



SYLLABUS “EUROPEAN ECONOMIC INTEGRATION”

| Basic details of the subject: | |
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| Faculty: | Faculty of Economics |
| Course: | European economic integrations |
| Program: | International Management |
| Level: | Bachelor |
| Status: | Obligative |
| Academic year: | 2022/23 |
| No. of lectures: | 2+2 |
| ECTS: | 5 |
| Time/ location: | Faculty of Economics |
| Professor: | Prof. Asoc. Dr. Nerimane Bajraktari |
| Contact details: | nerimane.bajraktari@uni-prizren.com |
| Course description: | <p>Economic integrations are the key theme of the global climate in which we live today. Undoubtedly, one of the most important examples of such integrations in recent decades is the European Union. The enlargement process has been an integral part of the developments for the European Union (EU) in the last 50 years. The essence of European Integration is to overcome the divisions in Europe and contribute to a peaceful unification of the continent. After the two world wars of the first half of the 20th century, some leaders of European countries proposed the idea that the only way to have a stable and peaceful Europe was to economically and politically unite large countries such as Germany and France and then expanding with other countries and becoming the most powerful market in the world. The European Economic Integrations subject will include:</p> <ul style="list-style-type: none">• European Union - Evolution, institutional structure, and challenges.• The foundations of the economic integration of the European Union (creation of the Customs Union, market integration, macroeconomic coordination, economic and monetary union, the EU budget). <p>Internal policies of the European Union (EU horizontal policies: regional development and cohesion policy, social policies, tax policies, monetary policies, competition policy, environmental policies and sectoral policies of the EU: industrial policy, agricultural policy, transport policy, energy policy in the field of scientific research and technology).</p> |
| Course Aims: | Through this subject, the student will learn about the importance of economic versus political integration. So, from a theoretical point of view, the history of the creation |

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| | <p>of the European Union, development, expansion, primary and secondary institutions and economic policies of the EU will be examined. The specific learning objectives are:</p> <p>a) Through this subject, it is intended to provide students with advanced knowledge on theoretical-scientific issues in the field of European Economic Integrations</p> <p>b) The first European integrations as precursors of today's European Union</p> <p>c) General view regarding the differences and interdependence of European organizations</p> <p>d) General views regarding the forms of economic integration in the European Union</p> <p>e) View in terms of expansion waves</p> <p>f) The institutional composition of the European Union</p> <p>g) The internal market of the European Union</p> <p>h) Economic, Customs and Monetary Union of the European Union</p> <p>i) The perspective of the Western Balkans in the European Union with special emphasis on Kosovo and its economic integration processes</p> <p>j) The future of the EU: the financial crisis</p> <p>k) The future of the EU, its expansion or failure nowadays.</p> | | |
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| <p>Learning Outcomes:</p> | <p>Lectures on European Economic Integration will provide students with theoretical and practical knowledge on the creation of the European Union. This becomes even more understandable after explaining the history of the creation of the European Union, especially the economic integration. By the end of the semester, students must:</p> <ul style="list-style-type: none"> • acquire knowledge related to the general notions of the European Union, especially on European economic integration; • have the opportunity to actively participate in lectures and conduct independent research; • create a critical approach to the notions and issues that are examined; • develop personal skills, communication, research and other necessary skills on European economic integrations during interactive learning and analysis of seminar papers and presentations; | | |
| <p>Student's workload for the subject</p> | | | |
| <p>Activities</p> | <p>Hours</p> | <p>Days/weeks</p> | <p>Total</p> |
| <p>Lectures</p> | <p>2</p> | <p>15</p> | <p>30</p> |
| <p>Exercise theoretical/laboratory</p> | <p>2</p> | <p>15</p> | <p>30</p> |



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| Practice work | 1 | 3 | 3 |
| Contact with lecturer/consultations | 1 | 15 | 15 |
| Field exercises | 1 | 3 | 3 |
| Mid-terms, seminars | 2 | 2 | 4 |
| Homework | 1 | 13 | 13 |
| Individual time spent studying (at the library or home) | 1 | 15 | 15 |
| Final preparation for the exam | 1 | 10 | 10 |
| Projects, presentations, etc. | 2 | 1 | 2 |
| Total | | | 125 hours (5 ECTS) |
| Teaching Methodology: | Lectures, exercises, discussions, consultations, course projects, homework, midterm exam (colloquium), exams. | | |
| Evaluation Criteria: | Regular and active attendance: 10%, Midterm exam (colloquium): 20%, Course project: 10%, Final exam: 60%. | | |
| Literature | | | |
| Main Literature: | <p>Blerim Reka/Otmar Hoell/Ylber Sela: Institucionet dhe politikat e Unionit Evropian, Tetovë 2010. Musa Limani: Integrimet Ekonomike Evropiane, Prishtine 2008</p> <p>Richard Boldwin. The Economics of European Integration. Botimi i 4. Viti 2012. Frank Mc Donald & Stephen Dearden, European Economic Integration. Botimi i 4. Viti 2004. Maurice Dorousset: Bashkimim Evropian ne shekullin XXI– Institucionet Ekonomike, Logosa, Shkup 2001. Blerim Reka/Arta Ibrahim: Studime Evropiane, Tetove 2004 Jean-Yves Letessier/Jasques Silvano/Robert Soin: Europa ekonomike dhe e ardhmja e saj, Tirane 2008. Iva Zajmi: Tregu i perbashket evropian, Tirane 2009. www.eu.int</p> | | |

| Teaching Plan: | | |
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| Weeks | Lecture/Topic | Excercises |
| <i>First week:</i> | The history of the creation of the European Union | Distribution of the semestral project topics. |
| <i>Second week:</i> | European regional economic integrations | Quizzes and case studies related to the topic of the first week lecture. |
| <i>Third week:</i> | The main institutions of the European Union | Quizzes and case studies related to the topic of the second week lecture. |
| <i>Fourth week:</i> | Secondary institutions (auxiliary) of the European Union | Quizzes and case studies related to the topic of the third week lecture. |
| <i>Fifth week:</i> | Zgjerimi i Bashkimit Europian | Quizzes and case studies related to the topic of the fourth week lecture. |
| <i>Sixth week:</i> | EU economic development policy: Single European Act... | Quizzes and case studies related to the topic of the fifth week lecture. |
| <i>Seventh week:</i> | Intermediate assessment I | Quizzes and case studies related to the topic of the sixth week lecture. |
| <i>Eighth week:</i> | Sectoral policies of the European Union | Quizzes and case studies related to the topic of the third week lecture. |
| <i>Ninth week:</i> | The Western Balkans and the European Union | Quizzes and case studies related to the topic of the third week lecture. |
| <i>Tenth week:</i> | New Concepts for a New Peaceful Order with Economic Perspectives for the Western Balkans: SAA | Quizzes and case studies related to the topic of the third week lecture. |
| <i>Eleventh week:</i> | Support and financial programs of the European Union for the Western Balkans | Quizzes and case studies related to the topic of the third week lecture. |
| <i>Twelfth week:</i> | Kosovo and the European Union | Quizzes and case studies related to the topic of the third week lecture. |
| <i>Thirteenth week:</i> | The Treaty of Lisbon and the political and economic challenges of the European Union in the century. XXI. | Quizzes and case studies related to the topic of the third week lecture. |
| <i>Fourteenth week:</i> | Presentation of semester projects. | Quizzes and case studies related to the topic of the third week lecture. |
| <i>Fifteenth week:</i> | Intermediate assessment II. | Quizzes and case studies related to the topic of the third week lecture. |
| Academic Policies | | |
| <ul style="list-style-type: none"> - Absence will affect the final grade. The policy is straightforward: If you are absent or negligent, you are responsible for what you have missed. - Students are required to respect the schedule of lectures and be attentive during the lessons. - It is mandatory to have books, when in lessons. - Students must be active and cooperative because the book assigned for the course requires interactive learning and as such seeks continuous collaboration and interaction between teachers, students, books, and technology equipments. - The cooperative environment during the lectures and exercises is primary demand in achieving the objectives and goals set forth in this syllabus. - No usage of phones during the classes and tests/final exam. | | |



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- Finally yet importantly, full respect for universally recognized academic policies and standards (The Bologna System).