

<b>GENERAL INFORMATION</b>			
<b>1.1. Course holder</b>	<b>Hrvoje Špehar, PhD</b>	<b>1.6. Year of study</b>	<b>4</b>
<b>1.2. Title of the course</b>	<b>EU Enlargement and Europeanisation of Croatia</b>	<b>1.7. Credit value (ECTS)</b>	<b>5</b>
<b>1.3. Course lecturer</b>	<b>Nataša Beširević, PhD</b>	<b>1.8. Teaching method (number of classes Lectures+ Practical classes +Seminars)</b>	<b>2L+2S</b>
<b>1.4. Study programme (undergraduate, graduate, post-graduate)</b>	<b>Undergraduate</b>	<b>1.9.</b>	
<b>1.5. Status of the course (compulsory, optional, integrated)</b>	<b>Optional</b>	<b>1.10.</b>	
<b>2. COURSE DESCRIPTION</b>			
<b>2.1. Course objectives (200 words max)</b>	<p>This course clearly connects the learning outcomes, competences and tailor-made seminar approach with the focus on the student competences and needs important for labour market, with the purpose of increasing their employability:</p> <ol style="list-style-type: none"> <li>1. Written and oral communication in foreign language (English);</li> <li>2. Application of professional knowledge in practice;</li> <li>3. Team work;</li> <li>4. Making decisions on the basis of discussion;</li> <li>5. Independent work;</li> <li>6. Ability to solve problems based on the working materials of the European Commission.</li> </ol> <p>Academic interest for studying this course to a large extent ensues from the research of social and political effects of the EU after the accession to the Union (Croatia), transfer of knowledge and experiences of the accession process to the future candidate and acceding states and the comparative research of the effects of Europeanisation in old, new and future member states. This course connects the Europeanisation as the fundamental research of EU with the comparative regional studies (South East Europe).</p> <p>The objective of the course is to familiarise the students with different theoretical perspectives and empirical research on the EU accession policy and Europeanisation in new, old and potential member states, which is an important segment of the European studies. Students will obtain concrete knowledge on the process of enlargement and accession and the effects of Europeanisation in national (Croatia), wider regional (the Western Balkans and Turkey) and EU framework.</p>		
<b>2.2. Requirements for enrolment in the course and the input competences required for the course</b>	This course is intended for students of the undergraduate programme in Political Science, as well as Erasmus students who have a command of English language, in which the course is taught.		
<b>2.3. Learning outcomes at the</b>	With knowledge and understanding of subject of this course,		

<p><b>level of study programme to which the course contributes</b></p>	<p>practicing and development of ability for application of knowledge will be made possible.</p> <ul style="list-style-type: none"> <li>- After the completion of the course students will be able to place particular problems of the European Union within the political science as a whole, but also connect them with the structures of the mentioned sub-disciplines.</li> <li>- Through seminar teaching (presentations, briefings, discussions) the ability to argue within the sub-disciplines will be developed, as well as the basic problem solving abilities in a political science manner.</li> <li>- By using concrete working materials of the European Union, the applicative analytical skills will be developed, which will create a precondition for professional engagement in the EU institutions, as well within all sectors that requires knowledge of the EU institutions and policies (national ministries, NGOs, media etc)</li> <li>- Through preparation for seminar teaching students will be trained to independently acquire and interpret data in the area of European studies.</li> <li>- By practicing the communication skills through compulsory presentations, the course will allow them to present their knowledge and professional interpretation to expert and general public.</li> <li>- Through simulation of working environment dealing with the EU enlargement policy, students will be enticed to independent improvement with the professional engagement at the working places within the concrete labour division.</li> </ul> <p>The course will thus ensure the continuation of academic studies at higher levels, but will also train for employment in the <b>civil sector related to the EU, state administration dealing with issues of European policy, media and institutions of local politics</b>. The course allows intensive familiarisation with social-political and sectoral context important for <b>developing EU projects</b>.</p>
<p><b>2.4. Expected learning outcomes at the level of the course (4-10 learning outcomes)</b></p>	<ol style="list-style-type: none"> <li>1. Students are capable, independently or in group, to present and write at academic level on the topics of European public policies, enlargement policy and effects of the Europeanisation in old, new and future EU member states, and able to transfer their knowledge on subject of the research to the expert and general public, and demonstrate them publicly.</li> <li>2. Students are familiar with basic approaches, terms and theories of the Europeanisation within the contemporary science.</li> <li>3. Students can describe the subject areas of the EU enlargement policy, classify them, analyse their problems, and evaluate and explain particular public policy solutions.</li> <li>4. Students can recognise the differences and similarities between the states and political systems in the process of the EU enlargement and can draw the thorough comparative analysis of the Europeanisation process.</li> <li>5. Students are able to differentiate, describe, and in comparison with general meaning of terms, classify and</li> </ol>

	<p>define the political system of the EU and its effect on the institutions of the Republic of Croatia. At the basic level, they are able to analyse the effect of the EU on particular national policies, their actors and processes.</p> <ol style="list-style-type: none"> <li>6. Students are able to analyse at the basic level the European policy, problems of the European integration, institutions, and on the bases of their professional knowledge participate through citizen and communication initiatives in developing the European political space.</li> <li>7. Students are able to independently use the research resources on the European Union, such as libraries, Internet and databases. They can evaluate, interpret and in a research manner apply the relevant sources of theories and data for selected research problem related to the issues of Europeanisation and EU enlargement.</li> <li>8. Students are capable to advocate independently the views on political problems in the European Union and its effects in Croatia, wider region of Western Balkans and Turkey, and support their arguments in a scientific manner.</li> </ol>
<p><b>Detailed breakdown of the course content, according to the teaching schedule (without the literature)</b></p>	<p>The content of the course is designed in three parts. In the first part we will be dealing with the theoretical tenets of the EU enlargement policy as one of the most important EU policies and Europeanisation process in order to adopt the knowledge of comparison frameworks of old, new and future EU member states. In the second part, concrete focus of research aimed at the current states/regions of the Stabilisation and Association process (Albania, Bosnia and Herzegovina, Montenegro, Kosovo, Macedonia, Serbia + Turkey), while in the third part the Europeanisation is explored sectorally on the real-life based examples of Croatia and states of Western Balkans.</p> <p><b>THEMATIC PARTS:</b></p> <ol style="list-style-type: none"> <li>1. INTRODUCTION TO THE COURSE: AIMS, STRUCTURE, ASSIGNMENTS AND MARKING CRITERIA</li> <li>2. EUROPEANISATION IN POLITICAL THEORY AND EU STUDIES: THEORETICAL FOUNDATION, DILEMMAS AND VARIOUS APPROACHES</li> <li>3. THE EUROPEAN UNION ACCESSION PROCESS: FROM THE FIRST TO THE FIFTH EU ENLARGEMENT</li> <li>4. POLITICAL SYSTEM OF THE EUROPEAN UNION BEFORE AND AFTER LISBON</li> <li>5. EUROPEANISATION OF „EUROPEAN CORE-COUNTRIES“</li> <li>6. EUROPEANISATION OF POST-COMMUNIST COUNTRIES</li> <li>7. STABILIZATION AND ASSOCIATION PROCESS FOR WESTERN BALKANS COUNTRIES</li> <li>8. THE EU ACCESSION OF TURKEY</li> <li>9. SECTORIAL EUROPEANISATION: EUROPEAN UNION AND PUBLIC POLICIES IN ACCESSION COUNTRIES</li> <li>10. EUROPEANISATION OF POLITICAL PARTIES</li> <li>11. EUROPEANISATION OF THE PUBLIC</li> </ol>

	ADMINISTRATION: PUBLIC SECTOR REFORM 12. EUROPEANISATION OF ANTI-CORRUPTION POLICIES 13. BUILDING CAPACITIES FOR EUROPEANISATION: HUMAN RESOURCES, EDUCATION AND RESEARCH 14. EVALUATION LECTURE					
<b>Teaching methods:</b>	<input checked="" type="checkbox"/> Lectures <input checked="" type="checkbox"/> Seminars and workshops <input type="checkbox"/> Practical classes <input type="checkbox"/> Entirely on line <input type="checkbox"/> Mixed e-learning <input type="checkbox"/> Field teaching	<input type="checkbox"/> Independent tasks <input type="checkbox"/> Multimedia and network <input type="checkbox"/> Laboratory <input type="checkbox"/> Mentor work <input type="checkbox"/> (other)	<b>Comments:</b>			
<b>Students' obligations</b>	<p>Students are required to attend the classes (lectures and seminars) and up to 4 absences will be tolerated. Seminar teaching includes students' presentations on the topics of their choice. All students will have to present in the seminar in order to obtain the signature. Through the simulation of the working environment in the EC Directorate-General for Enlargement during the whole course students will follow the political and social processes in the enlargement states, discuss on the current events, practice presenting the working reports, briefings, standpoints of the actors involved in the enlargement policy on the basis of the EC working materials etc.</p> <p>At the end of the course students will write the final paper on the topic of their choice, based on the required reading.</p>					
<b>Monitoring students' work</b> <i>(write in the ECTS credit points for each activity so that the total sum of ECTS credit points corresponds to the credit value of the course):</i>	<b>Attendance</b>	<b>1</b>	<b>Research</b>		<b>Practical classes</b>	
	<b>Experimental work</b>		<b>Presentation</b>	<b>1</b>	<b>Discussion in class</b>	<b>1</b>
	<b>Essay</b>		<b>Seminar paper</b>		<b>(Other)</b>	
	<b>Preliminary exam</b>		<b>Oral exam</b>		<b>(Other)</b>	
	<b>Written exam</b>	<b>2</b>	<b>Project</b>		<b>(Other)</b>	
<b>2.1. Assessing and evaluating the students' work during classes and at the final exam</b>	<p>At the end of the course, the students will write a paper on the selected topic of their choice, which will encourage them to independent work and research. Thus the students will also be encouraged to develop a specific research interest for the particular topics in the course, on the basis of acquired knowledge on the process and policy of the EU enlargement and Europeanisation of particular region and sectors.</p> <p>The final mark is the result of the following components:          Oral presentation – 30% of the mark          Attendance – 10% of the mark          Discussion in class – 10% of the mark          Final written examination – 50% of the mark</p> <p>In case the students are not satisfied with the final mark, they can</p>					

	take the oral examination where their knowledge of the syllabus content will be discussed/evaluated, on the bases of recommended reading.	
<b>2.2. Required reading (available in the library and by other resources)</b>	<b>Title</b>	
	<p>Anastasakis, O. (2008) 'The EU's political conditionality in the Western Balkans: towards a more pragmatic approach', <i>Southeast European and Black Sea Studies</i>, Vol. 8, No. 4, 365-377</p> <p>Börzel, T. (2003) 'Shaping and Taking EU Policies: Member State Responses to Europeanization', <i>Queen's Papers on Europeanisation</i>, No.2.</p> <p>Elbasani, A. (2008) 'EU enlargement in the Western Balkans: strategies of borrowing and inventing', <i>Journal of Balkan and Near Eastern Studies</i>, Vol. 10, No. 3, 293 — 307</p> <p>Grabbe, H. (2001) 'How Does Europeanization Affect CEE Governance? Conditionality, Diffusion and diversity.' <i>Journal of European Public Policy</i>, Vol. 8, No. 6, 1013-31.</p> <p>Ladrech, R. (2009) 'Europeanization and political parties', <i>Living Reviews in European Governance</i>, Vol. 4, No. 1</p> <p>Olsen, J. (2002) 'The Many Faces of Europeanization', <i>Journal of Common Market Studies</i>, Vol. 40, No. 5, 921-952.</p> <p>Pridham, G. (2006) 'European Union Accession Dynamics and Democratization in Central and Eastern Europe: Past and Future Perspectives', <i>Government and Opposition</i>, Vol. 41, No. 3, 373–400.</p> <p>Schimmelfennig, F. (2012) 'Europeanization beyond Europe', <i>Living Reviews in European Governance</i>, Vol. 7, No. 1</p> <p>Sedelmeier, U. (2011) 'Europeanisation in new member and candidate states', <i>Living Reviews in European Governance</i>, Vol. 6, No. 1</p> <p>Vachudova, M.A. (2011) 'Political Parties and Democratic Change in the Western Balkans: When Do External Actors Change Agendas?'</p> <p>Wallace, H. and Wallace, W., (eds.)</p>	<b>All literature is available online (more than 100 academic units)</b>

	(2000) 'Policy-Making in the European Union', Oxford University Press	
<b>2.12. Supplementary literature (at the moment of submission of the study programme proposal)</b>	Available in extensive online database.	
<b>2.13. Ways of monitoring the quality which ensure acquiring the output competencies</b>	During the semester and in the examination period regular consultations will be held. After the completion of teaching, the evaluation of the successfulness of the teaching will be conducted, with the consultations on improving the teaching, which will encourage two-way communication between professor and students.	