

<b>Identification</b>	<b>Subject (Code, title, credits)</b>	PSIR 411 Economy of European Countries 3KU / 6ECTS credits 16 Weeks, 64 hours
	<b>Department</b>	Department of Political Science and Philosophy
	<b>Level</b>	Undergraduate level
	<b>Term</b>	Fall 2023
	<b>Instructor</b>	Beyrak Hajiyev
	<b>E-mail:</b>	beyrak.hajiyev@khazar.org
	<b>Classroom/hours</b>	41 Mehseti str. (Neftchilar campus), Room: 306new Friday, 08:30-11:30
	<b>Office hours(online)</b>	Thursday (17:00 – 18:00) Zoom personal meeting ID:3691387829
<b>Prerequisites</b>	None	
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Compulsory	
<b>Required textbooks and course materials</b>	<p>Baldwin, R. E., &amp; Wyplosz, C. (2020). <i>The Economics of European Integration</i>. New York: McGraw-Hill Education.</p> <p>Badinger, H., &amp; Nitsch, V. (2016). <i>Routledge Handbook of the Economics of European Integration</i>.</p> <p>John McCormick (2011) <i>European Union Politics</i>, Palgrave Macmillan; Palgrave Foundations ed.</p>	
<b>Course outline</b>	<p>This course delves into the fundamental economic aspects and principles associated with European integration within the context of the prevailing global landscape. It takes a holistic approach, considering European economic integration as a complex interplay between the European Union (EU) and its member states in response to the influences of the global order.</p> <p>Throughout the course, we will analyze a range of EU economic policies, including those concerning European Agriculture, Environmental Conservation, Monetary Systems, Regional Development (Cohesion), and International Trade. We will critically examine their implications for EU member states and assess their future prospects.</p> <p>Additionally, this course explores contemporary challenges and developments that have a significant impact on the European Union's role in the realm of International Economic Relations. These include the European Sovereign Debt Crisis, issues related to European energy security, and the ramifications of Brexit for the EU and the wider global economy.</p>	
<b>Course objectives</b>	<p>This course is designed to achieve the following objectives:</p> <ul style="list-style-type: none"> <li>• Develop a comprehensive understanding of the key economic aspects</li> </ul>	

	<p>and concepts associated with the European integration process/project.</p> <ul style="list-style-type: none"> <li>• Equip students with the analytical tools to grasp the interconnected relationship between economic integration within Europe and the overarching global order.</li> <li>• Explore how both the European Union and its member states actively engage in reshaping and redefining global flows, including those of goods, services, capital, labor, entrepreneurship, and ideas. This involves an examination of various policy instruments employed to harness the opportunities presented by the global environment and to influence and reshape it to their advantage.</li> <li>• Investigate recent shifts and changes in the global structural landscape, assessing how these developments compel European actors to strategically reposition themselves. This analysis aims to help them maximize their benefits and navigate the evolving global dynamics effectively.</li> </ul>		
<p><b>Learning outcomes</b></p>	<p>Upon completion of this course, students expected to achieve the following learning outcomes:</p> <ul style="list-style-type: none"> <li>• <b>Comprehensive Understanding:</b> Students will acquire a profound understanding of the European Union's integration process/project from an economic standpoint. They will gain insight into the various economic policies of the EU and their potential implications for member states.</li> <li>• <b>Analytical Competence:</b> Students will develop the analytical skills necessary to recognize and elucidate the intricate relationship between economic integration in Europe and the overarching global order. They will be able to discern how shifts in the global order impact the positioning of both the EU and its member states.</li> <li>• <b>Economic Knowledge:</b> Students will attain a grasp of diverse economic concepts, including fiscal and monetary policy, foreign direct investment (FDI), free trade agreements, customs unions, single markets, and more.</li> <li>• They will be proficient in constructing coherent arguments and articulating them effectively in clear, concise, and persuasive forms of communication.</li> </ul>		
	<p><b>Methods</b></p>	<p><b>Date/deadlines</b></p>	<p><b>Percentage (%)</b></p>

<b>Evaluation</b>	<b>Midterm evaluation</b>	To be determined by the Dean's Office	30
	<b>Attendance</b>		5
	<b>Active participation</b>		5
	<b>Quiz and/or book review</b>		10
	<b>PPT (presentation)</b>		10
	<b>Final exam</b>	To be determined by the Dean's Office	40
	<b>Total</b>		100
<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 play an active part.</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 (approved absence).</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 (unapproved absences). 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>Active participation (5%):</b></p> <p>You:</p> <ul style="list-style-type: none"> <li>- are present in class not just physically, listen carefully (consciously)</li> <li>- prepare before each class</li> <li>- contribute to ingroup discussions</li> <li>- ask (relevant) questions</li> </ul> <p><b>Quiz or/and book review (10%):</b></p>		

You have the option to either complete 5 quizzes, which will be administered in either an oral or written format as determined by the instructor or write a book review. If you opt for the quizzes but do not achieve the maximum score, you can make up for the lost percentage by writing a book review. To exercise this option, you must inform the instructor no later than the end of November.

**Power Point Presentation (10%):**

Will be evaluated according to the following criteria:

- Focus of the presentation (20%)
- Clarity and coherence of the content (20%)
- Thoroughness of the ideas presented and the analysis (15%)
- Clarity of the presentation (15%)
- Effective use of facts, statistics and details (15%)
- Completion of the presentation within the allotted time frame (minimum 15- maximum 20 mins) (15%)

**Academic misconduct:**

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:

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

**On plagiarism:**

Plagiarism is unethical and an offence under the University regulations. Please familiarize yourself with the regulations relating to plagiarism and cheating in examinations.

Plagiarism is copying other people's work without proper 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.

**Rules of Professional Conduct**

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.

**Tentative schedule**

Date/Day (subject to change, if necessary, on holidays)	Topics	Readings
<b>Week 1 September 15</b>	Understanding integration	John McCormick (2011) European Union Politics, Palgrave Macmillan; Palgrave Foundations edition (11-27)
<b>Week 2 September 22</b>	History of European integration	Baldwin, R. E., & Wyplosz, C. (2020). The economics of European integration. New York: McGraw-Hill Education. (3-35)
<b>Week 3 September 29</b>	The EU law, institutions and the budget	Baldwin, R. E., & Wyplosz, C. (2020). The economics of European integration. New York: McGraw-Hill Education. (39-69)
<b>Week 4 October 6</b>	Economic policy of the European Union	McCormick (2011) European Union Politics, (pp.327- 342)
<b>Week 5 October 13</b>	Inside Eurozone (Monetary Union)	Baldwin, R. E., & Wyplosz, C. (2020). The economics of European integration. New York: McGraw-Hill Education. (323-347)
<b>Week 6 October 20</b>	EU’s Cohesion policy	McCormick (2011) European Union Politics, (pp. 375-392)
<b>Week 7 October 27</b>	EU’s Common Agricultural Policies	Baldwin, R. E., & Wyplosz, C. (2020). The economics of European integration. New York: McGraw-Hill Education. (205-231)
<b>Week 8 November 3</b>	Mid-term	No lecture
<b>Week 9 November 10</b>	EU as a global Actor – understanding the global role of the EU	McCormick (2011) European Union Politics, (pp.359- 374)

<b>Week 10 November 17</b>	EU Trade Policy	Baldwin, R. E., & Wyplosz, C. (2020). The economics of European integration. New York: McGraw-Hill Education. (275-287)
<b>Week 11 November 24</b>	Economic integration, labor markets and migration	Baldwin, R. E., & Wyplosz, C. (2020). The economics of European integration. New York: McGraw-Hill Education. (177-201)
<b>Week 12 December 1</b>	EU's environmental policy	Jordan, A., Gravey, V., & Adelle, C. (2021). EU environmental policy at 50: retrospect and prospect. (4th ed., pp. 357- 374). Routledge. (Mandatory)  Anthony R. Zito, Charlotte Burns & Andrea Lenschow (2019) Is the trajectory of European Union environmental policy less certain? Environmental Politics (Optional)
<b>Week 13 December 8</b>	European energy security	Judge, A., & Maltby, T. (2017). European Energy Union? Caught between securitisation and 'riskification'. European Journal of International Security, 2, 179 - 202.
<b>Week 14 December 15</b>	European Sovereign Debt Crisis	Baldwin, R. E., & Wyplosz, C. (2020). The economics of European integration. New York: McGraw-Hill Education. (475-510)
<b>Week 15 December 22</b>	Brexit	Thomas, S. (2017) Brexit: The Economics of International Disintegration. Journal of Economic Perspectives, 31 (4): 163-84. DOI: 10.1257/jep.31.4.163  Scott, M. (2021) What is in the Brexit Deal? <a href="https://www.investopedia.com/what-is-in-the-brexit-deal-5093948">https://www.investopedia.com/what-is-in-the-brexit-deal-5093948</a>  Giles, C., (2021) Brexit one year on: the impact on the UK economy. [online] Ft.com. Available at: <a href="https://www.ft.com/content/c6ee4ce2-95b3-4d92-858f-c50566529b5e">https://www.ft.com/content/c6ee4ce2-95b3-4d92-858f-c50566529b5e</a>
<b>Week 16 (TBD)</b>	Final exam	