

## 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>	KY-20	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	INSTITUTIONS AND POLICIES OF THE EU		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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> <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/">https://eclass.aegean.gr/courses/TMS/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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>The student will be able to understand the EU Political System, EU Governance, and EU Policies.</p>		
<p><b>General Competences</b> <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> <li>Working in an interdisciplinary environment</li> <li>Production of new research ideas</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> <li>Others...</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> <li>Working in an interdisciplinary environment</li> <li>Production of new research ideas</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> <li>Others...</li> <li>.....</li> </ul>
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Aim of the course is to understand the process of the European integration. A useful tool towards this understanding is the theoretical frame of the European integration.

### **(3) SYLLABUS**

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#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. 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.  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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hours (1.56 ECTS)
	Study and analysis of bibliography	83 hours (3.32 ECTS)
	End of semester exam	3 hours (0.12 ECTS)
	Course total	<b>125 hours (5 ECTS)</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  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  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Language of evaluation: Greek</p> <p><i>Method of evaluation:</i> 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>	

#### (5) ATTACHED BIBLIOGRAPHY

<p><b>Greek language</b></p> <p>N. Μούσης, <i>Ευρωπαϊκή Ένωση: Δίκαιο, Οικονομία, Πολιτική</i>, Εκδ. Παπαζήση 2013</p> <p>- Simon Hix, <i>Το πολιτικό σύστημα της Ευρωπαϊκής Ένωσης</i>, Εκδ. Μεταίχμιο, 2004</p> <p>Jean-Louis Quermonne, <i>Το πολιτικό σύστημα της Ευρωπαϊκής Ένωσης</i>, εκδ. Παπαζήση</p> <p>Π. Κ. Ιωακειμίδης <i>Η Συνθήκη της Λισσαβώνας</i>, Εκδ. Θεμέλιο 2010</p> <p>Ben.Rosamond, <i>Ευρωπαϊκή ολοκλήρωση</i>,. Εκδ. Μεταίχμιο 2004</p> <p>Nugent Neil, <i>Πολιτική και διακυβέρνηση στην ΕΕ, Ιστορία, Θεσμοί, Πολιτικές</i>, Εκδ. Σαβάλλας, 2009.</p> <p>Δ. Τσάτσος - Ξ. Κοντιάδης (Επιμ.), <i>Η Ευρωπαϊκή Ένωση μετά τη Συνθήκη του Άμστερνταμ</i>, Εκδ. Α.Σάκκουλα, 2000.</p> <p>Paul Taylor, <i>Το αβέβαιο μέλλον της Ευρωπαϊκής Ολοκλήρωσης</i>, Εκδ. Κριτική, 2010.</p>
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Σ. Ντάλης(Επιμ.), *Από το Μάαστριχτ στο Άμστερνταμ. Αποτίμηση της Διακυβερνητικής Διάσκεψης της Νέας Συνθήκης της ΕΕ*, Εκδ. Ι.Σιδέρης, 1997

Σ. Ντάλης (Επιμ.), *Από το Άμστερνταμ στη Νίκαια. Η Ευρώπη και η Ελλάδα στη Νέα Εποχή*, Εκδ. Κριτική, 2001.

Σ. Ντάλης (Επιμ.), *Από την ένταξη στην κρίση. Ελλάδα και Ευρωπαϊκή Ένωση :1981-2011*, Εκδ. Παπαζήση. 2012.

Π. Κ. Ιωακειμίδης *Ευρωπαϊκή Πολιτική Ένωση*, Εκδ.Θεμέλιο, 1995

The proposed bibliography will be supplemented during the course by extra articles. Both the bibliography and the articles will support the preparation of the essays which will be presented during the course.