



Caucasus University Caucasus School of Governance

Syllabus

Course	Theories of European Integration
Course Code	TEI 5050
Annotation of the Course	The course aims to provide students with comprehensive understanding of the theories of European Integration. The course analyses the reasons and the theoretical explanations for European integration and various drivers of the integration process (states, non-state actors, European institutions). It looks at various theories of integration through the prisms of international relations and political theories. Theories of international relations are also used to look at current events in the EU in order to broaden students understanding of integration processes beyond the regional integrations family of theories. The course also discusses specific cases through the prism of EU integration theories.
Status of the Course	<input type="checkbox"/> Mandatory <input checked="" type="checkbox"/> Elective
ECTS	5 ECTS
School	Caucasus School of Governance (CSG)
Cycle	<input type="checkbox"/> BA <input checked="" type="checkbox"/> MA <input type="checkbox"/> PhD <input type="checkbox"/> One Cycle
Semester	I

Lecturer	Dr. Sergi Kapanadze
Working Place	Parliament of Georgia, Vice-speaker
Academic Degree	Doctor of Philosophy
Academic Position	Invited Professor, Jean Monnet Chair
Work Telephone	
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Consultancy Time	Upon prior agreement with a student
Preconditions to the Course	No preconditions

Format of the Course	125 hours	
Lecture	13 hours	13 weeks, 1 hour per week
Seminar	13 hours	13 weeks, 1 hour per week
Midter/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 has several objectives. Other than knowledge-driven objective, which aims at enhancing the understanding of EU institutions and how different theories of International Relations or theories tailored to understand European integration explain EU, this course also has several skill-oriented objectives. First of all, students will have to show their analytical abilities, which will be a necessary requirement during the mid- term and final exam. Article reviews require the ability to digest a fair amount of information, analyze it and produce a 500-word report on the essence of the article. This exercise helps students to develop analytical and critical thinking and transform the vast amount of information into a report of 500 words.</p>
<p>Learning Outcomes</p>	<p>Knowledge and understanding Students will learn how to apply the theories of European integration to the real-life case studies. They will learn to analyze the processes, which take place in the EU through the prisms of various theoretical schools. Students will further learn how the theories of social sciences are construed and what their role in the research process is. Students will also learn various theories of international relations and their application to the European studies.</p> <p>Applying knowledge in practice Student can freely analyze ongoing processes connected to European Integration. Student can decide which theoretical school of EU integration provides better understanding/study of regional integration related issues at hand and apply the right tools to analyzing the real-life situation relations to EU integration.</p> <p>Communication skills Students will develop presentation skills, as they will present complex theoretical issues to the class.</p> <p>Learning skills Students will develop relevant skills to continue pursuing scientific research and academic writing in the field of European studies and will be able to constantly update their knowledge.</p> <p>Values Students will deepen their understanding of European political values. Students will gain approaches to respect alternative ideas and points of view.</p>
<p>Compulsory Reading</p>	<p>Mette Eilstrup-Sangiovanni, “Debates on European Integration”, The European Union Series, <i>Palgrave Macmillan</i>, 2006 Antje Wiener and Thomas Diez, <i>European Integration Theory</i>, Oxford University Press, 2009 Paul Pierson, “The Path to European Integration: A Historical Institutional Analysis”, Political Relations and Institutions Research Group, Working Paper 2.39. November 1996</p>
<p>Supplementary Literature and Other Sources of Information</p>	<p>Ben Rosamond, <i>Theories of European Integration</i>, Palgrave MacMillan, 2000 Brent Nelsen and Alexander Stubb, <i>The European Union: Readings on the theory and practice of European Integration</i>, Palgrave Macmillan, 2003 Christiansen, T; K. Jorgensen and A. Wiener. 1999. “The Social Construction of Europe.” <i>Journal of European Public Policy</i> 65 (Special Issue): 528-44.</p>

	<p>Checkel, Jeffrey. 1999. "Social Construction and Integration." <i>Journal of European Public Policy</i> 65 (Special Issue): 545 - 60.</p> <p>Moravcsik, Andrew. 1999. "Is Something Rotten in the State of Denmark? Constructivism and European Integration." <i>Journal of European Public Policy</i> 65 (Special Issue): 669 - 81.</p> <p>Smith, Steve. 1999. "Social Constructivisms and European Studies: A Reflectivist Critique." <i>Journal of European Public Policy</i> 65 (Special Issue): 682 - 91.</p> <p>Risse, Thomas, and Antje Wiener. 1999. "Something Rotten' and the Social Construction of Social Constructivism: A Comment on Comments." <i>Journal of European Public Policy</i> 6: 5 (Special Issue): 775-82.</p>
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Teaching Methods	<ol style="list-style-type: none"> 1. Verbal or oral methods. 2. Writing. 3. Discussions/debates 4. Cooperative Learning 5. Case Studies 6. Brain storming 7. Method of Demonstration 8. Explanatory method
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	Form of the Exam	Quantity	Assessment	Total Points
Forms and Criteria of Knowledge Assessment	Presentation	1	20	20 points
	Midterm Exam	1	25	25 points
	Essay	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.

General criteria for open ended exams:

25 – 20 points: the full, extensive answer, with the proper course terminology, demonstrating use of mandatory reading; the answer is without any mistake. Very good reasoning and justification of the position is clear based on the reading.

19 – 15 points: the full answer, without any extensive specificities though 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.

14 – 10 points: the answer is not extensive and full. The use of course terminology is not demonstrated. The student is aware of the material, however the deficiencies are clear. The reasoning seems fragmented, not comprehensive.

9 – 5 points: the answer is deficient. The course terminology is wrongly used. The fundamental reading material is only partially covered. Several substantial mistakes are identified.

4 – 1 points: 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 – the answer is wrong and left unanswered.

5 points awarded for an in class essay question:

5-4 points: The essay is well strachured 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 strachured 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.

General criteria for open ended questions:

20 – 16 points: the full, extensive answer, with the proper course terminology, demonstrating use of mandatory

reading; the answer is without any mistake. Very good reasoning and justification of the position is clear based on the reading.

15 – 9 points: the full answer, without any extensive specificities though 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.

8 – 4 points: the answer is not extensive and full. The use of course terminology is not demonstrated. The student is aware of the material; however, the deficiencies are clear. The reasoning seems fragmented, not comprehensive.

3 – 1 points: the answer is deficient. The course terminology is wrongly used. The fundamental reading material is only partially covered. Several substantial mistakes are identified.

0 points: The answer is wrong or left unanswered.

5 points awarded for an in class essay question:

5-4 points: The essay is well structured 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 structured 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.

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 - 15points. 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 meets some basic criteria. Topic related materials are only partially represented. Student lacks 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.

Each student will deliver a **presentation (20 points)**, which should be an in-depth analysis and literature review of one of the theories that are the topic of the day. 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; presentation 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 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 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.

Academic Calendar			
I week	II week	III week	IV week
Lecture/seminar 2.00 hours	Lecture/seminar 2.00 hours	Lecture/seminar 2.00 hours	Lecture/seminar 2.00 hours
V week	VI week	VII - IX week	X week
Lecture/seminar 2.00 hours	Lecture/seminar 2.00 hours Essay	Midterm exam 2.00 hours	Lecture/seminar 2.00 hours
XI week	XII week	XIII week	XIV week
Lecture/seminar 2.00 hours	Lecture/seminar 2.00 hours	Lecture/seminar 2.00 hours	Lecture/seminar 2.00 hours
XV week	XVI week	XVII - XIX week	XX week
Lecture/seminar 2.00 hours	Lecture/seminar 2.00 hours	Final exam 2.00 hours	Retake of Final Exam

Course Overview		
N	Course format	Topics of Discussion
1 st Week	Lect/sem – 2 hr.	<p> Class 1. Introduction to the course</p> <p>Topics of Discussion Description of the topics of the Course. Why Theories matter? Why do we need European Integration theories? Difference between the IR and European Integration theories? Description of the assignments and modus operandi of the course (article reviews, exam, open book exam, etc).</p> <hr/> <p>Obligatory Literature: None</p>
2 nd Week	Lect/sem – 2 hr.	<p> Class 2. Functionalism</p> <p>Topics of Discussion Functional theory of European integration. Start of cooperation and pre- theories of European</p>

		integration
		Obligatory literature: Eilstrup-Sangiovanni, pp. 43-68
		Supplementary Literature:
3rd Week	Lect/sem – 2 hr.	📖 Class 3. Federalism Topics of Discussion Federal theory of European integration. Europe as a single entity
		Obligatory literature: Wiener and Diaz, Chapter 2, Federalism
4th Week	Lect/sem – 2 hr.	📖 Class 4. Transactionalism Topics of Discussion European cooperation in the 1950s and 1960s, Increased cooperation among the European states in trade, communication and other areas. Start of cooperation in coal, steel and economic areas.
		Obligatory literature: Eilstrup-Sangiovanni, pp. 68-86
5th Week	Lect/sem – 2 hr.	📖 Class 5. Neofunctionalism Topics of Discussion Coal and steel community, economic cooperation in coal and steel, spillover into agriculture, EURATOM and other areas.
		Obligatory literature: Eilstrup-Sangiovanni, pp. 105-133
6th Week	Lect/sem – 2 hr.	📖 Class 6. Intergovernmentalism Topics of Discussion Cooperation among the nation states in the context of the European integration. Capitals as main decision-makers. France and Germany as the safeguards of European integration.
		Obligatory literature: Eilstrup-Sangiovanni, pp. 135-159
7-9th Week	2 hr.	Midterm exam
10th Week	Lect/sem – 2 hr.	📖 Class 7. Liberal Intergovernmentalism Topics of Discussion Andrew Moravcsik's theory as the first attempt to theorize treat-making and grand bargains at the European level. Explaining various treaties of the European community and EU through the lenses of the LI.
		Obligatory literature: Eilstrup-Sangiovanni, pp. 264-301
11th Week	Lect/sem – 2 hr.	📖 Class 8. Supranational governance Topics of Discussion

		<p>Sandholtz and Sweet Stone's theory about the supranationalization of cooperation in the European integration context. Logic of integration from the 1960s until today.</p> <p>Obligatory literature: Eilstrup-Sangiovanni, pp. 204-225</p>
12 th Week	Lect/sem – 2 hr.	<p> Class 9. Institutional theories of European integration</p> <p>Topics of Discussion Institutional theories about the origin and evolution of European institutions. Rational choice and sociological institutionalist explanation of EU institutions.</p> <p>Obligatory literature: Eilstrup-Sangiovanni, pp. 304-324</p>
13 th Week	Lect/sem – 2 hr.	<p> Class 10. Historical institutionalism</p> <p>Topics of Discussion Path dependence and historical institutionalism, as an explanation of the European integration process. Cooperation in the fields of justice and home affairs and fight against terrorism as the cases of cooperation among the states. Political horizons of the states.</p> <p>Obligatory literature: Paul Pierson, “The Path to European Integration: A Historical Institutional Analysis”, Political Relations and Institutions Research Group, Working Paper 2.39. November 1996</p>
14 th Week	Lect/sem – 2 hr.	<p> Class 11. Multi-level governance</p> <p>Topics of Discussion Governance at various levels in the EU - supranational, national and regional/local levels. Various models of cooperation explaining interaction among the local, state and supranational levels.</p> <p>Obligatory literature: Eilstrup-Sangiovanni, pp. 357-377</p>
15 th Week	Lect/sem – 2 hr.	<p> Class 12. Governance Development</p> <p>Topics of Discussion New theories of governance in the European Union. Developments in the 2000s and new role of the state, regions and supranational institutions.</p> <p>Obligatory literature: Marcus Jachtenfus and Beata Beckler Koch, “Governance and Institutional Development”, January 2003</p>
16 th Week	Lect/sem – 2 hr.	<p> Class 13. Constructivism</p> <p>Topics of Discussion Identity and values as the main drivers of European integration.</p> <p>Obligatory literature: Eilstrup-Sangiovanni, pp. 406-436</p>
17-19 th Week	2 hr.	Final Exam
20 th Week		Retake of Final Exam