Methods, Student Work Load** | **No** | **Method** | **Explanation** | **Hours** |
| ***Time applied by instructor*** |
| **1** | **Lecture** | Lecturing the necessary concepts and events related to the subject. The lectures utilize the power point presentations as well as the visual short documentaries, when deemed necessary. | 14 x 1.5 hours |
| **2** | **Interactive Lecture** | Seminar session based on questions and answers, and/or presentations of students  | 14 x1.5 hours  |
| **3** | **Recitation** |  |  |
| **4** | **Laboratory** |  |  |
| **5** | **Practical** |  |  |
| **6** | **Field Work** |  |  |
| ***Time expected to be allocated by student*** |
| **7** | **Presentation** | Each student is expected to make a presentation in a team.  | 12 hours  |
| **8** | **Homework** | Students are required to prepare a blog on one of the challenges of the EU and domestic discussions in one of the Member States | 36 hours  |
| **9** | **Pre-class Learning of Course Material**  | Students are expected to review all the material covered before the final exam.  | 14x3 hours  |
| **10** | **Review of Course Material** | Course material is repeated for studying exams. | 14x3 hours  |
| **11** | **Studio** |  |  |
| **12** | **Office Hour** | Face-to-face interaction is provided with the student for midterm paper and all other issues. | 14 hours  |
| **TOTAL** | **188** |
| **IV. PART** |
| **Instructor** | **Name** | Dicle Korkmaz  |
| **E-mail** | dicle.korkmaz@antalya.edu.tr |
| **Phone Number** | 0242-245 0308 |
| **Office Number** | A2-42 |
| **Office Hours** | Thursday 11:00-12:00 |
| **Course Materials** | **Mandatory** | Different chapters from the following books: Berend, I. (2019). *Against European Integration- The European Union and Its Discontents*. Oxford: Routledge. Berend, I. (2021). *The Economics and Politics of European Integration- Populism, Nationalism and History of the EU*. Oxford and New York: Routledge. Glencross, A. (2014). *The Politics of European Integration*. Chichester: Wiley Blackwell.Nugent, N. (2017). *The Government and Politics of the European Union* (8th ed.). London: Palgrave Macmillan. Olsen, J. (2021). *The European Union Politics and Policies* (7th ed.). New York and Oxford: Routledge. Staab, A. (2021). *The End of Europe? The Five Dilemmas of the European Union*. London: Lexington Books.  Additional readings are uploaded to LMS. |
| **Recommended** |  |
| **Other** | **Scholastic Honesty** | Violations of scholastic honesty include, but are not limited to cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Any form of scholastic dishonesty is a serious academic violation and will result in a disciplinary action. |
| **Students with Disabilities** | Reasonable accommodations will be made for students with verifiable disabilities. |
| **Safety Issues**  | No safety regulation is needed for the course. |
| **Flexibility** | Circumstances may arise during the course that prevents the instructor from fulfilling each and every component of this syllabus; therefore, the syllabus is subject to change. Students will be notified prior to any changes. Additional readings will be sent to students via email one week before the course.  |