Module specification

1. Factual information

Module title	EUST 210- Foundations of European Integration		
Module tutor	Dr. Tina Mavrikos-Adamou	**Level**	4
Module type	Compulsory	**Credit value**	120
Mode of delivery	Taught 100% face-to-face		
Notional learning hours	150		

2. Rationale for the module and its links with other modules

This is a level 4 module that enhances student knowledge and understanding of the European Union by exposing students to its historical, political and institutional evolution. The module introduces key developments, institutions and policies, examines the theoretical framework of European integration, and studies the European Union as a global actor, its enlargement process and external relations.

As a part of the International Relations program, the module blends in with other level 4 courses in other humanities and social sciences fields, such as political science, philosophy, history and

economics (ex. POL 101, POL 201, ECON 101, PHIL 101, HIST 221), with a view to helping students progress onto more challenging levels of study. By focusing on the regional integration experience, students gain a better understanding of the European socio-economic and political environment they live in, and at the same time build knowledge and skills to transition onto the more complex and demanding levels (5 and 6) of the IR program, such as diplomacy and negotiation, political theory, foreign policy analysis, war and peace, or international law and organizations (ex. POL 231, POL 232, POL 202, POL 249, SOC 301, POL 333).

3. Aims of the module

This module aims to introduce students to the major developments leading to the creation of the European Union. The historical evolution of the European Union, relevant treaties, EU institutions, and major EU policy-making processes will be examined. Finally, theories of European integration will be analysed, and the future of the EU will be discussed. Apart from knowledge and understanding of the European Union, students will be challenged to build cognitive skills, esp. regarding the use of theoretical concepts for analyzing and explaining the EU experience, as well as past or upcoming challenges. The module serves as an integral part of the IR program, and aims to support its comprehensive learning objectives and intended outcomes.

In accordance with the Subject Benchmark Statement on Politics and International Relations, the module aims to
1. Create a learning environment that is receptive to the needs and views of students and encourages them to achieve their full potential
2. Ensure that students acquire effective knowledge and understanding of what the European Union is and how it came to be, how it works, and how it relates to its member states and the rest of the world
3. Relate academic study to questions of public concern and current affairs (ex. migration crisis, Euroscepticism, populism)
4. Enable students to relate and apply theoretical knowledge and concepts - IR paradigms, integration theories, intergovernmentalism and supranationalism - as well as decision making processes (ex. unanimity, qualified majority voting, consensus) on the EU project
5. Pose (and invite students to pose) questions of European policy making, and of regional order and (in)stability, at the center of analysis
6. Assist students in developing cognitive skills, esp. regarding integrating theoretical concepts with logical analysis, and demonstrating a coherent and independent thought process in discussing events, challenges and opportunities facing the EU

4. Pre-requisite modules or specified entry requirements

POL 101

5. Is the module compensatable?
N/A

6. Are there any PSRB requirements regarding the module?
N/A

7. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1**: exhibit a firm knowledge of the historical origins, evolution, institutional structure and contemporary dynamics of the EU	A1, A2, A3, A4	Lectures, in-class discussions, learning-in-action, formative exercises, research assignment, computer lab workshops, media and video resources
A2: comprehend and apply relevant vocabulary and theoretical concepts related to European integration	A1, A2	
A3: understand political, economic and social characteristics of the European Union which make it a unique entity in international relations	A1, A3, A4	
A4: identify the different levels of EU decision making and governance (EU/member-states)	A3, A4	
B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module learners will be expected to: **B1**: explain and analyze the EU project by applying concepts, theories and methods used in the study of international relations	B2, B3, B5	In-class lectures, in-class discussions, learning-in-action, research assignment, media and video resources
B2: evaluate and discuss different interpretations of major past and/or current challenges and opportunities facing the EU	B2, B3, B4, B5	

6. Are there any PSRB requirements regarding the module?		
C. Practical and professional skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **C1**: Gather, organise, deploy and present data and information from a variety of reliable sources **C2**: Reflect on their own learning and seek and make use of constructive feedback	C1, C3 C4	Research assignment, tests, computer lab workshops, writing assignment, formative assessments, tutor feedback on formative and summative assessments
D Key transferable skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **D1**: Implement self-management skills effectively, including time management and task prioritization **D2**: Communicate effectively information, ideas and concepts to an audience of peers, both in writing and orally	D1, D3 D2, D3	In-class interactions, learning-in-action, tests, and formative assessments (presentations, short essays, etc)

8. Indicative content.
The timetabled components of the course comprise an 11-week teaching schedule of 4-hour classes per week. The weekly content below is tentative. The instructor reserves the right to make changes if necessary. It is the responsibility of each student to stay abreast of what happens in the classroom and of changes in the dates of assignments, tests, etc Week 1: Introduction to the course and key theoretical concepts Week 2: What is integration and how did the vision for a united Europe evolve before World War II? Week 3: World War II and first steps towards European integration: 1950s, 60s and 70s Week 4: Further integration: 1980s and 90s Week 5: Major EU Policies Week 6: The EU's Social Dimension Week 7: The Common Agricultural Policy (CAP)

8. Indicative content.

Week 8: EU Environmental Policy
Week 9: Brexit
Week 10: What lies ahead for the EU – challenges and opportunities
Week 11: Class Presentations

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: The module assessment strategy is focused on evaluating knowledge and understanding, as well as basic cognitive, practical, and transferable skills. As such, the assessment methods include two tests, a short focused essay, and a research assignment focusing on a particular member state. Assignments are graded according to OU scale and standards.
Formative Assessments
Regular quizzes, take home assignments, in-class presentations, short essays, etc

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Test 1: The first test on the first half of the material of the course includes a series of fill-in the blank questions and questions seeking short answers.	20%	5	%	See below
Test 2: The second test on the second half of the material of the course includes a series of fill-in the blank questions and questions seeking brief answers (a paragraph in length)	25%	8	%	
Focused Essay: The writing assignment involves an approx. 800-word essay based on a series of prompts to be provided by the instructor in a separate writing assignment handout. The assignment aims to challenge students to respond to a question posed by the instructor concerning the EU and the individual member-state levels of governance and decision-making processes. Detailed instructions will be given to students timely.	25%	10	%	
Country Presentation and Report: The country report and presentation requires students to select one of the EU 28 member-	30%	11	%	

8. Indicative content.

states and investigate public opinion concerning membership in the EU. A separate handout will be provided to students with details of the specifics of the assignment.				

Mapping of assessment tasks to learning outcomes										
Assessment tasks	**Module learning outcomes**									
	A1	**A2**	**A3**	**A4**	**B1**	**B2**	**C1**	**C2**	**D1**	**D2**
Test 1	*	*						*	*	*
Test 2	*	*	*	*	*			*	*	*
Focused Essay	*	*	*	*		*	*	*	*	*
Country Report	*	*	*	*	*	*	*	*	*	*

10. Teaching staff associated with the module
Name and contact details
Dr. Tina Mavrikos-Adamou, tadamou@act.edu

11. Key reading list				
Author	**Year**	**Title**	**Publisher**	**Location**
Andrew Glencross	2014	*Politics of European Integration: Political Union or a House Divided*?	Wiley-Blackwell	
Michelle Cini and Nieves Pérez-Solórzano-Borragán, editors	2019	*European Union Politics*, 6th Edition	Oxford Univ. Press	

12. Other indicative text (e.g. websites)
European Union portal**:** http://europa.eu

13. List of amendments since last (re)validation		
Area amended	**Details**	**Date Central Quality informed**

GRADING & ACADEMIC POLICIES
ASSESSMENT DEADLINES
Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each

working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC

Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)

Same method of assessment, i.e. only "summative" assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all "summative" assessments, without requirement of passing all summative assessments to pass the course.

Revised Absence Policy – Effective Fall 2019

Maximum Allowed Number of Absences

The maximum allowed number of absences for all ACT courses stands at **10 hours per course.**

Successful Attendance

A student is considered to have successfully attended a course if s/he has attended 75% of the course lectures. Thus, for a typical ACT course with 42 hours of contact time, this translates to 10 hours per course. This policy applies to all ACT students, degree-seeking and Study Abroad. Please note that absences are counted on an hourly basis. Absences due to participation in school-related trips and activities may count toward this limit.

ACADEMIC INTEGRITY

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: "A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course".

Special Accommodations

If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean's office by bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

GRADING SCALE

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70+	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0