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საქართველოს ტექნიკური უნივერსიტეტი
GEORGIAN TECHNICAL UNIVERSITY

Bachelor's Educational Program

Program Title

ევროპისმცოდნეობა
European Studies

Faculty

საინჟინრო ეკონომიკის, მედიატექნოლოგიებისა და სოციალურ მეცნიერებათა
Engineering Economics, Media Technologies and Social Sciences

Program Head

Associate Professor Khatuna CHAPICHADZE

Qualification to be Awarded and the Extent of the Program in terms of Credits

Bachelor of European Studies
It will be awarded after the completion of 228 credits of compulsory education courses provided by the program and 12 credits in the form of free components, in case of completion of at least 240 credits. Intermediate qualification in European studies will not be awarded.

Language of Teaching

Georgian

Prerequisite for Admission to the Program

Only the holder of a state certificate confirming complete general education or a document equivalent to it, who is enrolled in accordance with the procedure established by the legislation of Georgia, has the right to study at the bachelor's level.

Program Description

The European studies Bachelor's educational program includes 240 credits. 1 credit equals 25 hours, which includes both contact and independent work hours.

The duration of the program is 8 semesters (4 academic years). (60 credits per year, 30 credits per semester).

The duration of the academic year is 2 semesters. The student will study 12 or 13 (VII and VIII semesters) education courses during two semesters. In the program, 228 credits are the main education course, 12 credits are free components. The maximum score for the midterm assessment in each semester is 60. The maximum assessment of the current activity is 30 points, the minimum is 15 points. The maximum grade of the mid-semester exam is 30 points, the minimum is 7.5 points, the maximum grade of the final exam is 40 points, and the minimum is 10 points. During the semester, the student passes one mid-semester and one final exam. A student passes the additional exam only if he/she has scored 41 to 50 points after passing the final exam.

According to the student's individual workload, the number of credits in one year can be less than or more than 60 credits, but not more than 75 credits.

The program consists of basic education courses, including foreign language, practice, bachelor's thesis, elective education courses and free components. The education courses are logically connected to each other. Studying each may be a prerequisite for studying other education course(s) in the program.

Elements of the European Studies Bachelor's Program (240 ECTS):

1. Main education courses - **228 credits**
- Foreign language – 32 credits (included in main education courses)
- Practice – 6 credits (included in main education courses)
- Bachelor's thesis – 6 credits (included in the main education courses)
- Elective courses - 20 credits

2. Free components – **12 credits**

Main education courses (228 ECTS)

The main non-specialty courses in the educational program amount to 51 credits. The main education courses (119 ECTS) include such disciplines as Introduction to Political Science, Introduction to Regional Studies, Introduction to European Studies, European History, History of European Political Thought, EU Political Institutions and Forms of Government, Foreign Policy of the European Union, Recent History of Europe, European integration and the New World Order, European Identity of Georgia, Globalization-civilization paradigms, European civilization, Religion and Political Processes in Europe, European Individuality: Culture and Ideology, European Political Ideologies, European Democracy: Evolution and Models, Basics of European Social Policy, Georgia and European Integration, Comparative Politics of European Countries, Globalization and Regionalism, European Electoral Systems and Technologies, Security and Defense Policy of the European Union, and Security of the Black Sea Basin Countries and the European Union.

- **Foreign language (32 ECTS) (included in main education courses)**

Studying a foreign language (English, German, French, Russian) is compulsory with a volume of at least 22 credits.

- **Practice (6 ECTS) (included in the main education courses)**

The European studies bachelor's educational program provides practice as a mandatory component within the framework of 6 credits.

- **Bachelor's thesis (6 ECTS) (included in the main study courses)**

Bachelor's thesis (6 ECTS) (included in the main education courses)

The European studies bachelor's educational program provides a bachelor's thesis as a compulsory component within the framework of 6 credits.

- **Elective courses (20 ECTS)**

Based on the student's free choice, it is allowed to accumulate 20 ECTS in non-specialist (non-European studies) disciplines.

Non-major electives include: Applied Psychology, Culture and Modernity, The Art of Negotiation, Introduction to International Relations, Contemporary European Media, and Cultures and Organizations of the Contemporary World. Elective subjects of the specialty are:
- NATO – regional security organization;
- Geopolitics of terrorism;
- Georgian emigration to Europe;
- Domestic policy of the European Union;
- European conflicts;
- European orientations of Georgia's foreign policy.

Free components (12 ECTS)
The educational program also includes free components - four three-credit education courses. In the mentioned module, the study of general and completely different subjects from the specialty is provided, which the student can choose freely in the eighth semester of studies.

Program Objective

The objective of the educational program is to give the student: knowledge about the history, ideas, culture, economy, law, institutional, governance system, social processes and other areas of the leading European countries in the context of world-historical processes.

- Broad theoretical knowledge on the ideas, concepts, processes, regional and local approaches of the integration of European countries;
- Complex knowledge and special training on the domestic and foreign policies of the leading European countries, legal systems and procedures, the development of their theoretical foundations, national and cooperation policies, the complex processes of the development and integration of the European Union, the importance of European identity and European citizenship, the policy of developing institutions and solutions, the peculiarities of political culture, the specifics of the political process.

The objective of the bachelor's program of European Studies is to develop:

- Ability to pay attention to various new processes taking place in European countries, to perceive relevance and to constantly update and learn knowledge.
- Skills necessary for independent solving of EU institutional problems, skills for assessment of problems, skills of analysis, reasoning, solving tasks;
- Ability to strive to establish professional ethics and values of European integration;
- Culture of protection of justice, social and democratic values in practical activities in the field of European integration.

Learning Outcomes/Competences (general and sectoral)

Knowledge and Understanding:
Multifaceted and specialized theoretical knowledge of the field of European integration, which is the basis for developing the necessary skills to evaluate the history of the EU countries, values, functioning of the political system, economy, law, the specifics of the work of leading institutions, governance, trends in the development of the European Union in conditions of globalization and, accordingly, the awareness of the limits of professional activity;
Broad theoretical knowledge of the field of European studies;
Knowledge of the concepts, structure, elements and terminology of the European Union;
Complex knowledge of the political systems of European countries, the constitutional structure, the nature of political regimes, the functioning of all branches of government, the structure of the center and the region;

Knowledge of methods of analysis of domestic and foreign, national security problems of leading European countries;

Understanding the place and role of leading European countries in world politics and culture;

Knowledge of the national interests, priorities, doctrines, foreign policy mechanisms of leading European countries, their relationship with domestic factors in the decision-making process;

Ability to determine socially important problems and processes.

Ability to apply knowledge in practice:
Using a wide range of cognitive and practical skills based on versatile and specialized theoretical knowledge to creatively solve abstract problems in the field of European studies;

Critical perception and understanding of EU policy based on modern globalization and regionalization;

Interpreting the policy of mutual cooperation with the European Union in the field of state development of Georgia in the local framework.

Commenting and annotating documents related to specific issues of EU countries;

Ability to identify European events, national, regional and local development processes;

Participation in the development of ideas and concepts of European integration;

Ability to adapt and introduce European values to the reality of Georgia based on the theory and practice of European integration.

Ability to make conclusions:
Recognizing clearly defined problems, comparing situations, analyzing them using standard methods and forming
a justified conclusion;

The ability to find and process new information on the development and integration processes of leading European countries;

Ability to form a reasoned conclusion on the decision-making policies of EU institutions using standard and some distinctive methods.

Communication skills:
The ability to convey one's own opinion and received information in a structured and consistent manner to specialists and non-specialists;

Ability to creatively use information and communication technologies to achieve goals in all related fields;

Ability to write concisely and comprehensibly using terminology appropriate to the field;

Ability to prepare presentations or written information;

Ability to form and communicate information orally and in writing for specialists and non-specialists.

Ability to learn:
Determination of the direction of study taking into account the created environment and priorities;

In order to enrich knowledge and experience, evaluate one's own learning process consistently and in many ways, self-assess the need to update knowledge and determine the need to continue studying at the second level of education (master's degree);

Finding, evaluating and sharing modern materials with the aim of enriching knowledge and experience in the field of European Studies;

Ability to develop self-learning based on information and educational technologies.

Values:
Knowledge of the principles, values of the field of European studies, evaluation and sharing with others of the principles, values of the field of European studies;
Understanding, recognition, protection and respect of publicly and universally recognized international civil and public ethical norms, principles and values;
Ability to participate in the process of formation of values, moral norms and pan-European values and strive to establish them.

Methods of Achieving Learning Outcomes (teaching-learning)

☒ Lecture ☒ Seminar (group work)   ☒ Practical   ☒ Laboratory ☒ Practice
☒ Course work/Project ☒ Bachelor thesis ☒ Consultation ☒ Independent work

In the learning process, depending on the specifics of a particular study course program, the following activities of the teaching-learning methods are used, which are outlined in the relevant study course programs (syllabi):

1. **Discussion/debate** – this is the most widely spread method of interactive teaching. A discussion process greatly increases the quality of students' involvement and their activity. A discussion may turn into an argument and this process is not merely confined to the questions posed by the teacher. It develops students' skills in reasoning and substantiating their own ideas.

2. **Collaborative work** - using this method implies dividing students into separate groups and giving each group its own task. The group members work at their issues individually and at the same time share their opinions with the rest of the group. According to the problem raised, it is possible to shift the functions among the group members in this process. This strategy ensures the students' maximum involvement in the learning process.

3. **Problem-based learning (PBL)** - a method that uses a specific problem as the initial stage of the process of acquiring and integrating new knowledge.

4. **Case study** - the teacher discusses specific cases with students and they study the issue comprehensively and thoroughly. For example, in engineering safety it might be a discussion of a specific accident or disaster, in political science it might be a specific issue, such as an analysis of the Karabakh problem (the Armenian-Azerbaijani conflict), etc.

5. **Brain storming** - this method involves facilitating the formation and expression of as many, preferably radically different, opinions and ideas on a particular issue/problem within the theme as possible. The mentioned method stipulates the development of a creative approach to the problem. The use of the method is effective when there are large groups of students and consists of several basic stages:
- definition of the problem/issue from a creative point of view;
- during a certain period of time, uncritical recording of thoughts expressed by listeners on a problem (mostly on the board);
- definition of the evaluation criteria to determine whether the idea corresponds to the purpose of the research;
- evaluation of the chosen ideas according to predetermined criteria;
- through exclusion, to highlight those ideas that are most relevant to the issue
- identification of the idea with the highest score as the best way to solve the problem.

6. **Role-playing and situational games** -games, implemented according to pre-designed scenarios, allow students to look at the problem from different positions. This helps them to form an alternative point of view. As well as discussion, these games also develop the student's ability to independently express their position and defend it in an argument

7. **Demonstration method** - this method implies a visual presentation of information. It is quite effective in terms of achieving results. In many cases, it is better to present the material to students in both audio and visual form simultaneously. The material being studied can be demonstrated by both the teacher and the student. This method helps to make visible the different stages of understanding the learning material, to clarify what students will have to do independently; At the same time, this strategy visualizes the essence of the issue/problem. The demonstration can take a simple form.

8. **Inductive method** - determines the form of transfer of any knowledge when, in the process of learning, the course of thought is directed from facts to generalization, i.e., when transferring the material, the process goes from the specific to the general.

9. **Deductive method** - determines the form of transferring any knowledge, which is a logical process of discovering new knowledge based on general knowledge, i.e., the process goes from the general to the specific.

10. **Method of analysis** - helps to break down the learning material as a whole into its component parts. This facilitates detailed coverage of individual issues within a complex problem.

11. **Synthesis method** - involves grouping separate issues into a whole. This method helps to develop the ability to see the problem as a whole.

12. **Verbal or oral method**. This method includes lecture, narration, conversation, etc. In the above process, the teacher conveys and explains the learning material through words, and students actively perceive and internalize it by listening, memorizing, and understanding.

13. **Writing work method** - implies the following forms of activity: copying, taking notes, making a synopsis of the material, composing theses, writing an abstract or essay, etc.

14. **Explanatory method** - is based on discussing a given issue. In the process of explaining the material, the teacher brings concrete examples, the detailed analysis of which is made in the framework of the given topic.

15. **Activity-based learning** - requires the active involvement of the teacher and the student in the learning process, where the practical interpretation of theoretical material is especially important.

16. **Project development and presentation** - during the work on the project, the student uses the acquired knowledge and skills to solve a real problem. Project-based learning increases students' motivation and responsibility. The work on a project includes the stages of planning, research, practical activity, and presentation of the results in accordance with the chosen issue. A project is considered to be realized if its results are presented in a clear and convincing manner and in a correct form. It can be done individually, in pairs, or in groups. It can also be done within one subject or within several subjects (subject integration). Once completed, the project will be presented to a wider audience,

Student's Knowledge Assessment System

The student's knowledge is assessed on a 100-point scale.
Positive grades are:
- (A)-Excellent - 91-100 points;
- (B)-Very Good – 81-90 points;
- (C)-Good – 71-80 points;
- (D)-Satisfactory – 61-70 points;
- (E)-Sufficient – 51-60 points.

Negative grades are:
- (FX) - Failed to pass – 41-50 points, which means that the student needs more work to pass and is allowed to take an additional exam once with independent work;
- (F) - Failed - 40 points or less, which means that the work done by the student is insufficient and he/she will have to study the subject again.

Fields of employment

A bachelor of European studies can be employed in a state or private institution whose activities are related to the integration of European structures of Georgia; with a wide range of activities related to the European Union and European countries; with foreign policy and diplomacy of European countries; with international intergovernmental and non-governmental organizations.

Opportunities for continuing education

Graduates can continue their studies on a master's program.

Human and material resources needed to implement the program

The program is provided with appropriate human and material resources. The academic staff of the university, as well as invited specialists with appropriate competencies, lead the educational components provided by the educational program. For additional information on human resources, see the attached documentation (CV).

The possibility of achieving the goals and learning outcomes provided for by the bachelor's program is provided by the educational auditoriums equipped with appropriate equipment and inventory, professorships, the library and the fund located in it on book and electronic media, computer class, computer programs, continuous Internet.

Number of attached syllabi: 46