

**UČNI NAČRT PREDMETA / COURSE SYLLABUS**

**Predmet:** Instrumenti evropskih politik  
**Course title:** European policy instruments

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Uporabne družbene študije UN	/	2.,3.	4.,6.
Advanced Social Studies BA	/	2.,3.	4.,6.

**Vrsta predmeta / Course type**

Izbirni/Optional

**Univerzitetna koda predmeta / University course code:**

IEP

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20	0	40	0	0	120	6

**Nosilec predmeta / Lecturer:**

Doc. dr./Ph.D., Assistant Professor Lea Prijon

**Jeziki /  
Languages:**

**Predavanja /  
Lectures:** Slovensko / Slovenian, Angleško / English

**Vaje / Tutorial:** Slovensko / Slovenian, Angleško / English

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

/

**Prerequisites:**

/

**Vsebina:**

**Content (Syllabus outline):**

- Razlike in povezanost institucionalnega sistema EU in javnih politik
- Razlikovanje med makro-ravnijo zgodovinskih odločitev in mezo-ravnijo javnih politik
- Teoretski pristopi k preučevanju skupnih evropskih politik
- *Sui generis* narava EU policy arene
- Akterji EU policy procesa
- Razlike v položaju skupnih evropskih politik od koordinacije nacionalnih politik do nadnacionalnih oziroma skupnih EU politik
- Ponazoritev EU policy procesa na konkretnih politikah; institucionalno ravnotežje
- Študije primerov 4 sektorskih politik

- Differences and coherence of the EU' s institutional and public policies
- Distinguishing the macro-level of historical decisions and the meso-level of public policies
- Theoretical approaches to the study of common European policies
- The *sui generis* nature of the EU policy arena
- Actors of the EU policy process
- Differences in the position of the common European policies from coordinations of national policies to supranational and common EU policies
- The illustration of EU policy process on specific policies; the institutional balance
- Case studies of four sectoral policies

#### Temeljni literatura in viri / Readings:

- Cini, Michelle, ur. (2003): European Union Politics. Oxford University Press.
- Wallace, Helen, William Wallace in Mark A. Pollack (2005): Policy-Making in the European Union. Fifth Edition. Oxford, New York: Oxford University Press.
- Hayward, Jack, Menon, Anand (ur.) (2003): Governing Europe, Oxford University Press, Oxford.
- Peterson, John, Bomberg, Elizabeth (1999): Decision-making in the European Union, Macmillan Press, Houndmills, New York.
- Richardson, Jeremy (ur.) (2001): European Union – power and policy making, second edition, Routledge, London and New York.

#### Cilji in kompetence:

Učna enota prispeva h razvoju naslednjih splošnih in predmetno specifičnih kompetenc:

- poznavanje in razumevanje družbenih procesov ter sposobnost za njihovo analizo, sintezo in predvidevanje rešitev in njihovih posledic;
- razvoj kritične in samokritične presoje;
- sposobnost fleksibilne uporabe znanja v praksi;
- zmožnost za prepoznavanje in izkoriščanje priložnosti, ki se ponujajo v delovnem in družbenem okolju (ki se izkazujejo kot podjetniški duh in aktivno državljanstvo);
- sposobnost povezovanja koherentno obvladanega temeljnega znanja, pridobljenega pri obveznih predmetih, ter njegova uporaba v praksi;

#### Objectives and competences:

The learning unit contributes to the development of generic and specific competences:

- knowledge and understanding of social processes and the ability for their analysis, synthesis, foreseeing solutions and their consequences;
- development of critical and self-critical judgement;
- ability to recognise and exploit opportunities provided in the working and social environment and manifest themselves as entrepreneurial spirit and active citizenship;
- the ability to connect coherently collected knowledge attained from the mandatory courses and its application in practice;

- sposobnost pridobivanja, selekcije, ocenjevanja in umeščanja novih informacij in zmožnost interpretacije v kontekstu družboslovja;
- komuniciranje s strokovnjaki iz različnih področij gospodarskega in družbenega življenja ter z različnimi interesnimi skupinami;
- razumevanje odnosov med posamezniki, organizacijami in družbenim okoljem, zmožnost za kompleksno sistemsko gledanje in delovanje;
- načrtovanje in obvladovanje sprememb ob oblikovanju celovite ocene stanja v organizaciji ali družbenem okolju z upoštevanjem različnih dejavnikov.

- the ability to collect, select, evaluate and include new information and the ability to interpret it in the context of social science;
- communication with the experts from various fields of economic and social life as well as with various interest groups;
- understanding of the relations between individuals, organisations and social environment, the ability of complex systems thinking and action;
- planning and controlling changes while forming a holistic evaluation of the situation in the organisation or social environment while considering a variety of factors.

#### **Predvideni študijski rezultati:**

Znanje in razumevanje:

- v povezavi z drugimi predmeti funkcijo in policy proces skupnih evropskih politik;
- razmerje med "makro" odločitvami – integracijski proces in "mezo" ravnijsko skupnih evropskih politik
- vloge posameznih institucij in odnose med njimi (institucionalno ravnotežje) pri posameznem tipu skupnih evropskih politik;
- s pomočjo študije primerov značilnosti posameznih politik, z različnim institucionalnim ravnotežjem;
- koncept mnogonivojskega upravljanja kot pomembnega koncepta na področju skupnih politik in razumevanje omejitve uporabnosti koncepta;
- pomen koncepta "evropeizacije", različna razumevanja koncepta in njegove omejitve.

#### **Intended learning outcomes:**

Knowledge and understanding of:

- in relation to other objects, the function and policy process of common European policies;
- the ratio between the "macro" decisions - the integration process and the "meso" level of common European policies
- the role of individual institutions and relationship between them (institutional balance) for each type of common European policies;
- through case studies, the characteristics of individual policies, with different institutional balances;
- a multi-level concept of governance as a crucial concept of global policy and understanding the limits of applicability of the concept;
- the importance of the concept of "Europeanization", different understandings of the concept and its limitations.

**Metode poučevanja in učenja:**

**Learning and teaching methods:**

- Predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov);
- Seminarska naloga.

- Lectures with an active participation of students (explanation, discussion, questions, examples, problem-solving);
- Seminar paper.

Delež (v %)

**Načini ocenjevanja:**

/Weight (in %)

**Assessment:**

• Sodelovanje na predavanjih in vajah	20 %	• Participation in lectures and exercises
• Seminarska naloga	30 %	• A seminar paper
• Pisni/ustni izpit	50 %	• Written/oral examination

**Reference nosilca / Lecturer's references:**

- PINTERIČ, Uroš, PRIJON, Lea. *European Union in 21st century*. Trnava: University of SS. Cyril and Methodius, Faculty of Social Sciences. 2012.
- TOMŠIČ, Matevž, PRIJON, Lea. Slovenia. V: Ó BEACHÁIN, Donnacha (ur.), SHERIDAN, Vera (ur.), STAN, Sabina (ur.). *Life in post-communist Eastern Europe after EU membership : happy ever after?*. London; New York: Routledge, 2012.
- TOMŠIČ, Matevž, PRIJON, Lea. Effectiveness of european democracy. V: PINTERIČ, Uroš (ur.), IANCU, Diana Camelia (ur.), PANDILOSKA JURAK, Alenka (ur.). *Odsevi globalne negotovosti*. Ljubljana: Vega, 2009.