

**INRL30400****Syllabus****EU Foreign Policy****Understanding How The European Union And Its Member States Engage With The World****Index**

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## Introduction

Current events in the very heart of Europe have focused the world's attention on the foreign policy of the European Union and its member states. This module seeks to provide students with the tools to understand and critically engage with different areas of the EU's external engagement: from trade power and climate diplomacy to its security and defense policy. The course will explore (and problematize) the Union's tools and capabilities and the way in which its member states relate to the EU in the realm of foreign policy.

The module is structured along two weekly sessions, a lecture and a seminar. Lectures will provide students with the foundational knowledge on theoretical approaches to EU foreign policy as well as on the different actors, decision-making procedures and domains of EU foreign policy. During the seminars, students will critically engage with the material covered in the lectures, by means of structured in-class debates, empirical case studies, group presentations and, in the last week of the course, a discussion with EU officials and national diplomats.

The goal of the module is to introduce students to core debates in EU foreign policy and to provide them with the tools to understand its evolution and critically to assess its impact and effectiveness – both within and outside of the EU. To that aim, students will be asked to give an oral presentation on one of the weekly seminar topics, with the rest of the class acting as discussant assigned discussant. The second half of the seminar will be devoted to a group discussion on policy issues that relate to both that week's lecture and seminar presentation. Additionally, students will have to submit a 1,000 word 'EU foreign policy in the news' assignment (more below), critically examining how a particular EU foreign policy measure was covered by national news outlets. The final assignment will consist of a 2,500-word essay on one of the assigned topics (or on a topic of choice to be agreed with the lecturer).

## Contact details and office hours

Before contacting the module instructor, be sure to carefully read the syllabus. Also, make sure to include the module code (INRL30400) in the subject of any email communication.

**Lecturer:** Marianna Lovato

**Email:** marianna.lovato@ucdconnect.ie

**Office hours:** In-person or online office hours are available by appointment.

## Learning outcomes

By the end of the course, students will:

- Be able to apply theories of international relations and European integration to understand the evolution of EU foreign policy
- Be familiar with EU foreign policy institutions and decision-making procedures as well as EU member states' foreign policies and contemporary debates in the literature on EU foreign policy and external relations
- Critically assess the effectiveness, shortcomings and opportunities of EU foreign policy
- Critically engage with (national) news coverage of EU foreign policy

- Engage with the outcomes and practical ramifications of EU foreign policy

They will also gain and strengthen the following transferable skills:

- Engage with the scientific literature as well as policy research, identify research puzzles and knowledge gaps
- Develop analytical and presentation skills, including the ability to construct critical and persuasive written and oral arguments
- Conduct independent research, select and critically engage with academic sources and use evidence to support their arguments

**Prior knowledge required:** having attended INRL20160 – The Politics of the EU is advised but not required.

## Assessments

<b>Group presentation</b>	30%
<b>Discussant</b>	10%
<b>EU foreign policy in the news</b>	20%
<b>Final essay</b>	40%

### Group presentation

- Presentation topics are listed under every weekly seminar (see below) and will be allocated by end of the first week by the lecturer, taking into account student preferences (as far as possible).
- Presentations will be **15-minute long** (no more than 15 slides) and a one-page outline is to be uploaded on Brightspace 24 hours in advance. The outline **must include the bibliography** (on the second page).
- The **presentations should not be a summary of the readings** assigned for that week, although students may certainly use the readings assigned for the week as references. Instead, the presentation **should address the assigned question** by making a clear argument. Presenters must develop a thesis in answer to the assigned question and structure the presentation so as to defend and support that thesis. Students must show independent research as well as original and critical thinking. Presentations must also follow a coherent and clear structure and students will be assessed on the quality of their delivery as well as on the contents of their presentation.
- The **final presentation grade will be the same for all members of the group**.
- The group presenting will have the chance to meet with the lecturer **one week ahead of the allotted presentation time** to discuss their approach. Students will then have enough time to make revisions ahead of the presentation, in line with the lecturer's feedback.
- The presentation is a **group effort**: students within the same group should **start coordinating as soon as possible** to arrange the work, so that they can get feedback early from the lecturer.

### Discussant role

- After each presentation, the class will be divided into small groups, who will have 5-10 minutes to formulate **at least two questions** in response to the presentation.

- The lecturer will then allow the groups to direct their questions to the presenters, who will be given a chance to respond.
- **Each member of the group** will then have to upload the questions on Brightspace, which will be marked by the lecturer with either a 0 or 1. The points accumulated each week will then be summed up and amount to 10% of the overall course grade.

### *EU foreign policy in the news* brief

- Every student will have to pick a news story pertaining to EU foreign policy that is being covered in the news and write a short brief. An example of the *EU foreign policy in the news* brief will be circulated by the lecturer during the first week of class.
- The brief **must** include the following:
  - Provide some background information on the issue
  - Describe the current policy issue/problem/crisis situation that is being covered in the news.
  - Discuss the merits of any proposed policy solutions
  - Provide the student's personal opinion
- Briefs on difficult policy choices or dilemmas are particularly encouraged.
- Students should rely on **minimum 4-5 sources**. These can include print or online news sources – ideally in different languages/from different member states – data repositories (e.g. OECD, Eurobarometer, European Social Survey, Eurostat) and official websites from EU institutions (e.g. European Commission, Council of Foreign Affairs, EEAS, EU Delegations in third countries). Students **must not** rely on Wikipedia or websites that include non fact-checked, non-verifiable information (e.g. student revision websites, personal blogs).
- The brief must include an **original title**.
- The bibliography and in-text citations must follow **Harvard Citation Style** ([see this page](#) of the UCD Library website for detailed guidelines).
- Students will submit the assignment as a **1,000-word written submission (+/-10%)** no later than **5 pm on Friday 28<sup>th</sup> October** (on Brightspace).
- Together with the *EU foreign policy in the news* assignment, students will also have to include a declaration of authorship, which can be found here: <https://www.ucd.ie/spire/t4media/School%20Declaration%20of%20Authorship%20form%202019%20Web.pdf>
- Students are required to **submit a PDF copy of their assignment (including the declaration of authorship) electronically via Brightspace** by the set deadline.

### Final essay

- For the final assignment, students will choose and answer **ONE** of the following essay questions. Alternatively, students may choose to write their final essay on topic of their choice, to be agreed with the lecturer **no later than week 6**:
  - *Read the 2003 European Strategic and the 2015 Global European Strategy and answer the following: How do these two documents – written over 10 years apart – reflect the evolutions of the geopolitical environment as well as the institutional changes of EU foreign policy?*
  - *Was EU enlargement the greatest success story of EU foreign policy?*
  - *Draw on one of the theories on European integration explored in the course to explain the recent decision to grant Ukraine and Moldova candidate status.*

- *Following Russia's invasion of Ukraine, several EU member states' attitudes towards cooperation in the area security and defense changed radically (see e.g., Denmark's decision to join CSDP, Sweden and Finland's decision to join NATO, Germany's ramping up of its defense spending). Considering this rapidly changing context, is neutrality a feasible way forward for Ireland?*
- *Is the EU a post-colonial power? Support your answer with examples from different areas of EU external action discussed in the course (e.g. external trade policy, external migration policy, development policy).*
- *Sanctions are becoming one of the main instruments in the EU foreign policy toolbox. Assess the effectiveness of the Union's use of sanctions in the following three case studies: Syria, Iran and Ukraine.*

### Essay writing guidelines:

- The essay should be **2,500 words (+/- 10%), excluding bibliography.**
- The essay should include (1) a title page with the essay title (students need to come up with an **original title**), (2) the question they are answering (or the original topic they decided to write on), (3) student number and (4) the number of words.
- The bibliography and in-text citations must follow **Harvard Citation Style** (see [this page](#) of the UCD Library website for detailed guidelines)
- The essay needs to be **clearly structured**, well researched (students must include **at least 2-3 references that are not part of the course syllabus**) and stylistically correct (no typos). It must make an analytical and original argument.
- Students will submit the assignment on Brightspace no later than **5 pm on Friday 16<sup>th</sup> December.**
- Together with their final essay, students will also have to include a declaration of authorship, which can be found here: <https://www.ucd.ie/spire/t4media/School%20Declaration%20of%20Authorship%20form%202019%20Web.pdf>
- Students are required to **submit a PDF copy of their assignment (including the declaration of authorship) electronically via Brightspace** by the set deadline.

### Grading rubric

Each assignment will be assessed following the [UCD Grading Rubric](#). The guidelines below – specific to each assignment – describe what an A grade would correspond to.

Oral presentation	Discussant	EU foreign policy in the news	Final essay
The presentation should show high-quality independent research, demonstrating a nuanced understanding of the material assigned for that week and using additional high quality academic work. Ability to integrate material/concepts from	The groups should come up with questions asking for clarification on any issues that the presenters might have left unaddressed or not elaborated upon.  Questions can also challenge the claims	The short article should display a clear mastery/in-depth knowledge of the news sources and other relevant material, which must be used effectively and appropriately for the different sections of the assignment: (1) background information, (2) statement of the policy issue, (3) discussion of policy	The essay should show high-quality independent research, demonstrating a nuanced understanding of the material covered in the module and using additional high quality academic work.

<p>previous weeks is a plus.</p>	<p>proposed by the presenters.</p> <p>Questions should be original, clearly phrased and relevant.</p> <p>Each group is encouraged to put as much effort into the formulation of the question as possible, also as a sign of respect towards the students who just presented.</p> <p>Completing the readings for that week's lecture and seminar is instrumental for the group to come up with pertinent and relevant questions</p>	<p>solution(s) and (4) conclusion and student's opinion.</p>	
<p>The presenters should be extremely familiar with the content and structure of the presentation and should not heavily rely on notes or cards.</p> <p>Their oral delivery should be clear, confident and engaging (maintain eye contact with the audience, aiding their presentation with body language).</p>		<p>The brief displays analytical originality all the while synthesizing in a clear manner national and EU-wide debates on a particular issue.</p> <p>The progression of ideas is logical from beginning to end.</p> <p>The introduction should include a hook that draws the reader in and the conclusion should be incisive and help summarize the gist of the issue at hand.</p>	<p>The essay should display analytical originality, make clear, thoughtful and well-articulated arguments, substantiated by appropriate evidence.</p> <p>The progress of ideas should be logical from beginning to end.</p> <p>The claims should be clearly stated and strongly maintained.</p> <p>The essay should engage with opposing/alternative claims, if there are any.</p>
<p>The structure of the presentation should be clear, the claims should be clearly stated and strongly maintained,</p>		<p>The writing style is incisive and rhetorically persuasive. There are no grammatical errors, typos, and the Harvard referencing style is used correctly and consistently.</p>	<p>The essay structure is clear and supports the arguments. The writing style (including sentence structure and use of punctuation) is clear and precise. There should be no grammatical errors, typos, and the Harvard referencing style is used correctly and consistently.</p>
<p>Organization and aspect of the presentation slides is well curated, clear and easy to follow (layout, clarity, use of images/videos). Both in the slides and in the</p>			

outline to be shared with the discussant and lecturers there should be no grammatical errors, typos, and the Harvard referencing style should be used correctly and consistently.			
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## Late submission policy

If you anticipate that any one of your assignments will be late due to circumstances out of your control, make sure to apply for late submission: <https://www.ucd.ie/spire/study/currentundergraduatestudents/commonundergraduatequestions/>

## Plagiarism

Plagiarism is the use – without acknowledgement – of the intellectual work of other people, and the act of representing the ideas or discoveries of others in one's own written work submitted for assessment. Please familiarize yourself with UCD's plagiarism policy and how to avoid inadvertently plagiarizing other people's work: <https://libguides.ucd.ie/academicintegrity>.

**Plagiarism is taken extremely seriously and can result in a fail grade for the module, disciplinary action, or removal from the module.**

## Course readings

**NOTE:** all readings listed in the syllabus are either available in eBook version on the UCD Library Catalogue or have been uploaded on Brightspace in PDF version.

### **Required course textbook:**

- Christopher Hill and Michael Smith (eds.) (2017). *International Relations and the European Union*, 3rd edition, Oxford University Press. **[eBook available in the UCD Library Catalogue]**

### **Background readings on EU policy-making**

- Cini, Michelle (ed) (2007) *European Union Politics*, 2<sup>nd</sup> edition, Oxford: Oxford University Press.
- Hayes-Renshaw, F. and Wallace, H. (2006) *The Council of Ministers*, Basingstoke: Palgrave Macmillan. **[eBook available in the UCD Library Catalogue]**
- Wiener, A., T. A. Börzel and T. Risse (eds.) (2018) *Theories of European Integration* (3rd edition). Oxford: Oxford University Press. **[eBook available in the UCD Library Catalogue]**

### **Recommended readings:**

- Keukeleire, S. and Delreux, T. (2014). *The Foreign Policy of the European Union*, 2<sup>nd</sup> edition, Houndsmill: Palgrave.
- Hadfield, A., I. Manners, and R. Whitman (2017). *Foreign Policies of EU Member States. Continuity and Europeanisation*, Routledge: Abingdon.

### Where to read/listen about EU foreign policy?

- POLITICO's *Brussels Playbook* (daily newsletter): **this is a particularly helpful resource for the EU foreign policy in the news assignment**
- London School of Economics, Blogs, EUROPP (European Union Politics and Policy): <https://blogs.lse.ac.uk/europppblog/>.
- POLITICO's *EU Confidential* (podcast).
- *IIEA Talks* (podcast) – check out their new IIEA Insights series.
- Policy reports/analysis from any of the following institutes/think tanks: e.g. [European Union Institute for Security Studies](#), [Institute of International and European Affairs](#), [European Council on Foreign Relations](#).
- Check out KU Leuven's [Exploring EU Foreign Policy](#), which has excellent resources and literature suggestions on all areas of EU external relations.

### Where to read/listen about world politics and international affairs more broadly?

- [World View](#), *The Irish Times*
- [In The News](#), *The Irish Times*
- [Pod Save the World](#), Crooked Media
- [The Daily](#), *The New York Times*
- [L'Heure du Monde](#), *Le Monde* (in French)

You can also keep an eye on the events organized by the [Institute for International and European Affairs \(IIEA\)](#) here in Dublin.

## Course program

Lectures will take place **every Tuesday at 11.00 am** at Quinn School of Business (**QUI-011**) and seminars will be held **every Thursday at 11.00 am** in Newman (**A-106 ART**).

**Lectures will be streamed live on Zoom.** You can access the Zoom link for each lecture by going on Brightspace, clicking on the INRL30400 Module tab, and then going to Module Tools > Virtual Classroom (Zoom).

<b>Week 1</b> <u>(No seminar)</u>	<b>Lecture:</b> What is EU foreign policy?	13/09/22, QUI-011
	<b>Lecture:</b> Theories and concepts to study EU foreign policy	15/09/22, ART-A106
<b>Week 2</b>	<b>Lecture:</b> How does EU foreign policy work? [part 1]	20/09/22, QUI-011
	<b>Seminar:</b> The Europeanisation of national foreign and security policies: who's influencing whom?	22/09/22, ART-A106
<b>Week 3</b>	<b>Lecture:</b> How does EU foreign policy work? [part 2]	27/09/22, QUI-011
	<b>Seminar:</b> Who's in the driving seat of EU foreign policy?	29/09/22, ART-A106
<b>Week 4</b>	<b>Lecture:</b> From the 2003 European Security Strategy to the 2015 EU Global Strategy: the evolution of Europe's geostrategic environment	04/10/22, QUI-011
	<b>Seminar:</b> European strategic autonomy: more pressing than ever?	06/10/22, ART-A106
<b>Week 5</b>	<b>Lecture:</b> The EU as a global trade power	11/10/22, QUI-011
	<b>Seminar:</b> Sanctions policy and the coercive force of the EU's trade power	13/10/22, ART-A106
<b>Week 6</b>	<b>Lecture:</b> The evolution of the Union's development and humanitarian aid policy	18/10/22, QUI-011
	<b>Seminar:</b> (Post)colonial EU development policy: squaring the circle?	20/10/22, ART-A106
<b>Week 7</b>	<b>Lecture:</b> EU climate and energy policy	25/10/22, QUI-011

	<b>Seminar:</b> What can the EU do to help combat climate change?	27/10/22, ART-A106
<b>Week 8</b>	<b>Reading week – NO LECTURE OR SEMINAR</b>	31/10/22 – 06/11/22
<b>Week 9</b>	<b>Lecture:</b> The European Neighborhood Policy	08/11/22, QUI-011
	<b>Seminar:</b> The Eastern Partnership and Europe's Eastern neighborhood: successes, failures and lessons learned	10/11/22, ART-A106
<b>Week 10</b>	<b>Lecture:</b> The evolution of the Union's Common Security and Defense Policy (CSDP)	15/11/22, QUI-011
	<b>Seminar:</b> Cooperation in defense policy: no longer a taboo?	17/11/22, ART-A106
<b>Week 11</b>	<b>Lecture:</b> EU's actorness in foreign policy	22/11/22, QUI-011
	<b>Seminar:</b> What kind of power Europe? Normative, market and liberal power Europe	24/11/22, ART-A106
<b>Week 12</b>	<b>Lecture:</b> Future challenges and opportunities for EU foreign policy going forward	29/11/22, QUI-011
	<b>Seminar:</b> Roundtable discussion with practitioners and Q&A	01/12/22, <b>Theatre O-ART</b>

## Part 1: the what, how and who of EU foreign policy

### Week 1: What is EU foreign policy?

**Lecture:** How did we end up with EU foreign policy? Explaining member states cooperation in foreign and security policy

**Study questions:** *What do we mean by EU foreign policy? How has the way in which EU member states cooperate over foreign policy evolved over the decades and to what effect?*

- **Compulsory readings:**
  - Keukeleire, S. and Delreux, T. (2017) “European Integration and Foreign Policy: A Historical Overview”. In Keukeleire, S. and Delreux, T. eds. *The Foreign Policy of the European Union* (Basingstoke: Palgrave Mamillan), pp. 35–60.
- **Recommended readings:**
  - Bindi, F. (2012) “European Union Foreign Policy: A Historical Overview”. In Bindi, F. and I. Angelescu eds. *The Foreign Policy of the European Union. Assessing Europe's Role in the World*. 2<sup>nd</sup> edition. (Washington D.C., Brookings Institution Press), pp. 11–49.
  - Verola, N. (2012) “The New EU Foreign Policy under the Lisbon Treaty”. In Bindi, F. and I. Angelescu eds. *The Foreign Policy of the European Union. Assessing Europe's Role in the World*. 2<sup>nd</sup> edition. (Washington D.C., Brookings Institution Press), pp. 40–50.
  - Hill, C. J., and Smith, K. E. (2000), *European Foreign Policy: Key Documents* (London: Routledge).

**Lecture:** Theories and concepts to study EU foreign policy

**Study questions:** *Federalism, intergovernmentalism, neofunctionalism, institutionalism, social constructivism (and more): how do these different theories explain member states' cooperation in*

*foreign policy? Which one do you find more persuasive in accounting for the process of European integration?*

- **Compulsory readings:**
  - Kelemen, D. (2018) “Federalism and European Integration”. In: Wiener, A., T. A. Börzel and T. Risse (eds.) *Theories of European Integration* (3<sup>rd</sup> edition). Oxford: Oxford University Press, pp. 27–41.
  - Cini, M. (ed.) *European Union Politics*. Oxford: Oxford University Press, pp. 85–136.
- **Recommended:**
  - Niemann, A., Z. Lefkofridi and Schmitter P. C. (2018) “Neofunctionalism”, In: Wiener, A., T. A. Börzel and T. Risse (eds.) *Theories of European Integration* (3<sup>rd</sup> edition). Oxford: Oxford University Press, pp. 43–63.
  - Moravcsik, A. and F. Schimmelfennig (2018) “Neofunctionalism”, In: Wiener, A., T. A. Börzel and T. Risse (eds.) *Theories of European Integration* (3<sup>rd</sup> edition). Oxford: Oxford University Press, pp. 64–84.
  - Pollack, M. A. (2018) “Rational Choice and Institutionalism”, In: Wiener, A., T. A. Börzel and T. Risse (eds.) *Theories of European Integration* (3<sup>rd</sup> edition). Oxford: Oxford University Press, pp. 108–127.

## Week 2: How does EU foreign policy work [part 1]?

**Lecture:** EU foreign policy institutions and decision-making processes: the member states

**Study questions:** *What role do member states play in EU foreign policy? How did they design EU institutions? And how have EU institution and EU membership, in turn, shaped member states' foreign policies?*

- **Compulsory readings:**
  - Wong, R. (2017) “The Role of Member States, The Europeanization of EU Foreign Policy?”. In Hill, C., M. Smith and S. Vanhooonacker (eds.) *International Relations and the European Union*. Oxford: Oxford University Press, pp. 143–164.
- **Recommended readings:**
  - Hadfield, A., I. Manners and R. G. Whitman (2017) “Introduction: conceptualizing the foreign policies of EU member states”. In: Hadfield, Amelia, Manners, Ian and Whitman, Richard G. (eds.) *Foreign Policies of EU Member States. Continuity and Europeanisation*, Routledge: Abingdon, pp. 1–20.
  - Müller, P. (2011) The Europeanization of Germany's Foreign Policy toward the Israeli–Palestinian Conflict: Between Adaptation to the EU and National Projection, *Mediterranean Politics*, 16:3, 385–403, DOI: 10.1080/13629395.2011.613672

**Seminar:** The Europeanisation of national foreign and security policies: who's influencing whom?

- **Compulsory readings:**
  - Tonra, B. (2012) “Security Defence and Neutrality: The Irish Dilemma” in Tonra, B., M. Kennedy, J. Doyle and N. Dorr (eds.) *Irish Foreign Policy*, Gill and Macmillan. [A hard copy of the book is also available at the James Joyce UCD Library]
- **Recommended readings/additional resources:**

- de Flers, Nicole Alecu (2011) *EU Foreign Policy and the Europeanisation of Neutral States: Comparing Irish and Austrian Foreign Policy*. Routledge: Abingdon, pp. 36-68.
- Check out this two-part podcast by the IIEA on how Ireland has changed since joining the EU and how the EU has been shaped by Irish membership in return: [Part 1](#) and [Part 2](#) (also available on Brightspace).
- **Presentation topic:** The Europeanisation of Irish foreign policy: how – if at all – has EU membership changed Irish foreign policy (in terms of preferences, policies and practices)?

### Week 3: How does EU foreign policy work [part 2]?

**Lecture:** EU foreign policy institutions and decision-making processes: EU institutions and non-governmental actors

**Study questions:** *What role do EU institutions play in the Union's external relations? To what extent do these institutions' goals and agendas diverge from those of the member states?*

- **Compulsory readings:**
  - Vanhoonacker, S. and K. Pomorska (2017) "The Institutional Framework". In: Hill, C., M. Smith and S. Vanhoonacker(eds.) *International Relations and the European Union*. Oxford: Oxford University Press, pp. 98–121.
  - Hill, C. (2017) "Implementation: Making the European Union's International Relations Work". In: Hill, C., M. Smith and S. Vanhoonacker(eds.) *International Relations and the European Union*. Oxford: Oxford University Press, pp. 166–185.

**Seminar:** Who's in the driving seat of EU foreign policy?

- **Compulsory readings:**
  - Riddervold, M. (2016). (Not) in the Hands of the Member States: How the European Commission Influences EU Security and Defence Policies, *Journal of Common Market Studies*, 54(2), 353-369.
- **Recommended readings:**
  - Aggestam, L. and M. Johansson (2017) The Leadership Paradox in EU Foreign Policy, *Journal of Common Market Studies*, 55(6): 1203-1220.
- **Presentation topics:**
  - How has the European Commission been able to carve out a role for itself in EU foreign policy? To what effect?
  - More than an agency less than a foreign ministry? The role of the European External Action Service in EU foreign policy.

### Week 4: Security issues in the 21<sup>st</sup> century

**Lecture:** From the 2003 European Security Strategy to the 2015 EU Global Strategy: the evolution of Europe's geostrategic environment

**Study questions:** *How, if at all, has the EU evolved as a foreign policy actor from 2003 to today? Has the Union been able to develop a strategic culture like the one that informs member states' foreign policies? Does it need to?*

- **Compulsory readings:**

- Tocci, N. (2021) “European Strategic Autonomy: What It Is, Why We Need It, How to Achieve It”, Istituto Affari Internazionali, Available at: <https://www.iai.it/en/pubblicazioni/european-strategic-autonomy-what-it-why-we-need-it-how-achieve-it>
- Skim through the 2003 and 2015 EU strategic documents, paying special attention to any major differences between the two:
  - Council of the European Union (2003) *European Security Strategy, A Secure Europe in a Better World* <https://www.consilium.europa.eu/media/30823/qc7809568enc.pdf>
  - European External Action Service (2015) *Common Vision, Shared Action: A Stronger Europe, A Global Strategy for the European Union’s Foreign and Security Policy*, [https://www.eeas.europa.eu/sites/default/files/eugs\\_review\\_web\\_0.pdf](https://www.eeas.europa.eu/sites/default/files/eugs_review_web_0.pdf).

**Seminar:** European strategic autonomy: more pressing than ever?

- **Compulsory readings:**

- Watch [German Chancellor Olaf Scholz’s “Zeitenwende” speech delivered on 27 February 2022](#), in the aftermath of Russia’s invasion of Ukraine (English translation available). English transcript available [here](#).
- Tyushka, Andriy (2022) “Made in Ukraine: The EU’s Emerging Real(ist) Power”, Carnegie Europe, May 3. <https://carnegieeurope.eu/strategiceurope/87053>

- **Recommended readings/additional resources:**

- Inside Politics Podcast, “Europe’s Turning Point”, *The Irish Times*. Listen [here](#).

- **Presentation topic:** Did Russia’s invasion of Ukraine represent a turning point in Europe’s quest for strategic autonomy?

## Part 2: EU foreign policy domains and tools

### Week 5: The EU and external trade

**Lecture:** The EU as a global trade power

**Study questions:** *How does the EU wield its considerable trade power to assert its influence internationally? Does the fact that member states delegate negotiation power to the Commission make the EU more effective compared to intergovernmental areas of EU external relations? How does the EU approach trade negotiations and how does it treat (weaker) third countries?*

- **Compulsory readings:**

- Meunier, S. and K. Nicolaidis (2017) “The European Union as a Trade Power”. In: Hill, C., M. Smith and S. Vanhoonacker(eds.) *International Relations and the European Union*. Oxford: Oxford University Press.

- **Recommended readings:**

- Meunier, S. and K. Nicolaidis (2006) The European Union as a conflicted trade power, *Journal of European Public Policy*, 13:6, 906-925, DOI: 10.1080/13501760600838623

## Seminar: Sanctions policy and the coercive force of the EU's trade power

- **Compulsory readings:**
  - Portela, Clara (2022) Sanctions, Conflict and Democratic Backsliding, EUISS Brief, June 1, <https://www.iss.europa.eu/content/sanctions-conflict-and-democratic-backsliding>
- **Recommended readings/additional resources:**
  - Check out the [EU Sanctions Map](#) for information on the EU sanctions regimes currently in place.
  - Have a look at the Council of the EU/European Council [website on EU sanctions policy](#), which includes a timeline of the restrictive measures against Russia.
- **Presentation topic:** Sanctions policy: the EU's hidden foreign policy weapon?

## Week 6: Development policy and humanitarian aid

### Lecture: The evolution of the Union's development and humanitarian aid policy

**Study questions:** Could (and should) the EU be doing more in the area of humanitarian and development aid? Why doesn't it? How is the EU's policy of conditionality (attaching specific conditions to economic assistance and development aid) working out?

- **Compulsory readings:**
  - Carbone, M. (2017) "The European Union and International Development". In: Hill, C., M. Smith and S. Vanhoonacker (eds.) *International Relations and the European Union*. Oxford: Oxford University Press, pp. 293–315.

## Seminar: (Post)colonial development policy: squaring the circle?

- **Compulsory readings:**
  - Alasdair R. Young & John Peterson (2013) 'We care about you, but ...': the politics of EU trade policy and development, *Cambridge Review of International Affairs*, 26:3, 497-518, DOI: 10.1080/09557571.2012.734782
- **Recommended readings:**
  - Richter, S. & Wunsch, N. (2020) Money, power, glory: the linkages between EU conditionality and state capture in the Western Balkans, *Journal of European Public Policy*, 27:1, 41-62, DOI: 10.1080/13501763.2019.1578815
  - Crawford, G. (2013) "EU human rights and democracy promotion in Africa: normative power or realist interests?". In: Carbone, M. (Ed.). (2013). *The European Union in Africa: Incoherent policies, asymmetrical partnership, declining relevance?* Manchester: Manchester University Press.
  - Tshuma, D. (2022) What if Africa stops receiving foreign aid? The risk of reversing development gains in a Covid-19 world, EUISS, <https://www.iss.europa.eu/content/what-if-africa-stops-receiving-foreign-aid>
- **Presentation topic:** Aid with strings attached? Problematizing the EU's humanitarian aid and development policy.

## Week 7: The EU climate diplomacy

### Lecture: EU climate and energy policy

**Study questions:** *Can the EU help make a difference in the fight against climate change? Has the EU been able to act as a leader in climate diplomacy? Why? Why not? How can the EU reconcile energy security and sustainability?*

- **Compulsory readings:**

- Vogler, J. (2017) “The Challenge of the Environment, Energy and Climate Change”. In: Hill, C., M. Smith and S. Vanhoonacker(eds.) *International Relations and the European Union*. Oxford: Oxford University Press, pp. 263–291.

- **Recommended readings:**

- Delreux, T. (2009) “Cooperation and Control in the European Union: The Case of the European Union as International Environmental Negotiator.” *Cooperation and Conflict*, vol. 44, no. 2, pp. 189–208, <http://www.jstor.org/stable/45084559>.

### Seminar: What can the EU do to help combat climate change?

- **Compulsory readings:**

- Oberthür, S. and C. Dupont (2021) “The European Union’s international climate leadership: towards a grand climate strategy?”, *Journal of European Public Policy*, 28:7, 1095-1114, DOI: 10.1080/13501763.2021.1918218

- **Further readings/resources:**

- Raimondi, P. and Bianchi, M. (2022) Reconciling EU Energy Security with Climate Policies: Rethinking European Gas Markets, *IAI Commentaries*, <https://www.iai.it/en/pubblicazioni/reconciling-eu-energy-security-climate-policies-rethinking-european-gas-markets>
- Dessì, A. and Fusco, F. (eds) (2022) Climate Change and Security in the Mediterranean: Exploring the Nexus, Unpacking International Policy Responses, *IAI Research Studies*, <https://www.iai.it/en/pubblicazioni/climate-change-and-security-mediterranean-exploring-nexus>.
- Check out the [publications on Energy, climate and resources](#) on the IAI website and the work of the [Energy Group at the IIEA](#).
- Have a look at the [Climate Action Tracker](#).

- **Presentation topic:** The EU and climate diplomacy: what is the added value of the EU in the fight against climate change?

## Week 8: Reading week

## Week 9: The EU and its neighborhood

### Lecture: The European Neighborhood Policy

**Study questions:** *The European Neighborhood Policy (ENP) was launched to support the transformation of the EU’s Southern and Eastern neighborhood, promoting successful market*

*economies, the rule of law and democracy. Why has the ENP failed so spectacularly? How can the EU readjust its approach to its neighboring countries to the South and East?*

- **Compulsory readings:**

- Smith, Karen E. (2017) “Enlargement, the Neighborhood and European Order”. In: Hill, C., M. Smith and S. Vanhoonacker(eds.) *International Relations and the European Union*. Oxford: Oxford University Press, pp. 316–340.

**Seminar:** The Eastern Partnership and Europe’s Eastern neighborhood: successes, failures and lessons learned

- **Compulsory readings:**

- Paul, Amanda (2015) “The Eastern Partnership, the Russia-Ukraine War, and the Impact on the South Caucasus”, *IAI Working Papers*, <https://www.iai.it/en/pubblicazioni/eastern-partnership-russia-ukraine-war-and-impact-south-caucasus>

- **Further readings/resources:**

- Tocci, N. (2014) The Neighbourhood Policy is Dead. What's Next for European Foreign Policy Along its Arc of Instability?, *IAI Working Paper*, <https://www.iai.it/en/pubblicazioni/neighbourhood-policy-dead>.
- EU Confidential (2022) “Ukraine on EU membership path – Balkan backlash – Albanian PM”, 24 June, <https://open.spotify.com/episode/0sAndFpVNNdy0p7Sa4cOEF?si=5817a5efc3ef42fd> (29 minutes)
- Lehne, S. (2014) Time to reset the European Neighborhood Policy, *Carnegie Endowment for International Peace*, [https://carnegieendowment.org/files/time\\_reset\\_enp.pdf](https://carnegieendowment.org/files/time_reset_enp.pdf)

- **Presentation topic:** What does Ukraine teach us about the successes and failures of the European Neighborhood Policy?

## Week 10: Common Security and Defense Policy

**Lecture:** The evolution of the Union’s Common Security and Defense Policy (CSDP)

**Study questions:** *How has the Common Security and Defense Policy evolved over the past 25 years? Can member states truly cooperate in the area of defense and security policy or will their disparate national interest prevent the EU from becoming a coherent and effective defense actor? Is EU defense redundant given NATO’s revival?*

- **Compulsory readings:**

- Howorth, J. (2017) “The European Union’s Security and Defense Policy: The Quest for Purpose”. In: Hill, C., M. Smith and S. Vanhoonacker (eds.) *International Relations and the European Union*, pp. 341–364.

- **Recommended readings:**

- Wallace, W., (2005) “Common Foreign and Security Policy: the painful path from shadow to substance”, in Helen, W. et al. (eds.) *Policy Making in the EU*, Fifth Edition, Oxford: Oxford University Press.

## Seminar: Defense cooperation: no longer taboo?

- **Compulsory readings:**
  - Fiott, D. (2018) "Strategic autonomy: towards 'European sovereignty' in defence?", EUISS Brief, <https://www.iss.europa.eu/content/strategic-autonomy-towards-%E2%80%98european-sovereignty%E2%80%99-defence>.
- **Further readings:**
  - Merlingen, M. (2012) "The Development of the CSDP", in Merlingen, M., *EU Security Policy, What it is, How it works and Why it matters*.
  - Sabatino, E. Fiott, D., Zandee, D., Mölling, C., Major, C., Maulny, J., Keohane, D. and Moro, D. (2020) "The Quest for European Strategic Autonomy - A Collective Reflection", *Istituto Affari Internazionali*. Available at: <https://www.iai.it/en/publicazioni/quest-european-strategic-autonomy-collective-reflection>
  - Håkansson, C. (2021) The European Commission's new role in EU security and defence cooperation: the case of the European Defence Fund, *European Security*, 30:4, 589- 608, DOI: 10.1080/09662839.2021.1906229
  - Calcaro, A., (2019) "Cooperation and non-cooperation in European defence procurement." *Journal of European Integration*: 1-17.
- **Presentation topic:** The European Defense Fund: the big step forward in European defense cooperation?

## Part 3: Where does it all lead? Assessing the role and impact of the EU in foreign policy

### Week 11: What kind of foreign policy actor is the EU?

#### Lecture: EU's actorness in foreign policy

**Study questions:** *What do the type of policies, norms and values the Union promotes at the global level tell us about the type of international actor the EU is?*

- **Compulsory readings:**
  - Manners, I. (2002) Normative Power Europe: a Contradiction in Terms? *Journal of Common Market Studies*, 40 (2), 235-258.
  - Damro, C. (2012) Market Power Europe, *Journal of European Public Policy* 19 (5), 682–99.
- **Recommended readings:**
  - Wagner, W. (2017) Liberal Power Europe, *Journal of Common Market Studies* 55(6), 1398–1414.
  - Bull, H. (1982) Civilian Power Europe: A Contradiction in Terms?, *Journal of common Market Studies*, 21(2), 149–170.

## Seminar: What kind of power Europe in the face of Russia's invasion of Ukraine?

- **Compulsory readings:**

- Laffan, B. (2022) Europe voices collective will and flexes muscle, *The Irish Times*, March 5. <https://www.irishtimes.com/opinion/brigid-laffan-europe-voices-collective-will-and-flexes-muscle-1.4818453>
- **Recommended readings:**
  - Alcaro, R. (2022) “The EU and the Ukraine War: Making Sense of the Rise of a “Geopolitical” Union, IAI Commentaries 22| 12, <https://www.iai.it/en/pubblicazioni/eu-and-ukraine-war-making-sense-rise-geopolitical-union>.
- **Presentation topic:** What kind of actor has the European Union been since the outbreak of the Ukrainian war?

## Week 12: The road ahead for EU foreign policy

**Lecture:** Future challenges and opportunities for EU foreign policy going forward

**Study questions:** *What are the main challenges (and challengers) the EU needs to gear up for? What are the main obstacles that stand in the way of greater EU's effectiveness as a global actor? What strengths should the EU leverage to become more assertive as a global actor?*

- **Compulsory readings:**
  - Blockmans, S., Macchiarini-Crosson, D. and Paikin, Z. (2022) “The EU’s Strategic Compass: A guide to reverse strategic shrinkage?”, *CEPS Policy Insights*, No. 14, <https://www.ceps.eu/ceps-publications/the-eus-strategic-compass/->
- **Student feedback and reflections on the course**
- **Q&A on final essay**

**Seminar:** roundtable discussion with practitioners

- No assigned readings, but each student will need to prepare two questions to submit to the roundtable speakers and submit them to the lecturer no later than 24 hours before class.
- **Roundtable speakers:**
  - Marie Cross, former Irish PSC ambassador
  - David O’Sullivan, former EU official and current director of the IIEA
  - Michael Ryan, Former EEAS official