

<b>Identification</b>	<b>Subject (code, title, credits)</b>	<b>PSIR 477: Communicating the EU to the students through the simulation games</b> 6 ECTS 15 Weeks, 60 hours
	<b>Department</b>	<b>Political Science &amp; Philosophy</b>
	<b>Level</b>	Undergraduate
	<b>Term</b>	Spring 2022
	<b>Instructor</b>	Dr. Elmar MUSTAFAYEV & Zibar HUSEYNOVA
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	<b>Classroom/hours</b>	Hybrid teaching format: Online & Face to Face Wednesday, 08:30-11:40
	<b>Office hours</b>	By appointment
<b>Prerequisites</b>	N/A	
<b>Language</b>	<b>English</b>	
<b>Compulsory/Elective</b>	Elective	
<b>Required textbooks and course materials</b>	<p><b>Core readings:</b></p> <p>Brack, N., and Costa, O. (2014). <i>How the EU really works</i>. Ashgate</p> <p>McCormick, J. (2011). <i>European Union Politics</i>. Palgrave Macmillan</p> <p>Schütze, R. (2012). <i>An Introduction to European Law</i>, Cambridge University Press</p> <p>Borchardt, K-D. (2017). <i>The ABC of EU Law</i>. European Union</p>	
<b>Course outline</b>	<p>The lecture and seminars of the first 5 weeks will be on the following topics:</p> <ul style="list-style-type: none"> <li>• Institutional development of EU integration: from Paris to Lisbon Treaty</li> <li>• Functions and powers of the EU institutions: the European Council, the European Commission, the European Parliament, the Council of the European Union, and the Court of the Justice of the European Union</li> <li>• Ordinary legislative procedure</li> </ul> <p>Following the explanation of the above-mentioned topics, instructors will</p>	

	<p>assign topics for the in-class simulations. Students will be in charge of conducting self-research on their assigned role. Students' roles should be consistent with the position of the country, party, etc. In order to prepare their position papers, students should study the position of their assigned role from the official statements, speeches, news articles, and tweets. Also, web pages of the European Parliament and the Council of the EU might be helpful if the issue discussed and turned into law.</p>		
<b>Course objectives</b>	<p>The simulation-based course serves the following objectives:</p> <ul style="list-style-type: none"> <li>- In-class simulations will enable the students to understand better the complex set of EU institutions, supranational and intergovernmental nature of the EU, and its decision-making system through practical experience.</li> <li>- The course will contribute to the student-centered learning process and autonomy of students</li> <li>- The tailor-made course will improve the quality of teaching and learning in EU Studies and raise the students' interest and performance in other EU related courses</li> </ul>		
<b>Learning outcomes</b>	<p>Upon completion of the course, the students are expected to...</p> <ul style="list-style-type: none"> <li>• understand and critically evaluate the institutional structure of the EU</li> <li>• to be able to demonstrate soft skills such as negotiating</li> <li>• to be able to work in teams</li> <li>• find a win-win solution to common problems</li> <li>• be able to prepare position papers</li> <li>• feel confident to discuss and present on various issues of the EU</li> <li>• develop presentation, debate, and critical writing skills</li> </ul>		
<b>Evaluation</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Active Participation in debates &amp; discussions (Pre-Simulation Period)</b>		5
	<b>Quiz</b>		5
	<b>Active participation during the 1<sup>st</sup> reading, including the written report</b>		10
	<b>Active participation during the 2<sup>nd</sup> reading, including the written report</b>		10

	<b>Final Voting, Simulation Day</b>		10
	<b>Midterm</b>	To be determined by the Dean's Office	30
	<b>Final exam</b>	To be determined by the Dean's Office	30
	<b>Total</b>		<b>100</b>
<b>Policy</b>	<p><b>You are expected to:</b></p> <ul style="list-style-type: none"> <li>- attend classes on a regular basis as the classes are conducted in a combined lecture/seminar format where students should <u>play an active part</u>.</li> <li>- read the assigned and suggested readings before you come to class</li> <li>- engage actively in classroom discussions</li> <li>- offer thoughtful and informed classroom presentations and written work</li> <li>- submit all your assignments on time</li> <li>- follow assignments closely and carefully.</li> </ul> <p><b>Class attendance:</b></p> <p>Students are required to comply with the attendance policy of Khazar University. Full-time students are expected to attend all classes unless they are sick or have the permission of the instructor (<i>approved absence</i>).</p> <p>A student must submit an absence request in anticipation of an absence from the course. In case he/she fails to do so, his absence will be considered unapproved. Specifically, to be eligible for taking exams, students must not miss more than 25% of class hours (<i>unapproved absences</i>). Otherwise, the student can take the exam only with the approval of the School Dean. Continuing unapproved absences or lack of participation may lead to withdrawal from the course.</p> <p><b>Academic misconduct</b></p> <p>Academic honesty plays an essential part in maintaining the integrity of Khazar University. Students are expected to recognize and uphold high standards of intellectual and academic integrity. The following acts are examples of academic dishonesty, therefore are strictly forbidden and will, if proven, be penalized:</p> <ul style="list-style-type: none"> <li>- plagiarism,</li> <li>- cheating,</li> <li>- unauthorized collaboration,</li> <li>- falsification,</li> <li>- multiple submissions.</li> </ul> <p><i>On plagiarism:</i></p> <p>Plagiarism is unethical and an <u>offence</u> under the University regulations. Please familiarize yourself with the regulations relating to plagiarism and cheating in examinations.</p> <p>Plagiarism is copying other people's work without <u>proper</u> attribution. The students committing plagiarism and the students providing materials for plagiarizing will automatically receive a zero (0) for the assignment. Students must always indicate that they used someone else's words and ideas if they have done so, by using quotation marks and mentioning the source in the text or a footnote. A bibliography must also follow after the end of your essays.</p>		

	<p><b>Rules of Professional Conduct</b></p> <p>The students shall behave in the way to create favorable academic and professional environment during the class hours. Unauthorized discussions and unethical behavior are strictly prohibited. Classroom behavior that seriously interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to benefit from the course program will not be tolerated. When a student's behavior in a class is so seriously disruptive as to compel immediate action, the instructor has the authority to remove a student from the class on an interim basis, pending an informal hearing on the behavior.</p>	
<p><b>Tentative Schedule</b></p> <p><b><u>This syllabus is a guide for the course and any modifications to it will be announced in advance.</u></b></p>		
<b>Date/Day</b>	<b>Topics</b>	<b>Readings</b>
<p><b>Week 1</b> 16/02/2022</p>	<p>Introduction to the course &amp; The History of European Integration (Part I)</p>	<p>Borchardt, K-D. (2017). <i>The ABC of EU Law</i>. European Union. pp. 11-24 McCormick, J. (2011). <i>European Union Politics</i>. Palgrave Macmillan. pp. 60-111</p>
<p><b>Week 2</b> 23/02/2022</p>	<p>The History of European Integration (Part II)</p>	<p>Borchardt, K-D. (2017). <i>The ABC of EU Law</i>. European Union. pp. 11-24 McCormick, J. (2011). <i>European Union Politics</i>. Palgrave Macmillan. pp. 60-111</p>
<p><b>Week 3</b> 02/03/2022</p>	<p>EU Treaties</p>	<p>McCormick, J. (2011). <i>European Union Politics</i>. Palgrave Macmillan. pp. 112-144</p>
<p><b>Week 4</b> 09/03/2022</p>	<p>The EU competences and Institutions</p>	<p>Brack, N., and Costa, O. (2014). <i>How the EU really works</i>. Ashgate. pp. 59-129 McCormick, J. (2011). <i>European Union Politics</i>. Palgrave Macmillan. pp. 167-219 Borchardt, K-D. (2017). <i>The ABC of EU Law</i>. European Union. pp. 59-80</p>
<p><b>Week 5</b> 16/03/2022</p>	<p>The legislative procedure and Protocol</p>	<p>Brack, N., and Costa, O. (2014). <i>How the EU really works</i>. Ashgate. pp. 177-201</p>
<p><b>Week 6</b></p>	<p><b>Novruz Holiday</b></p>	

<b>Week 7</b> 30/03/2022	QUIZ	<b>!!!</b> 20 multiple-choice questions (open questions might be asked as well) on topics taught during the semester <b>!!!</b>
	Roles and analysis of the legislative project	
<b>Week 8</b>	Mid-term Exam	Writing Strategic Plan
<b>Week 9</b> 13/04/2022	Meeting of COREPER	To prepare their position papers, students should study the position of their assigned role from the official statements, speeches, news articles, and tweets. Also, web pages of the European Parliament and the Council of the EU might be helpful if the issue discussed and turned into law.
<b>Week 11</b> 20/04/2022	1 <sup>st</sup> reading the Parliament	To prepare their position papers, students should study the position of their assigned role from the official statements, speeches, news articles, and tweets. Also, web pages of the European Parliament and the Council of the EU might be helpful if the issue discussed and turned into law.
<b>Week 12</b> 27/04/2022	1 <sup>st</sup> reading the Council	To prepare their position papers, students should study the position of their assigned role from the official statements, speeches, news articles, and tweets. Also, web pages of the European Parliament and the Council of the EU might be helpful if the issue discussed and turned into law.
<b>Week 13</b> 04/05/2022	2 <sup>nd</sup> reading the Parliament	To prepare their position papers, students should study the position of their assigned role from the official statements, speeches, news articles, and tweets. Also, web pages of the European Parliament and the Council of the EU might be helpful if the issue discussed and turned into law.
	2 <sup>nd</sup> reading the Council	To prepare their position papers, students should study

<p><b>Week 14</b> 11/05/2022</p>		<p>the position of their assigned role from the official statements, speeches, news articles, and tweets. Also, web pages of the European Parliament and the Council of the EU might be helpful if the issue discussed and turned into law.</p>
<p><b>Week 15</b> 18/05/2022</p>	<p>Final Simulation Day: Reconciliation; Final Voting</p>	<p>To prepare their position papers, students should study the position of their assigned role from the official statements, speeches, news articles, and tweets. Also, web pages of the European Parliament and the Council of the EU might be helpful if the issue discussed and turned into law.</p>
	<p><b>Final Exam</b></p>	<p>Students should provide written description of the Legislative procedure from their simulation experiments.</p>

Additional readings and assignments will be provided by the instructor for this course.  
*If necessary, some minor modifications may be made to this syllabus by the instructor.*