



Caucasus University
Caucasus School of Governance

Syllabus

Course	Europeanization of Central and Eastern Europe
Course Code	ECEE 5050
Annotation of the Course	The aim of the course is to explore in depth the process of Europeanization in central and eastern Europe. The first half of the course will be devoted to in depth theoretical and literature review of the Europeanisation of Public Administration processes and subsequent reforms while in the second half students will explore Europeanization via a case study and will receive an in-depth peer-review on their findings and further insights on how to apply the knowledge to possible new case-studies or practical work.
Status of the Course	<input type="checkbox"/> Obligatory <input checked="" type="checkbox"/> Optional
ECTS	5 ECTS
School	Caucasus School of Governance
Cycle	<input type="checkbox"/> BA <input checked="" type="checkbox"/> MA <input type="checkbox"/> PhD
Semester	II

Lecturer	Dr. Sergi Kapanadze
Working Place	Parliament of Georgia, Vice-speaker
Academic Degree	PHD in International Relations
Academic Position	Invited Professor, Jean Monnet Chair
Work Telephone	
Cell Phone	577733877
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Consultancy Time	Upon prior agreement with a student
Preconditions to the Course	None

Format of the Course	125 hours	
Lecture	13 hours	12 weeks 2 hours per week, 1 week 1hour per week
Seminar	13 hours	12 weeks 2 hours per week, 1 week 1hour per week
Midterm and Final Exam	4 hours	2 hours midterm, 2 hours –final
Independent work	95 hours	
Consultation	5 hours	

<p>Objectives of the Course</p>	<p>This course aims at providing students with the knowledge about the transformative processes that have taken place in Central and Eastern Europe as a result of this region's approximation with the European Union, especially in terms of europeanisation of public administration processes and subsequent reforms. Course aims at providing theoretical outlook on the process of Europeanization. At the same time it will look at different policy areas where europeanization was substantial and will examine case studies of particular countries. This course will also look at the accession process, identifying main milestones in the EU's relations with the neighbor countries.</p> <p>This course has a very practical objective. It aims at providing the student with the practical insights on how the states of the Central and Eastern Europe acceded to the European Union. Students who have taken this course should be able to analyze the prospective enlargements of the European Union and be able to compare them with the previous enlargement rounds.</p>
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<p>Learning Outcomes</p>	<p>Knowledge and understanding Students will learn how to apply the knowledge on the European integration of Central and Eastern European states to the real-life case studies. They will learn to analyze the theoretical context of the process of Europeanization. Students will further learn about the EU's cooperation with the neighbor countries. They will be able to provide comparative analysis of the previous rounds of EU's enlargement.</p> <p>Applying knowledge in practice Student can freely analyze the Europeanization of Central and Eastern Europe and ongoing processes connected to European Integration. Students will be provided with a better understanding/study on the issues related to the EU's enlargement.</p> <p>Students will gain knowledge on the specific cases of EU accession to use it further in practice for analyzing ongoing processes including Georgia's Europeanization.</p> <p>Communication skills Students will develop presentation skills, as they will present complex theoretical issues to the class. Students will develop skills to convey information and analysis related to europeanization with the use of scientific and professional terminology.</p> <p>Learning skills Students will develop relevant skills to continue pursuing scientific research and academic writing in the field of Europeanization of Central and Eastern European countries and will be able to constantly update their knowledge.</p> <p>Values Students will respect alternative ideas and points of view.</p>
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<p>Compulsory Literature</p>	<p>- Desmond Dinan, <i>Ever Closer Union</i>, Lynne Rienner Publishers, Third Edition, 2005 - Neil Nugent, ed. <i>European Union Enlargement</i>, Palgrave Macmillan, 2004</p>
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	<ul style="list-style-type: none"> - Wolfram Kaiser and Jurgen Elvert, <i>European Union Enlargement, A Comparative History</i>, Routledge, 2004, pp 150-169 -Europeanization beyond the member states Frank Schimmelfennig, ETH Zurich Paper for: Zeitschrift für Staats-und Europawissenschaften 2010, available at http://us.macmillan.com/international-socialization-in-europe; - Kevin Featherstone and Claudio Radaelli, <i>The Politics of Europeanization</i>, Oxford University Press, 2003, pp. 27-5; -Benz, Arthur, Eberlein, Burkard, “The europeanization of regional policies: patterns of multi-level governance”, <i>Journal of European Public Policy</i>, 1999, 6:2, pp. 329-348; -Sandra Lavenex, “Eu External Governance in Wider Europe”, <i>Journal of European Public Policy</i>, 11:4, August 2004, pp. 680-700; -Judith Kelley, “Old Wine in New Wineskins: Promoting political reforms through the new European Neighborhood Policy”, <i>Journal of Common Market Studies</i>, 2006, Volume 44, Number 1, pp. 29-55. -Jacques Rupnick and Jan Zielonka, <i>The Road to the European union: The Czech and Slovak Republics</i>”, Manchester University Press, 2003; -Klaudijus Maniokas, Ramunas Vilpisauskas and Darius Zeruolis, <i>Unification of Europe and Lithuania’s EU Accession Negotiation</i>, Vilnius, Eugrimas, 2005; -Diereinger, Jurgen/Lindstrom, Nicole, with Jaroslaw Bajaczyk and Ionel-Sorin Moisa, “the Europeanization of Regions in EU-Applicant Countries. A Comparative Analysis of Hungary, Poland, Romania and Slovenia, CEU Working Papers, IRES NO 2002/1; -Margarita Balmaceda, “EU Energy Policy and Future European Energy Markets: Consequences for the Central and East European States”, Working Papers No 42, Mannheimer Zentrum für Europäische Sozialforschung, 2002.
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<p>Supplementary Literature and Other Sources of Information</p>	<ul style="list-style-type: none"> - Vendula Zenata, Democratic Backsliding from the perspective of europeanization: the case of Hungary, 2014; - International Human Rights by Philip Alston and Ryan Goodman (Sep 20, 2012); - Human Rights Research Guide Written by Aslihan Bulut Last Updated February 7, 2012 URL:http://library.law.columbia.edu/guides/Human_Rights; - Attila Agh and Aprad Rozsas, “Europeanization of the Hungarian Core executive”, OEUE Papers, 09.03, Budapest University of Economic Sciences and Public Administration; - Selma Sekercioglu, Europeanization of Hungary’s Foreign Policy, 2010; - Beate Sissenich, Building States without Society, European Union Enlargement and the Transfer of Social Policy to Poland and Hungary, 2007; - Right of Union citizens and their family members to move and reside freely within the territory of the Member States, in: www.europa.eu [pdf.]; DIRECTIVE 2004/38/EC OF THE EUROPEAN
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	<p>PARLIAMENT AND OF THE COUNCIL of 29 April 2004 on the right of citizens of the Union and their family members to move and reside freely within the territory of the Member States amending Regulation (EEC) No 1612/68 and repealing Directives 64/221/EEC, 68/360/EEC, 72/194/EEC, 73/148/EEC, 75/34/EEC, 75/35/EEC, 90/364/EEC, 90/365/EEC and 93/96/EEC [pdf]. (students should be equipped with text of the directive in electronic or paper version during the meeting!);</p> <ul style="list-style-type: none"> - European Parliament, Committee on Civil Liberties, Justice and Home Affairs, Report on the application of Directive 2004/38/EC on the right of citizens of the Union and their family members to move and reside freely within the territory of the Member States (2008/2184(INI)) [pdf.]; - S.Carrera, A.F. Atger, Implementation of Directive 2004/38 in the context of EU Enlargement. A proliferation of different forms of citizenship? CEPS Special Report/April 2009 [pdf]; - European Commission, The Schengen Area (brochure) [pdf]; - European Commission, REPORT FROM THE COMMISSION TO THE COUNCIL AND THE EUROPEAN PARLIAMENT on the functioning of Local Schengen Cooperation during the first two years of implementation of the Visa Code, Brussels, 7.11.2012 COM(2012) 648 final [pdf]; - European Commission, REPORT FROM THE COMMISSION TO THE COUNCIL AND THE EUROPEAN PARLIAMENT on implementation of the Schengen Facility (2004-2006), Brussels, 12.3.2013 COM(2013) 115 final [pdf.]; - Dudzińska, A.M. Dynier, Small Border Traffic with Kaliningrad: Challenges, Opportunities, Threats, Policy Paper No. 29 (77), Polish Institute of International Affairs, October 2013 [pdf.]; - J.Fomina, Local border traffic agreement for the Kaliningrad region: a success story of the Polish presidency and a trust-building exercise for Poland and Russia, Batory Foundation, Warszawa 2011 [pdf.]; - J.Jaroszewicz, Consequences of the Schengen area enlargement for the EU's Eastern European Neighbours, Centre for Eastern Studies, Warszawa 2007 [pdf.]; - Local border traffic at external land borders, in: www.europa.eu [pdf.]; - The Schengen area and cooperation, in: www.europa.eu [pdf.]; - Batory Foundation, Changes in Visa Policies of the EU Member States New Monitoring Report, Warszawa 2009 [pdf]; - EU visa Policy, in: www.europa.eu [pdf.]; - L.Lipics, European Union's visa policy, in: Security, Vol. 10, No. 1 (2011)103–113 [pdf.];
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- Polish National Contact to the European Migration Network (PL EMN NCP) Visa policy as migration channel in Poland. National report (2004-2010), February 2012 [pdf.];
- A.Weinar, Border policy and politics on the Eastern border: The possibilities for Europeanization in Poland, Centre of Migration Research Warsaw University, 2011 [pdf];
- Desmond Dinan, Ever Closer Union, Lynne Rienner Publishers, Third Edition, 2005, pp.60-74;
- Neill Nugent, "Previous Enlargement Rounds", in Neil Nugent, ed. European Union Enlargement, Palgrave Macmillan, 2004, pp. 22-27;
- Kaiser and Elvert, "What Alternative is Open to us? Britain", in Wolfram Kaiser and Jurgen Elvert, European Union Enlargement, A Comparative History, Routledge, 2004, pp. 9-30;
- Neill Nugent, "Previous Enlargement Rounds", in Neil Nugent, ed. European Union Enlargement, Palgrave Macmillan, 2004, pp. 27-33;
- Ricardo Martin de la Guardia "In Search of Lost Europe: Spain", in Wolfram Kaiser and Jurgen Elvert, European Union Enlargement, A Comparative History, Routledge, 2004, pp.93-111;
- Kostas Ifanis, "State interests, external dependency trajectories and Eurooe: Greece", in Wolfram Kaiser and Jurgen Elvert, European Union Enlargement, A Comparative History, Routledge, 2004, pp. 70-92;
- Michael Gehler, "A Newcomer experienced in European integration: Austria", in Wolfram Kaiser and Jurgen Elvert, European Union Enlargement, A Comparative History, Routledge, 2004, pp. 131-149;
- Hanna Ojanen, "If in Europe, then its core? Finland", Wolfram Kaiser and Jurgen Elvert, European Union Enlargement, A Comparative History, Routledge, 2004, pp 150-169;
- Desmond Dinan, "Enlargement", in Ever Closer Union, Lynne Rienner Publishers, Third Edition, 2005, pp.133-158;
- Europeanization beyond the member states, Frank Schimmelfennig, ETH Zurich, Paper for: Zeitschrift für Staats- und Europawissenschaften 2010, available at <http://us.macmillan.com/internationalsocializationineurope;>
- Claudio Radaelli, "The Europeanization of Public Policy", in Kevin Featherstone and Claudio Radaelli, The Politics of Europeanization, Oxford University Press, 2003, pp. 27-5;
- Benz, Arthur, Eberlein, Burkard, "The europeanization of regional policies: patterns of multi-level governance", Journal of European Public Policy, 1999, 6:2, pp. 329-348;
- Margarita Balmaceda, "EU Energy Policy and Future European Energy Markets: Consequences for the Central and East European States", Working Papers No 42, Mannheimer Zentrum für

	<p>Europäische Sozialforschung, 2002;</p> <ul style="list-style-type: none"> - Sandra Lavenex, “Eu External Governance in Wider Europe”, Journal of European Public Policy, 11:4, August 2004, pp. 680-700; - Judith Kelley, “Old Wine in New Wineskins: Promoting political reforms through the new European Neighborhood Policy”, Journal of Common Market Studies, 2006, Volume 44, Number 1, pp. 29-55; - E. Harris, “Europeanization of Slovakia”, Comparative European Politics (2004) 2, 185–211; - Tim Haughton, When Does the EU Make a Difference? Conditionality and the Accession Process in Central and Eastern Europe, Political Studies Review, Volume 5, Issue 2, pages 233–246, May 2007.
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Forms and Criteria of Knowledge Assessment	Form of the Exam	Quantity	Assessment	Total Points
	Take home essay	1	25	25 points
	Presentation	1	20	10 points
	Midterm Exam	1	25	25 points
	Final Exam	1	30	30 points
				100 points

Evaluation System

The aim of the evaluation is to determine to which extent the learning outcomes prescribed by the syllabus are reached. The student’s evaluation consists of multiple components and makes sure the course’s objectives and learning outcomes are reached. The evaluation is based on four principles: objectivity, trustworthiness, validity and transparency. The students are evaluated according to two sets of evaluation: determining and developing. The aim of the determining evaluation is to accurately evaluate the student’s performance. It monitors quality of learning and the level of the student’s achievement in relation to the goals set by the course. The developing evaluation is oriented on the student’s development. It gives them appropriate feedback on their achievements.

The evaluation system includes 100 points and envisages:

- a) Five types of positive grades:
 - a.a) A Excellent – 91-100 points out of the maximum score;
 - a.b) B – Very good – 81-90 points out of the maximum score;
 - a.c) C – Good – 71-80 points out of the maximum score;
 - a.d) D – Satisfactory – 61-70 out of the maximum score;
 - a.e) E – Sufficient – 51-60 points out of the maximum score;

b) two negative grades:

- b.a) (FX) did not pass – 41-50 points out of the maximum score, which means the student needs to work harder and is allowed to retake the exam one more time after performing some independent work;
- b.b) (F) – Failed – 40 points or less out of the total score, which means the student’s work is insufficient and he/she has to re-take the course.

Students are awarded credits on the basis of the final evaluation comprising the total of the interim and the final scores. The student’s learning outcomes include the interim and final evaluations which are allocated relative proportions out of the total score (100 points) and a minimum competence level is fixed. Namely, out of the 100 points, the interim results are allocated 70 points, while the Final results – 30 points. In both of the components (interim and the final) the minimum competency barrier to be reached is fixed. The interim evaluation includes grading components the total of which is 70 points. For each learning component evaluation is based on the pre-determined learning goals, task-oriented clear criteria and the learning rubrics drawn on their basis. In the interim results the Student has to accumulate at least 59% of the 70 points to be allowed to take the Final Exam. The student’s Final Examination is deemed Passed, if he/she gets 60% of the total 30 points.

In case the student fails to overcome the minimum competency barrier of the Final Exam, he/she is allowed to re-take the examination. The student shall re-take the Final Examination within the period prescribe by the academic calendar no later than 5 days after announcement of the results of the Final Exam.

In case the student has 0-50 points in the Final Grade or fails to overcome the minimum competency barrier in any form of the evaluation (Midterm/Final Exams), he/she shall be given a Grade of “F-0”.

Final exam (30 points) will consist of open-ended questions and essay questions. Structure and topics for the final will be presented to the students before the exam.

Open ended questions (5 points each, 5 in total):

5 points: the full, extensive answer, with the proper course terminology, demonstrating excellent use of mandatory reading; the answer is without any mistakes. Very good reasoning and justification of the position is clear based on the reading.

4 points: the answer is full, with extensive specificities and the terminology is properly used. No substantial mistake is made. The mandatory reading is well done. The conceptual reasoning based on course material is well presented.

3-2 point: the answer is deficient. The course terminology is weekly used. The fundamental reading material is somewhat covered. Several substantial mistakes are identified

1 point: the answer is not clear. The course terminology is not used. The answer is absolutely wrong. Only several fragmented portions of the respective reading material are used when answering.

0 point the answer is wrong or is left unanswered.

5 points awarded for an in-class essay question:

5-4 points: The essay is well strachtered and fully corresponds to the posed question. It is demonstrating the use of mandatory reading; the answer is without any mistake. Very good reasoning and justification of the position is clear based on the reading.

3-2 points: The essay is well strachtered and satisfactorily corresponds to the posed question. It is demonstrating the use of mandatory reading; the answer is without major mistakes. Satisfactory reasoning and justification of the position based on the reading.

1 point: the answer is not clear. The course terminology is not used. The answer is absolutely wrong. Only several fragmented portions of the respective reading material are used when answering.

0 points: The answer is wrong or left unanswered.

Midterm exam (25 points) will consist of open-ended questions and essay questions. Structure and topics for the midterm will be presented to the students before the exam.

Open ended questions (5 points each, 4 in total):

5 points: the full, extensive answer, with the proper course terminology, demonstrating excellent use of mandatory reading; the answer is without any mistakes. Very good reasoning and justification of the position is clear based on the reading.

4 points: the answer is full, with extensive specificities and the terminology is properly used. No substantial mistake is made. The mandatory reading is well done. The conceptual reasoning based on course material is well presented.

3-2 point: the answer is deficient. The course terminology is weekly used. The fundamental reading material is somewhat covered. Several substantial mistakes are identified

1 point: the answer is not clear. The course terminology is not used. The answer is absolutely wrong. Only several fragmented portions of the respective reading material are used when answering.

0 point the answer is wrong or is left unanswered.

5 points awarded for an in-class essay question:

5-4 points: The essay is well strachtered and fully corresponds to the posed question. It is demonstrating the use of mandatory reading; the answer is without any mistake. Very good reasoning and justification of the position is clear based on the reading.

3-2 points: The essay is well strachtered and satisfactorily corresponds to the posed question. It is demonstrating the use

of mandatory reading; the answer is without major mistakes. Satisfactory reasoning and justification of the position based on the reading.

1 point: the answer is not clear. The course terminology is not used. The answer is absolutely wrong. Only several fragmented portions of the respective reading material is used when answering.

0 points: The answer is wrong or left unanswered.

Each student will deliver a **presentation (20 points)**, which should be an in-depth analysis and literature review of one of the theories pertinent to Europeanization processes. At the same time a concrete case/historical fact/process needs to be taken and analyzed in-depth through the context of the selected theory. Example of a good presentation topic can be – Liberal Intergovernmentalism and analysis of Austrian Social Partnership system through its lenses. **Assessment of the presentation** is based on both substantial side (research of the issue, relevance of the literature, analysis and conclusions) and formal side (timing, visual and verbal communication):

20-15 points - Presentation fully corresponds to the given assignment: the structure of the presentation, research material used and the topics discussed are well correlating; The latest information, data and literature has been researched and used on the topic; The student has shown the ability to analyze the information retrieved and has demonstrated critical analytic skills; He/she was able to make relevant conclusions on the basis of the information researched. Visual side of the presentation is exemplary; presentations is prepared skillfully using relevant software; The student can present the topic, his/her competence is visible and he/she can easily discuss and debate around the topic and defend her/his opinions. Student perfectly observes time limits and communicates effectively with the audience.

14-10 points – Presentation adequately corresponds to the given assignment: the structure of the presentation, the issues and the subject of the topic are adequately linked, but the research is not exhaustive and the issues discussed are not fully analyzed; sufficient information, data and literature is used. The visual side of the presentation is at the appropriate level, the topic is sufficiently prepared with the use of relevant software. Student can present the paper, participate in discussions around the topic of the presentation but responses are in support of his/her arguments are weak. Students are within time limits and communicate well with the audience.

9-5 points - The work does not fully reflect the assignment and the structure of the work; the issues and the topic of the work are not successfully correlating and the discussion is rather incomplete. The independent research around the topic is of a small scale, there is a notable lack of information, data and literature. The visual side of the presentation is satisfactory, the research component of the materials is independently prepared using the corresponding software. Can present the paper, finds it difficult to engage in a discussion around the issue of the topic, and cannot prove his /her own opinion. Students sufficiently utilize time limits and communicate with the audience.

4-1 points - The issues discussed in the work are mainly related to the topic of the presentation, but do not follow logic of the given assignment and the issues and the subject of the work. The discussion is incomplete and the information, and background literature used is scarce. Visual side of the presentation is merely satisfactory. Student has difficulty presenting the topic and cannot engage in any discussions on his own report, nor can fully respond to the questions raised on the topic, fails to provide reasoning and defend his/her arguments. Students poorly utilize time limits and communicate with the audience.

0 points: No presentation is delivered.

Students have to write one **course essay (25 points)**, on the topic agreed with the course instructor. Assessment criteria for written assignment (essay):

25-20 points. Writing assignment is excellent. The topic is represented specifically and in a very comprehensive manner. Student has a very good knowledge of topic related materials. It also shows very thorough and deep knowledge of additional literature. There are not any factual errors and it shows the high level of analytical reasoning.

19 – 15 points. Writing assignment is very good. The topic is represented very well. Student has a good knowledge of topic related materials and thoroughly uses additional literature. There are not any factual errors and it shows the high level of analytical reasoning.

14-10 points. Writing assignment is good. Student knows the topic, but there are some insufficiencies. Literature used for the essay is insufficient. Analytical reasoning is fragmented.

9-5 points. Writing assignment is meets some basic criteria. Topic related materials are only partially represented. Student lack the knowledge of basic literature. Essay includes several substantial factual mistakes.

4-1 points. Writing assignment fails to meet the criteria. The content is false and misleading. Only the certain fragments






or reading materials are represented in the essay. Student doesn't have knowledge of topic related materials.



0 points: No assignment was turned in or plagiarism was detected.

Academic Calendar			
I week	II week	III week	IV week
Lecture 2 hr	Lecture 2 hr	Lecture 2 hr	Lecture 2 hr
V week	VI week	VII - IX week	X week
Lecture 2 hr	Lecture 2 hr	Midterm exam	Seminar 2 hr
XI week	XII week	XIII week	XIV week
Seminar 2 hr	Seminar 2 hr	Seminar 2 hr	Seminar 2 hr
XV week	XVI week	XVII - XIX week	XX week
Seminar 2 hr	Lecture/seminar	Final exam	Retake of Final Exam

Course Overview		
N	Course format	Topics of Discussion
1 st Week	Lecture – 2 hr.	<p>📖 Class 1. Introduction to the course</p> <p>Obligatory Literature:</p>
2 nd Week	Lecture – 2hr.	<p>📖 Class 2. Previous enlargement rounds of the European Community; first enlargement; europeanization of the United Kingdom</p> <p>Obligatory literature</p> <p>-Desmond Dinan, <i>Ever Closer Union</i>, Lynne Rienner Publishers, Third Edition, 2005, pp.60-74;</p> <p>-Neill Nugent, “Previous Enlargement Rounds”, in Neil Nugent, ed. <i>European Union Enlargement</i>, Palgrave Macmillan, 2004, pp. 22-27;</p> <p>-Kaiser and Elvert, “What Alternative is Open to us? Britain”, in Wolfram Kaiser and Jurgen Elvert, <i>European Union Enlargement, A Comparative History</i>, Routledge, 2004, pp. 9-30;</p> <p>-Ricardo Martin de la Guardia “In Search of Lost Europe: Spain”, in Wolfram Kaiser and Jurgen Elvert, <i>European Union Enlargement, A Comparative History</i>, Routledge, 2004, pp.93-111;</p> <p>-Kostas Ifanis, "State interests, external dependency trajectories and Eurooe: Greece", in Wolfram Kaiser and Jurgen Elvert, <i>European Union Enlargement, A Comparative History</i>, Routledge, 2004, pp. 70-92.</p>
3 rd Week	Lecture – 2hr.	<p>📖 Class 3. Second Enlargement of the European Community; case of Spain; third enlargement; Europeanization experience of the EFTA countries</p> <p>Obligatory literature:</p> <p>-Michael Gehler, “A Newcomer experienced in European integration: Austria”, in Wolfram Kaiser and Jurgen Elvert, <i>European Union Enlargement, A Comparative History</i>, Routledge, 2004, pp. 131-149</p> <p>-Hanna Ojanen, "If in Europe, then its core? Finland", Wolfram Kaiser and Jurgen Elvert, <i>European Union Enlargement, A Comparative History</i>, Routledge, 2004, pp 150-169</p>
4 th Week	Lecture – 2hr.	<p>📖 Class 4. Previous enlargements of the European Union, Fifth enlargement, general overview</p> <p>Obligatory literature:</p> <p>-Desmond Dinan, “Enlargement”, in <i>Ever Closer Union</i>, Lynne Rienner Publishers, Third Edition, 2005, pp.133-158;</p> <p>-Susan Senior-Nello, “The economic criteria for EU accession: lessons from</p>

		the Czech and Slovak Republics”, in Jacques Rupnik and Jan Zielonka, <i>The Road to the European Union: The case of Czech and Slovak Republics: Volume 1</i> , Manchester University Press, 2003, pp. 113-137.
5 th Week	Lecture – 2hr.	<p>📖 Class 5. Previous enlargements of the European Union, Fifth enlargement, general overview, concrete cases of Europeanization; europeanization of the government structures, responsible for the coordination of European policies</p> <p>Obligatory literature:</p> <p>-Jacques Rupnick and Jan Zielonka, <i>The Road to the European union: The Czech and Slovak Republics</i>, Manchester University Press, 2003;</p> <p>-Klaudijus Maniokas, Ramunas Vilpisauskas and Darius Zeruolis, <i>Unification of Europe and Lithuania’s EU Accession Negotiation</i>, Vilnius, Eugrimas, 2005;</p> <p>-Diereinger, Jurgen/Lindstrom, Nicole, with Jaroslaw Bajaczyk and Ionel-Sorin Moisa, “the Europeanization of Regions in EU-Applicant Countries. A Comparative Analysis of Hungary, Poland, Romania and Slovenia, CEU Working Papers, IRES NO 2002/1;</p> <p>-Margarita Balmaceda, “EU Energy Policy and Future European Energy Markets: Consequences for the Central and East European States”, Working Papers No 42, Mannheimer Zentrum für Europäische Sozialforschung, 2002.</p>
6 th Week	Lecture – 2hr.	<p>📖 Class 6. Europeanization as a theoretical concept: Socialization and Conditionality as two instruments of Europeanization</p> <p>Obligatory literature:</p> <p>-Europeanization beyond the member states Frank Schimmelfennig, ETH Zurich Paper for: Zeitschrift für Staats-und Europawissenschaften 2010, available at http://us.macmillan.com/internationalsocializationineurope;</p> <p>-Claudio Radaelli, “The Europeanization of Public Policy”, in Kevin Featherstone and Claudio Radaelli, <i>The Politics of Europeanization</i>, Oxford University Press, 2003, pp. 27-5;</p> <p>-Benz, Arthur, Eberlein, Burkard, “The europeanization of regional policies: patterns of multi-level governance”, <i>Journal of European Public Policy</i>, 1999, 6:2, pp. 329-348;</p> <p>-Sandra Lavenex, “Eu External Governance in Wider Europe”, <i>Journal of European Public Policy</i>, 11:4, August 2004, pp. 680-700;</p> <p>-Judith Kelley, “Old Wine in New Wineskins: Promoting political reforms through the new European Neighborhood Policy”, <i>Journal of Common Market Studies</i>, 2006, Volume 44, Number 1, pp. 29-55.</p>
7-9 th Week	2 hr.	Midterm exam

10 th Week	Seminar – 2hr	<p> Class 7. Presentations by students. Europeanization of a certain policy area in one of the CEEC</p> <p>Students have to look for additional literature, prepare presentations and discuss their findings in the class</p> <p>Discussions will be moderate by lecturer. Each student will receive and in depth feedback on his/her presentation and quality of a chose case study as well as application of theory.</p> <p>Obligatory literature: see the list of general supplementary literature above</p>
11 th Week	Seminar – 2hr.	<p> Class 8. Presentations by students. Europeanization of a certain policy area in one of the CEEC</p> <p>Students have to look for additional literature, prepare presentations and discuss their findings in the class</p> <p>Discussions will be moderate by lecturer. Each student will receive and in-depth feedback on his/her presentation and quality of a chose case study as well as application of theory.</p> <p>Obligatory literature: see the list of general supplementary literature above</p>
12 th Week	Seminar – 2hr.	<p> Class 9. Presentations by students. Europeanization of a certain policy area in one of the CEEC</p> <p>Students have to look for additional literature, prepare presentations and discuss their findings in the class</p> <p>Discussions will be moderate by lecturer. Each student will receive and in-depth feedback on his/her presentation and quality of a chose case study as well as application of theory.</p> <p>Obligatory literature: see the list of general supplementary literature above</p>
13 th Week	Seminar – 2hr	<p> Class 10. Presentations by students. Europeanization of a certain policy area in one of the CEEC</p> <p>Students have to look for additional literature, prepare presentations and discuss their findings in the class</p> <p>Discussions will be moderate by lecturer. Each student will receive and in-depth feedback on his/her presentation and quality of a chose case study as well as application of theory.</p> <p>Obligatory literature: see the list of general supplementary literature above</p>
14 th Week	seminar – 2hr	<p> Class 11. Presentations by students. Europeanization of a certain policy area in one of the CEEC</p> <p>Students have to look for additional literature, prepare presentations and discuss their findings in the class</p>

		<p>Discussions will be moderate by lecturer. Each student will receive and in-depth feedback on his/her presentation and quality of a chosen case study as well as application of theory.</p> <p>Obligatory literature: see the list of general supplementary literature above</p>
15 th Week	seminar – 2hr.	<p> Class 12. Presentations by students. Europeanization of a certain policy area in one of the CEEC</p> <p>Students have to look for additional literature, prepare presentations and discuss their findings in the class</p> <p>Discussions will be moderate by lecturer. Each student will receive and in-depth feedback on his/her presentation and quality of a chosen case study as well as application of theory.</p> <p>Obligatory literature: see the list of general supplementary literature above</p>
16 th Week	Lecture/Seminar – 2 hr.	<p> Class 13. Sum-up lecture and discussion Presentations</p>
17-19 th Week	2 hr.	Final Exam
20 th Week		Retake of Final Exam