



Vesalius College  
Brussels

## Course Syllabus: POL 334G/E: The European Union in the World

### Contact Details for Professor

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### Office hours and location:

By appointment only

### Course Prerequisites (if any)

HUM201P/112E

### Learning Objectives

The main goal of the course is to familiarize the students with the institutions that are responsible for the external action of the EU, the relations between the EU, its major partners, and authoritarian competitors, and the scope of EU's involvement in global affairs.

### Course Description

This course will explore the changing role of the European Union (EU) on the global stage. Although many of the individual countries of Europe have at various point in history played leading roles in world affairs (political, military or trade and economics) the two world wars effectively diminished the influence of most of Europe's countries as individual actors. However, the development of the European Economic Community and today's European Union has served to return Europe as a whole to the global stage in a leading role. Although no longer colonial powers, the combined member states of the EU today make up the largest market in the world and have demonstrated their capacity to impact the world through diplomacy, strategic bargaining and even the projection of military force. This course will examine the evolution of the EU's global influence through an analysis of several key areas of influence, including the EU Neighborhood Policy, the development of the Common Foreign and Security Policy (CFSP) / Common Security and Defense Policy (CSDP) and EU initiatives in humanitarian & economic assistance.

The course will consist of lectures, guest lectures (as possible), visits to international institutions (as possible). Grades will be based on attendance/participation, two in-class exams and a final take-home essay exam (final exam). Prof. Kreppel will teach the sections on the European institutions through the first exam. Prof. Selden will teach the following two weeks, on the transatlantic relationship and CFSP. Prof. Magda Giurcanu ([magiur@ufl.edu](mailto:magiur@ufl.edu)) will teach the remainder of the course.

### Course Materials

There are two required books for the class. Please note previous/older editions are not acceptable.

- Andreas Staab, *The European Union Explained: Institutions, Actors, Global Impact* (3<sup>rd</sup> edition), University of Indiana Press, 2013, ISBN-10: 0253009723
- Christopher Hill and Michael Smith, *International Relations and the European Union* (2<sup>nd</sup> edition) Oxford University Press, 2011, ISBN-10: 0199544808
- Additional readings will be available to students as photocopies and/or electronically.

## **Learning Objectives**

The objectives of this course are the following:

### Knowledge (cognitive level)

- To acquire basic knowledge of the history of the development of the European Union.
- To acquire foundational understanding of and familiarity with the core EU institutions.
- To develop a thorough knowledge of the development of the foreign and security policy of the European Union.
- To gain critical awareness of the central role of the European Union in the international political and security environment.
- 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 acquire a passion for life-long learning, commitment to one's work and the ability to be open and critical towards one's own and others' perspectives.
- 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 Scale

Vesalius College grading policy, in line with the Flemish Educational norms, is as follows:

Grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	Below 50	0-49

Students will be evaluated as follows:

- In-class Attendance / participation 20%
- First examination 20%
- Second examination 20%
- Final examination 40%

### Further description of assessment activities:

**Regular attendance & participation (20%):** There are only 12 days of class (each two periods long). As a result, students are allowed only one unexcused absence. Each additional unexcused absence will result in 5 points being deducted from the student's final grade (100 point scale). 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.

**In-class exams (20% each, 40% total):** There will be two in-class essay/short answer exams, one approximately every two-three weeks.

**Final Exam – take home essay (40%):** Students will be provided with set 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.** Students will receive the essay topics on the last day of class after they turn in the last of the two in-class exams. Ample citations from in class reading and other sources (including news papers and other electronic journals etc) should be used. More details on the take home final exam will be provided in class.

### 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 College 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.

**Abbreviated Course schedule**

<b>Week</b>	<b>Topic of the Lecture</b>	<b>Activities and in class</b>
<b>Part I –Introduction</b>		
W1	Introduction to the course and to the history of the EU	Discussion of the course, exams and expectations
W2	Introduction to the core EU institutions	Visit to the Parliamentarium/Info point
<b>Common Foreign and Security Policy (CFSP)</b>		
W3	The development of CFSP	Visit to the EEAS (TBC) Exam I (history, institutions CFSP)
W4	Transatlantic relations	Visit to the US mission to the EU (TBC)
<b>EU in the World</b>		
W5	EU as ‘Soft Power’	Visit to the Commission
W6	EU and Authoritarian Regimes	Exam II (Transatlantic relations, soft power and EU-Authoritarian regime relations) Visit to the Council of Ministers Distribution of final exam take-home paper topics
W7	<b>Final Exam Week – Final paper due</b>	

**Detailed Course Schedule****Current Issues in the Development of the European Union**

## Introduction I: The Historical Context (Kreppel)

*Week 1 (May 27-28)*

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

## READINGS:

1. McCormick and Olsen, The European Union (5<sup>th</sup> Edition), Westview Press, 2014. Chapters 1-4.

*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 and have there been variations in these patterns
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## Introduction II: The Institutions &amp; their Interactions (Kreppel)

*Week 2 (June 3-4)*

- Introduction to the EU political system in comparative context.
- Survey of core institutions: The executive branch (European Council and the Commission).
- The legislative branch (European Parliament and Council (of Ministers)) and Judiciary (European Court of Justice).

*Trips*

- Visit to the Parlamentarium/Info point

## READINGS:

1. McCormick and Olsen, The European Union (5<sup>th</sup> Edition), Westview Press, 2014. Chapters 5-9.

*Main Points*

- Greater understanding of the EU as a political system – comparative analysis of fused and separation of powers systems
  - Understanding the implications of the character of the EU political system in terms of decision making and representation
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## The Common Foreign and Security Policy (CFSP) (Selden)

*Week 3 (June 10-11)***EXAM I (history and institutions and CFSP history)**

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

*Trips*

- Visit to or speaker from European External Action Service (to be confirmed)

## READINGS

1. Christopher Hill and Michael Smith, *International Relations and the European Union* (second edition) (Oxford: Oxford University Press, 2011) Chapters 1 (pp. 3-18), 3 (only up to pp 58), 4 (pp. 76-100), and 8 (pp 172-190)

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?
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## CFSP Applied: The Transatlantic Relations (Selden)

Week 4 (June 17-18)

- EU Security Operations
- The Transatlantic Dimension: NATO and NATO-EU Relations
- EU and the United States

Trips

- Visit to the US Mission to the EU (to be confirmed)

## READINGS:

1. Christopher Hill and Michael Smith, *International Relations and the European Union* (second edition) (Oxford: Oxford University Press, 2011) Chapter 17 (pp. 404-429)
2. Jolyon Howorth & Anand Menon (2015) Wake up, Europe!, *Global Affairs*, 1:1, 11-20. <http://dx.doi.org/10.1080/23340460.2015.995346>

Main Points

- What capabilities does the EU have to be a global security provider?
  - How do the EU and NATO cooperate and what issues tend to block closer cooperation?
  - How do the EU and the US cooperate and conflict in international affairs?
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## The EU as a “Soft Power” (Giurcanu)

Week 5 (June 24-25)

1. Economic power and trade
  - Humanitarian and developmental aid

Trips

- Visit to the European Commission (confirmed, June 24)

## 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 (pp. 247-348).
2. Richard Youngs, “A new geopolitics of EU Energy Security,” Carnegie Europe, 2014. <http://carnegieeurope.eu/publications/?fa=56705>

Main Points

- What are the main drivers of EU's international presence?
  - 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.
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## The EU and Major Authoritarian Challengers (Giurcanu)

Week 6 (July 1-2)

**EXAM 2 (Transatlantic Relations, Soft Power, Authoritarian Challengers)**  
**FINAL paper topics distributed (due during exam week).**

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

Trips

- Visit to the Council of Ministers (confirmed, July 2)

## READINGS

1. Mara Caira, "The EU-China Relationship: From Cooperation to Strategic Partnership", pp281-289, in Federiga Bindi and Irina Aneglescu (eds.), *The Foreign Policy of the European Union. Assessing Europe's Role in the World*, (Washington, DC: Brookings Institution Press, 2012) PHOTOCOPIES
2. Serena Giusti and Tomislava Penkova, The European Union and Russia: Engaged in Building a Strategic Partnership, pp 118-133, in Federiga Bindi and Irina Aneglescu (eds.), *The Foreign Policy of the European Union. Assessing Europe's Role in the World*, (Washington, DC: Brookings Institution Press, 2012) PHOTOCOPIES
3. 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.
4. Meunier, Sophie, Brian Burgoon, and Wade Jacoby. "The Politics of Hosting Chinese Direct Investment in Europe". *Asia-Europe Journal* 12.1 (2014): 109-126.

Main Points

- 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?

## **Further description of assessment activities and Grading Criteria**

### **1. Attendance**

Summer courses are intensive and meet only a limited number of times. For this reason regular attendance and participation are critical. There are a total of 12 days and 24 class sessions. Each class session will count for ½ when counting absences. *Students are allowed only one unexcused absence.* Each additional unexcused absence will result in 5 points being deducted from the student's final grade (100 point scale). In addition to being physically present, students are expected to engage in classroom discussions and be active participants in all class activities to receive full credit for participation, simple attendance is not sufficient. Students with significant personal obstacles to in class participation should contact the professor at the beginning of the course to discuss alternative options for getting full participation credit.

### **2. Exams**

There are two in-class exams, each worth 20% (40% total). The first exam will cover the first three weeks of the course and the second will cover the final three weeks of the course. Exams will generally be held in the second session of the final course day of the week (unless moved to accommodate an off campus visit). 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 etc.).

### **3. Final take-home paper/exam**

On the last day of class a set of paper topics will be distributed. Students will have until the officially assigned final exam time for the course to turn in their papers. All papers must be typed. Students will be able to choose among the topics offered. Papers should rely primarily on the assigned texts and class lectures and official visits, however limited external materials may also be used if desired by the student. For the final take home paper all norms of written 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.

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](http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf)

### **Additional Course Policies**

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.

### **Academic Honesty**

Academic dishonesty is **not** tolerated in this course. Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College 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.

### **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 criteria**

	<b>0-1 point</b>	<b>2-3 points</b>	<b>4-5 points</b>
<b>Ability to summarize a complex factual background</b>	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.
<b>Demonstrable understanding of core theories and ability to compare them</b>	Misrepresentation and/or incomplete presentation of core theories, the absence of interpretation and/or application of some theories	Good presentation of core theories, but incomplete interpretation or application or incomplete presentation of theories, but good application/interpretation of those presented	Clear concise presentation and comparison of theoretical frameworks and interpretation of their implications
<b>Critical thinking</b>	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.
<b>Structure, writing, bibliography and referencing (take home paper only)</b>	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.