

## COURSE OUTLINE

### (1) GENERAL

|   |   |                              |                |
|---|---|------------------------------|----------------|
| <b>SCHOOL</b>   | FACULTY OF HUMANITIES   |                              |                |
| <b>ACADEMIC UNIT</b>  | MEDITERRANEAN STUDIES   |                              |                |
| <b>LEVEL OF STUDIES</b>   | UNDERGRADUATE   |                              |                |
| <b>COURSE CODE</b>  | ΔΥ-18   | <b>SEMESTER</b>              | 2              |
| <b>COURSE TITLE</b>   | INTRODUCTION TO EUROPEAN INTEGRATION  |                              |                |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i> |   | <b>WEEKLY TEACHING HOURS</b> | <b>CREDITS</b> |
|   |   | 3                            | 5              |
|   |   |                              |                |
|   |   |                              |                |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>  |   |                              |                |
| <b>COURSE TYPE</b><br><i>general background, special background, specialised general knowledge, skills development</i>  | Specialised general knowledge   |                              |                |
| <b>PREREQUISITE COURSES:</b>  | No  |                              |                |
| <b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>  | Greek   |                              |                |
| <b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>  | No  |                              |                |
| <b>COURSE WEBSITE (URL)</b>   | <a href="https://eclass.aegean.gr/courses/TMS/214">https://eclass.aegean.gr/courses/TMS/214</a> |                              |                |

### (2) LEARNING OUTCOMES

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| <p><b>Learning outcomes</b><br/><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>  |   |   |
| <p>This course discusses the European unification process from the 1950s to the present and the institutional framework of the European Union.</p>  |   |   |
| <p><b>General Competences</b><br/><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>Adapting to new situations</li> <li>Decision-making</li> <li>Working independently</li> <li>Team work</li> <li>Working in an international environment</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>Project planning and management</li> <li>Respect for difference and multiculturalism</li> <li>Respect for the natural environment</li> <li>Showing social, professional and ethical responsibility and sensitivity to gender issues</li> <li>Criticism and self-criticism</li> <li>Production of free, creative and inductive thinking</li> <li>.....</li> </ul> </td> </tr> </table> | <ul style="list-style-type: none"> <li>Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>Adapting to new situations</li> <li>Decision-making</li> <li>Working independently</li> <li>Team work</li> <li>Working in an international environment</li> </ul>  | <ul style="list-style-type: none"> <li>Project planning and management</li> <li>Respect for difference and multiculturalism</li> <li>Respect for the natural environment</li> <li>Showing social, professional and ethical responsibility and sensitivity to gender issues</li> <li>Criticism and self-criticism</li> <li>Production of free, creative and inductive thinking</li> <li>.....</li> </ul> |
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|--|----------------------------|
| <i>Working in an interdisciplinary environment<br/>Production of new research ideas</i>  | <i>Others...<br/>.....</i> |
| <p>The purpose of this course is to help the first-year students to understand that after the destruction of Europe in World War II a new hope was born based on the determination of some courageous politicians who wanted to put an end to the hatred and hostility in Europe. Through the idea of a united Europe, the student will understand the process of EU enlargement till today.</p> |                            |

### (3) SYLLABUS

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| <p>This course covers the course of the European unification process from the 1950s to the present. In particular, the initiatives and attempts at political unification as well as the institutional framework of the European Union. Students follow the course of Europe after the end of World War II, efforts for a peaceful Europe - The beginning of cooperation in the 1950s and the pivotal role of historical developments in the 1950s will occupy us in this lesson .</p> <p>The European Union was created to end the frequent and bloody wars between the neighboring countries that ended in World War II. As early as 1950, the European Community of Coal and Steel began to unite European countries economically and politically with the aim of ensuring lasting peace. The six founding members are Belgium, France, Germany, Italy, Luxembourg and the Netherlands.</p> <p>At the same time, in the 1950s, Europe was dominated by the Cold War between East and West. In 1956, Soviet tanks suppressed a wave of protests in Hungary against the communist regime, and the following year, in 1957, the Soviet Union took the lead in the "space race" by launching the first artificial space satellite.</p> <p>Much will change in Europe in 1957, with the Treaty of Rome and the establishment of the European Economic Community (EEC).</p> |
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### (4) TEACHING and LEARNING METHODS - EVALUATION

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| <p><b>DELIVERY</b><br/><i>Face-to-face, Distance learning, etc.</i></p>   | Face-to-face                       |                          |
| <p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br/><i>Use of ICT in teaching, laboratory education, communication with students</i></p>   | Use of the e-class platform        |                          |
| <p><b>TEACHING METHODS</b><br/><i>The manner and methods of teaching are described in detail.<br/>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p> | <b>Activity</b>                    | <b>Semester workload</b> |
|   | Lectures                           | 39 hours (1.56 ECTS)     |
|   | Study and analysis of bibliography | 83 hours (3.32 ECTS)     |
|   | Final exam                         | 3 hours (0.12 ECTS)      |
|   | Course total                       | 125 hours (5 ECTS)       |
| <p><b>STUDENT PERFORMANCE EVALUATION</b><br/><i>Description of the evaluation procedure</i></p>   | Language of evaluation: Greek      |                          |

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|---|--|
| <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> | <p><b>Method of evaluation:</b><br/>End of semester exam:</p> <ul style="list-style-type: none"> <li>• short-answer questions,</li> <li>• open-ended questions.</li> </ul> <p>The evaluation process can be found on the e-claas platform.</p> |
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## (5) ATTACHED BIBLIOGRAPHY

ΒΕΡΧΟΦΣΤΑΝΤ Γ., *Οι Ενωμένες Πολιτείες της Ευρώπης. Μανιφέστο για μια νέα Ευρώπη*, Αθήνα: Παπαζήσης, 2006.

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TAYLOR P.,*Το αβέβαιο μέλλον της ευρωπαϊκής ολοκλήρωσης*, Αθήνα: Κριτική, 2010.

ΤΣΑΤΣΟΣ Δ., *Ευρωπαϊκή Συμπολιτεία. Για μια Ευρωπαϊκή Ένωση των Κρατών, των Λαών, των Πολιτών και του Ευρωπαϊκού Συνταγματικού Πολιτισμού*, Αθήνα: Α. Λιβάνη 2007.

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