



Course Syllabus: POS 4931/0232 & EUS 3930/01E9

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Class Meeting

MTWRF 4 12.30-1.45 pm
Anderson Hall 0134

Office hours and location:

321 Anderson Hall,
MTWTh—9.00-10.00 am & by appointment

Course Description

The main goal of the course is to familiarize the students with the historical process and the institutions that have underpinned the making of EU's external action, the relations between the EU, its major partners, and authoritarian competitors. The course is divided into four parts. Part one provides a historical overview of the development of EU's foreign policy. Part two focuses on the institutional arrangements and presents key actors in the making of EU's foreign policy. Part three reviews the EU's main external policies grouped in four categories: development, trade, Common Foreign and Security policy (CFSP) and Common Defence and Security Policy (CSDP). Part four presents the actions of the EU with regard to several actors and regions: US, China, Russia, the Eastern and Southern Neighborhood.

Course Materials

There is one required book for the class. Please note previous/older editions are not acceptable.

- Federiga Bindi and Irina Angelescu (eds.), *The Foreign Policy of the European Union. Assessing Europe's Role in the World*, (Washington, DC: Brookings Institution Press, 2012)
- Additional readings will be available to students electronically via Canvas or via email.

STUDENTS ARE RESPONSIBLE FOR ALL MATERIALS COVERED IN LECTURES, READINGS, HANDOUTS, & POSTINGS ON THE COURSE WEBSITE.

E-Learning in Canvas You should become familiar with 'e-Learning in Canvas'. All electronic materials assigned as readings (news articles and book chapters) will be posted here, as well as power point slides for the class. In addition, ALL GRADES will be posted here too.

Policies

1. **Assignments:** All assignments must be submitted on line, by the deadline, and handed in to the instructor, at the beginning of the class. Make up exams and late final papers will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required, and notice must be given prior to the deadline.
2. **Academic Integrity:** Academic dishonesty is NOT tolerated in this course. Incidents of plagiarism and cheating will be dealt with severely. Any incident of cheating on an exam will result in zero credit for that exam. A documented incident of plagiarism will result in a grade of “D” if the plagiarism extends to no more than a few sentences. More extensive plagiarism will result in a grade of “F” for that assignment. Following the UF policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action. Read the Code of Student Conduct <http://www.dso.ufl.edu/sccr/honorcode.php>
3. **Courtesy:** Don’t come late and turn off your cell-phones. Any disruptive behavior (reading newspapers or materials related to other courses, talking outside of class discussions) will not be tolerated and you will be asked to leave the class.
4. **Special Needs:** If you have a disability that requires special arrangements (e.g. note- and/or test-taking), please register with UF’s Office of Students with Disabilities and contact me **within the first 3 days** of class. Every effort will be made to accommodate those with registered disabilities.

Grading scale: (<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>):

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
93-100	90-92.9	87-89.9	83-86.9	80-82.9	77-79.9	73-76.9	70-72.9	67-69.9	63-66.9	60-62.9	<59.9

****I reserve the right to alter this schedule with prior notice—three days in advance.**

Learning Objectives

After this course, you should be able to:

Knowledge (cognitive level)

- To acquire basic knowledge of the history of the development of the European Union.
- To acquire foundational understanding of the core EU institutions.
- To develop a thorough knowledge of the development of the foreign and security policy of the European Union.
- To acquire information regarding new security threats and the efforts of the European Union to address them.

Skills

- To increase the capacity for close reading and critical interpretation of academic writing on the European Union
- To gain familiarity with current events and the role of the EU on the global stage through engagement with relevant policy actors.
- The acquisition of critical thinking skills through active participation in class discussions and debates and the completion of in class essay exams.
- Develop writing skills through the completion of a 1000-1500 word take home ‘response’ paper.

Attitudes

- To develop a greater familiarity with world events and the global role of the European Union
- To gain greater appreciation for the interconnectedness of global events

Grading Criteria:

Students will be evaluated as follows:

➤ In-class Attendance / participation	10%
➤ In-class first examination	20%
➤ In-class second examination	20%
➤ In-class simulation	20%
➤ Final take-home examination	30%

Further description of assessment activities:

Regular attendance & participation (10%): Summer classes are intense –they require lots of readings and preparation over a very short period of time. Attendance will be taken daily and students are allowed only one unexcused absence. Each additional unexcused absence will result in points being deducted from the student’s final grade (100 point scale). Most importantly, students are required to engage in classroom discussions and be active participants in all class activities to receive full credit for participation, simple attendance is not sufficient. To make sure you keep up with the readings pop-up quizzes at the beginning of the class on the readings of that particular day are not excluded.

In-class exams (20% each, 40% total): There will be two in-class essay/short answer exams, one approximately every two weeks. Essay exams are intended to evaluate understanding of core themes covered in class and assigned readings. In class exams will consist primarily of short answer essay questions, but may include other question formats (fill in the blanks, true/false, etc). The first exam will cover the first two weeks and the second exam will cover the following two weeks (Dates: May 22 & June 5)

In-class simulation (20%): The simulation, which will be handled by the European Council, will take place during T/W of the last week of class but the bulk of the work required for this simulation to go smoothly will be done before these days. The topic to be addressed will be **“What should be the common EU position toward the conflict in Ukraine and Russia? Should the EU reconsider allowing Ukraine to apply for EU membership candidacy (out of fear of Russian retaliation)?”**

Here are the following small written assignments related to the simulation:

1. At the end of week one, each student will be assigned a country.
2. At the end of beginning of **week 4**, each student will have searched and authored ‘alter-ego’ profiles of the person in their position. (5%) The information for this assignment can be found on the internet, news articles and on the member state sites.
3. At the end beginning of **week 5**, each student will have produced a country profile (5%). Students will have to investigate the history, politics, economics, and current demographics of their country. Most importantly, they will have to study the relationship with their bordering nations and their interests in the EU. This assignment allows students to understand the background and preferences of their country.
4. At beginning of **week 6**, each student will have produced a policy position paper (5%). Student should write a short diplomatic statement, which will be read at the beginning of the conference.
5. Conducting the simulation (5%)—T/W in class.

More details on each step will be provided in class.

Final Exam - take home essay (30%): Students will be provided with essay topics (some choice among topics may be provided) and will be expected to write two (2) essays of approximately 1,000 words (roughly 4-5 pages) each. **These essays must be typed and submitted via Canvas.** Students will receive the essay topics on **June 18** and will have until the officially assigned final exam time for the course to turn in their papers. Ample citations from in class reading and other sources (including news papers and other electronic journals, etc.) should be used. For the final take home paper all norms of written text should be employed – this includes careful formatting (using times roman, 12 point font and 1 inch margins), careful check of spelling and grammar as well as and proper citation and referencing.

More details on the take home final exam will be provided in class.

For citations please use the ‘Harvard style’ information available at: <http://libweb.anglia.ac.uk/referencing/referencing.htm>. For additional information on citation and referencing please see the short guide for “Acknowledging, Paraphrasing, and Quoting Sources”, available at: http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

I will organize a quiz on the documents listed above on plagiarism towards the end of the semester (date TBA).

Written Assignment – Grading Criteria

The following criteria will be applied in assessing your written work (in class and take home). This rubric will be applied to each question / paper topic:

Grading Form

	0-1 point	2-3 points	4-5 points
Ability to summarize a complex factual background	Some factual information is missing or the topic is not clearly identified	Most relevant information is presented but the core analytical elements are not clearly identified	Key facts are presented in an original, succinct, and analytical manner.
Critical thinking	Flat and imprecise writing; flaws in the analysis, no critical understanding of the topic	Good use of sources and/or arguments, but no critical/independent understanding of the topic analysed.	The work reveals a personal and theoretically driven understanding of the analysed topic.
Structure, writing, bibliography and referencing (take home paper only)	The argument is not developed in a coherent way; Language is poor. References are incomplete and the quoting system is not coherent. Less than 3 <i>good</i> references.	Some important conceptual and analytical pitfalls in the development of the argument; the writing is hard to read. At least 3 <i>good</i> references	The argument is developed in a coherent and appropriate way; Language is overall correct; At least 5 <i>good</i> references covering factual background and theories.

Detailed Course Schedule

Part I: The Historical Context

Week 1 (May 11-15)

- Introductions and discussion of course expectations and requirements.
- Review of European and EU history in the 20th century.

READINGS:

1. Bindi and Angelescu, Chapters 1,2,3
2. Michelle Cini & Nieves Borrigan, European Union Politics (2010), 3rd edition, Chapters 2,3,4 (on Canvas or sent via email)

T—read:

Bindi & Angelescu, Chs 1, 2, 3

W—read:

Cinni & Borrigan, Chs 2, 3, 4

Th/F—catch up on the readings

Main Points

- What have been the critical junctures in the development of the EU, including, but not limited to the core treaties.
 - Analysis of patterns of evolution within the European Unions across time
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Part II: The EU Institutions & their Interactions

Week 2 (May 18-22)

EXAM I (history and institutions) held Friday, May 22

- Survey of core institutions: The executive branch (European Council and the Commission).
- The legislative branch (European Parliament and Council (of Ministers))
- The European External Action Service (EEAS)

READINGS:

1. Michelle Cini & Nieves Borrigan, European Union Politics (2010), 3rd edition, Chapters 10,11,12 (via Canvas or email).
2. Mario Telo and Frederik Ponjaert (eds). The EU's Foreign Policy, What Kind of Power and Diplomatic Action?, Chapters 4 &5 (via Canvas or email)

M—read:

Cini & Borrigan, Ch 10 &11

T—read:

Cini & Borrigan, Ch 12

W—read:

Telo & Ponjaert, Chs 4&5

Th—catch up on the readings and bring questions for the test

F—in class test

Main Points

- Greater understanding of the EU as a political system
 - Understanding the implications of the character of the EU political system in terms of decision making and representation
 - Increased familiarity with the EEAS, the external face of the EU
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Part III: Main External Policies**CFSP & CSDP**Week 3 (May 25-29)

- Introduction to European Security
- CFSP and CSDP- History Institutions and Implementation
- The Impact of Lisbon on the EU's Global Presence.
- EU Security Operations

READINGS

1. Christopher Hill and Michael Smith, *International Relations and the European Union* (second edition) (Oxford: Oxford University Press, 2011) Chapters 3, 4, 8, 9 (via Canvas or email)

M—read:

Hill & Smith –chs3&4

T—read:

Hill & Smith –ch 8

W—read:

Hill & Smith –ch 9

Th/F—catch up on the readings

Main Points

- What are the historical events that led to the development of CFSP and ESDP?
 - What has the EU actually done to play a larger role in global affairs?
 - How have the institutions evolved to allow the EU to become a global actor in security affairs?
 - What capabilities does the EU have to be a global security provider?
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EU as a 'soft power'Week 4 (June 1-5)**EXAM II (CFSP, CSDP, EU as a 'soft power') held Friday, June 5**

- Economic power and trade
- Humanitarian and developmental aid

READINGS:

1. Christopher Hill and Michael Smith, *International Relations and the European Union* (second edition) (Oxford: Oxford University Press, 2011) Chapters 11, 12, 13, 14

M—read:

Hill & Smith –chs 11& 12

T—read:

Hill & Smith –ch 14

W—read:

Hill & Smith –ch 13

Th/F—catch up on the readings

Main Points

- What role do the colonial legacies play in shaping the geographical scope of EU's international presence?
- What are the main characteristics of the European Neighborhood Policy?
- How successful has the EU become in playing a more influential role from all three points of view: political, economic, and militarily.

Part IV: EU and Other States
The EU and the US
The EU and Major Authoritarian Challengers

Week 5 (June 8-12)

- EU and the United States
- EU and the BRICs
- The Emerging New World Order
- China and Russia

READINGS

1. Meunier, Sophie. “A Faustian Bargain or Just a Good Bargain? Chinese Foreign Direct Investment and Politics in Europe”. *Asia-Europe Journal* 12.1 (2014): 143-158. (via Canvas or email)
2. Christopher Hill and Michael Smith, *International Relations and the European Union* (second edition) (Oxford: Oxford University Press, 2011) Ch 16
3. Bindi and Angelescu, Chapters 7, 8, 13, 18

M—read:

Bindi & Angelescu, ch. 13

T—read:

Hill & Smith –ch. 16

W—read:

Meunier

Bindi & Angelescu, chs 7, 8, 18

Th/F—catch up on the readings

Main Points

- How do the EU and the US cooperate and conflict in international affairs?
- What are the main characteristics of the multilateral organization named BRIC(S)? When and why was it founded? How did the EU respond to this new player in the international system?
- Why is the EU engaging in foreign relations with Russia and China? What interests is the EU pursuing when signing up 'strategic agreements' with the 2?
- What points of contention or 'frictions' can emerge between the EU and Russia or the EU and China? How serious are these points of contention in stopping the diplomatic dialog?

Week 6 (June 15-19)

FINAL paper topics distributed on June 18

In-class simulation June 16-17

M—in-class preparation for the simulation

T/W—in-class simulation

Th—final wrap-up and discussion of the take-home exams

F—work on your take-home tests