

Identification	Subject (Code, title, credits)	PSIR 451: Modern Integration Processes 3KU / 6ECTS credits 15 Weeks, 60 hours
	Department	Political Science and Philosophy
	Level	Undergraduate
	Term	Spring 2022
	Instructor	Vlad Vernygora
	E-mail:	vvernygora@khazar.org
	Phone:	(+994 12) 421 10 93 # 213
	Classroom/hours	Neftçilər, 41 Mahsati str., or virtually via Microsoft Teams; 201 N
	Office hours	Tuesday, 15:20-18:30
Prerequisites	None	
Language	English	
Compulsory/Elective	Major Elective	
Required textbooks and course materials	<p>Core readings:</p> <p>Ken Fuchsman, ‘Rethinking Integration in Interdisciplinary Studies’ in <i>Issues in Integrative Studies</i>, 2009, issue 27, 70-85.</p> <p>Vernygora, V. (Ed.), Holland, M. (Guest ed.), Chaban, N. (Guest ed.), & Kerikmäe, T. (Ed.) (2019), The Asian Experience for Europe: New Perspectives, <i>Baltic Journal of European Studies</i>, vol. 9, issue, https://www.sciendo.com/issue/BJES/9/2</p> <p>Šelo Šabic, S. (Ed.), & Vernygora, V. (Guest ed.) (2017), <i>Croatian International Relations Review</i>, vol. 23, issue 78, https://hrcak.srce.hr/index.php?show=toc&id_broj=15038</p> <p>Rosamond, B., <i>Theories of European Integration</i> (MacMillan Press, 2000).</p> <p>Kerikmäe, T. & Chochia, A. (Eds), <i>Political and legal perspectives of the EU eastern partnership policy</i> (Springer, 2016).</p> <p>Magliveras, Konstantinos D., and Gino J. Naldi, ‘The African Union: A New Dawn for Africa?’ in <i>The International and Comparative Law Quarterly</i>, 2002, vol. 51, issue 2 (Cambridge University Press, British Institute of International and Comparative Law), pp. 415–25, http://www.jstor.org/stable/3663236.</p> <p>Zielonka, J. ‘Empires and the Modern International System’ in <i>Geopolitics</i>, vol.17, issue 3, pp. 502-525, DOI: 10.1080/14650045.2011.595440</p> <p>Karen A. Mingst and Jack L. Snyder, <i>Essential Readings in World Politics</i>, Sixth edition (New York: W.W. Norton & Co, 2021)</p> <p>Klotz, A., & Prakash, D. (2008). <i>Qualitative methods in international relations: A pluralist guide</i>. (Eds.), Palgrave Macmillan.</p>	

	Supplementary readings: Supplementary materials come from a broad as well as a multi-disciplinary range of academic articles and official documents. Students will be provided with these materials either in electronic form or in hard copies.	
Course outline	This course introduces the students to the multi-dimensional and multi-disciplinary concept of 'integration' as a phenomenon existing in several social science-bound academic disciplines. It explores how it has been pursued in geo-strategic development. The theme-associated socio-political events and their historic connotations will frame the necessary backgrounds for different discussions on the phenomenon.	
Course objectives	<ul style="list-style-type: none"> • To provide knowledge on conceptualisation and theory-building in the area of geo-strategic; • To provide knowledge on events that led to a range of key integrative frameworks; • To provide knowledge on structural and decision-making angles of different integrative frameworks. 	
Learning outcomes	<p>After the completion of the course, students should:</p> <ul style="list-style-type: none"> - have sufficient competence in conceptualisation and theory-building in the area of integration studies; - have advanced understanding of the research complexities related to the field of integration studies as well as the data available and the approaches utilised to tackle an academic claim on the theme; - have an ability to establish causal connections between different socio-political events that essentially led to establishing an integrated framework; - have multi-disciplinary vision on and familiarity with integration studies; - have an ability to conduct guided research on a topic directly related to integration studies. 	
Evaluation	Form	Percentage (%)
	Midterm written exam (based on 50% of the content)	35
	Final written exam (based on 100% of the content)	35
	Power Point presentation	10

	Small academic paper	20
	Total	100
Policy	<p>The course grade will be determined by the instructor's evaluation of a small academic paper, an in-the-class presentation, and the results of both the midterm and final exams.</p> <p>Paper:</p> <p>During the length of the course, the students will be offered to write a small compulsory paper (no less and no more than 10 pages, 13 Times New Roman font, line spacing: 1,5, the volume includes bibliography pages, but does not include cover page and table of content. The paper represents maximum 20% of the final grade out of 100; submission deadline: 15 May 2022; grace period – 3 days, reducing the mark for the paper by correspondingly 1, 2 and 3 points; on the course-related topic of the student's choice (the topic must be approved by the instructor). The overall % to be awarded to the student by the instructor will be worked out from the following 7 different segments: paper format, argument/research question's/methodology visibility in the text, discussion, conclusion, academic English, citations style, and bibliography.</p> <p>Presentation:</p> <p>During the length of the course, the students will be offered to prepare a compulsory PPT presentation. It needs to be focused on an integrational profile of a country of choice. The presentation represents maximum 10% of the final grade out of 100; submission is done during the length of the course, but the deadline is the same as for the paper: 15 May 2022. No grace period for this part. The country-case must be approved by the instructor to avoid doubling up.</p> <p>Exams:</p> <p>The midterms written exam (80 minutes) will be based on the 50% of the course-associated content, while for the final written exam (80 minutes) the students must be ready to exhibit their knowledge of 100% of the course's content. On both occasions, in clear hand-writing and using academic style in the process of outlining thoughts, facts and ideas, students will be required to answer 3 out of 15 questions (for the midterm exam) and 3 out</p>	

of 30 questions (for the final exam). A fair method of choosing the exam questions will be explained in details before the event, and the questionnaires for both exams will be submitted to the students two weeks prior to the date. The criteria of awarding a particular % for any of the two exams are as follows:

“0 – 6 %” - The student fully and thoroughly answers one of the three questions, but does not give any answer to the remaining question; Or the student does not appear to have an ability to establish causal connections between different events; Or the student has no sufficient competence in conceptualisation of the phenomenon of integration, or theory building in the area of political science; “7 – 12%” - The student attempts to answer all three questions and demonstrate that the basic understanding of the phenomenon under study as well as concepts existing in the field of political science, while causal connections between different events have been understood with non-significant factual errors;

“13 – 18%” – The student gives suitable answers to all three questions, showing her/his understanding of the phenomenon-associated politico-historic processes, while making attempts to conceptualise those with paradigms of international relations. Small factual errors are noticed.

“19 – 24%” – The student gives suitable answers to all three questions, showing her/his above-average understanding of the phenomenon-associated politico-historic processes, while making successful attempts to conceptualise those with paradigms of international relations. No factual errors are noticed.

“25 – 30%” – The student gives thorough answers to all three questions in a well-structured and well-presented academic manner. Very good conceptual thinking is noticed.

“31 – 35%” – The student offers her/his comprehensive insight into the fundamental issues related to the three questions, demonstrates outstanding competence in integration studies-focused conceptualisation and theory building in the field. The student’s in-depth knowledge of the relevant literature, international vision, socio-cultural understanding and familiarity with the field’s tools and techniques are noticed.

General notes:

Students following this course are not simply expected to listen and memorize the lectures but to study the reading materials well, to engage in class discussions and small group-works, and be able to demonstrate and debate his/her viewpoints. Therefore, students are expected to:

- attend classes on a regular basis as the classes are conducted in a combined lecture/seminar format where students should take an active part.
- read the assigned and suggested materials before coming to class
- engage actively in classroom discussions
- offer thoughtful and informed classroom presentations and written work

Students are required to comply with the attendance policy of Khazar University. Full-time students are expected to attend all classes unless they are on sick leave or have the permission of the instructor (*approved absence*). A student must submit a justified absence request (either in person or via email) in anticipation of an absence from a particular class. In case if she/he fails to do so, her/his absence will be considered unapproved. Specifically, to be eligible for final grading, a student must not miss more than 25% of class hours (*unapproved absences*). Continuing unapproved absences or lack of participation may lead to dismissal from the course.

Academic misconduct

Academic honesty plays an essential part in maintaining the integrity of Khazar University. Students are expected to recognise 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 penalised:

- plagiarism,
- cheating,
- unauthorised collaboration,
- falsification,
- multiple submissions.

Plagiarism is unethical in its nature and, thus, it is considered an offence under the University regulations. Please familiarise yourself with the regulations relating to plagiarism.

Plagiarism is copying other people's work without proper attribution. The students committing plagiarism and the students providing materials for

	<p>plagiarising will automatically receive a zero (0%) for the course. 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 the end of the paper.</p> <p>Rules of Professional Conduct</p> <p>The students shall behave in the way to create favorable academic and professional environment during the class hours. Unauthorised discussions and unethical behaviour are strictly prohibited. Classroom behaviour 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-related programme will not be tolerated. When a student’s behaviour 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 behaviour.</p>
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Schedule		
Date/Day (subject to change if there a justified necessity)	Topics	Readings
Week 1	Introductory remarks Theorising on ‘Integration’	<p>Ken Fuchsman, ‘Rethinking Integration in Interdisciplinary Studies, <i>Issues in Integrative Studies</i>, 2009,</p> <p>Morgenthau, H., & Thompson, K. (1985). <i>Politics Among Nations: The Struggle for Power and Peace</i>. New York: McGraw-Hill.</p> <p>Karen A. Mingst and Jack L. Snyder, <i>Essential Readings in World Politics</i> (New York: W.W. Norton & Co, 2021)</p>
Week 2	Integration as a phenomenon of International Relations, Political Economy, and Social Anthropology	<p>Alasdair R. Young, ‘The politics of deep integration’, <i>Cambridge Review of International Affairs</i>, vol. 30, issue 5-6, pp. 453-463</p>
Week 3	The Pacific Alliance: A	<p>Khazar University hosts panel discussions on ‘Hidden</p>

	Hidden Dimension of the Asia-Pacific The Caribbean as a regional bloc	dimension of Asia-Pacific’, https://azertag.az/en/xeber/Khazar_University_hosts_panel_discussions_on_Hidden_dimension_of_Asia_Pacific-1940986
Week 4	ASEAN Integration	ASEAN web-portal, https://asean.org/ Yeo Lay Hwee, ‘Singapore’s Policy in the Asia-Pacific: ASEAN and Open Regionalism’, <i>TalTech Journal of European Studies</i> , 2019, https://sciendo.com/article/10.1515/bjes-2019-0012
Week 5	NAFTA: Integration, dependency, and economic subordination	Bizberg Ilán, ‘Mexico in NAFTA: Integration, dependency, and economic subordination’, <i>Politique américaine</i> , 2015/1, issue 25, pp. 37-52, https://www.cairn-int.info/journal-politique-americaine-2015-1-page-37.htm
Week 6	Russia-Belarus Integration	Документы Союзного государства, https://soyuz.by/dokumenty-soyuznogo-gosudarstva ‘As Russia & Belarus develop their Union State & hold huge military exercise, Russia goes to the polls’, https://macmillan.yale.edu/news/russia-belarus-develop-their-union-state-hold-huge-military-exercise-russia-goes-polls Mearsheimer, John J. “Why We Will Soon Miss The Cold War.” <i>The Atlantic Monthly</i> , vol. 266 (2) 1990: 35-50. Samorukov, M., ‘Russia-Belarus Integration: Why Moscow Gained So Little’, https://carnegiemoscow.org/commentary/85749
Week 7	Midterm exam followed by open lecture	-

	Topic: TBA	
Week 8	The EU-bound integration	Neill Nugent, <i>The Government and Politics of the European Union</i> , any latest edition Rosamond, B., <i>Theories of European Integration</i> (MacMillan Press, 2000).
Week 9	The EU-bound integration	Kerikmäe, Tanel & Chochia, Archil, <i>Political and legal perspectives of the EU eastern partnership policy</i> , 2016. 10.1007/978-3-319-27383-9. Vernygora, V., Akulenko, L. (Ed.), & Naumenko, D. (Ed.), 'A Place for Ukraine in a more cohesive European Union: Synergising the two different integrations' (NGO Ukrainian Centre for European Policy, 2019) European Neighbourhood Policy and Enlargement Negotiations, https://ec.europa.eu/neighbourhood-enlargement/enlargement-policy/glossary/association-agreement_en
Week 10	ASEM: A Role Discovered	Doidge, Mathew, 'ASEM's First Two Decades: A Role Discovered', <i>TalTech Journal of European Studies</i> , 2019, https://doi.org/10.1515/bjes-2019-0011
Week 11	The African Union	The African Union's web-portal, https://au.int/en Magliveras, Konstantinos D., and Gino J. Naldi, 'The African Union: A New Dawn for Africa?' in <i>The International and Comparative Law Quarterly</i> , 2002, http://www.jstor.org/stable/3663236 .
Week 12	ANZAC	Paul Conway, Lisa Meehan, Guanyu Zheng, 'How integrated are the Australian and New Zealand economies?', <i>New Zealand Productivity Commission Staff Working Paper</i> 2013/1.
Week 13	NATO and its Partners across the Globe	Natalia Chaban, Paul Bacon, Joe Burton & Vlad Vernygora (2018): <i>NATO Global Perceptions – Views</i>

		<p>from the Asia-Pacific Region, <i>Asian Security</i></p> <p>Joe Burton (2018): NATO’s “Global Partners” in Asia: Shifting Strategic Narratives, <i>Asian Security</i></p> <p>Paul Bacon & Joe Burton (2017): NATO-Japan Relations: Projecting Strategic Narratives of “Natural Partnership” and Cooperative Security, <i>Asian Security</i></p>
Week 14	<p>The Belt and Road Initiative: An Inclusive Partnership?</p>	<p>Galán, Enrique Martínez and Leandro, Francisco José, ‘The Belt and Road Initiative: The Cornerstone of the New-Fangled Financial Institutionalism Led by China’, <i>TalTech Journal of European Studies</i>, 2019, https://doi.org/10.1515/bjes-2019-0018</p> <p>Leandro, Francisco José, ‘The Mesmerizing Journey from Gyeongju to Lisbon: The BRI as a Mechanism of De-bordering, Re-bordering, and Co-bordering’, <i>TalTech Journal of European Studies</i>, 2019, https://doi.org/10.1515/bjes-2019-0017</p> <p>Vlad Vernygora, ‘The Framework of China’s Cooperation with Central-Eastern Europe: A View from the Baltics’, https://www.themarketforideas.com/the-framework-of-chinas-cooperation-with-central-eastern-europe-a-view-from-the-baltics-a228/</p>
Week 15	<p>Modern Empires and Integration</p>	<p>Jan Zielonka, ‘The International System in Europe: Westphalian Anarchy or Medieval Chaos?’, <i>Journal of European Integration</i>, 2013, vol. 35, issue 1, pp. 1-18.</p> <p>Jan Zielonka, ‘Empires and the Modern International System’, <i>Geopolitics</i>, vol 17, issue 3, pp. 502-525.</p>
	<p>Final exam</p>	<p>-</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.