



STUDY PROGRAMME

1. POL
2. MATA

ACADEMIC YEAR

2023 - 2024

SEMESTER

Second

COURSE TITLE

Geopolitical Europe. Governing Security and Markets

COURSE PROFESSOR

Catherine HOFFLER

COURSE ASSISTANT

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NATURE OF COURSE (COMPULSORY, OPTIONAL)

1. Optional
2. Optional

LANGUAGE OF INSTRUCTION

English

ECTS CREDITS

5

1. COURSE OBJECTIVE

The rising tensions between China and the United States, recurring challenges to international institutions in charge of trade, investment and security, as well as the 2022 Russian invasion of Ukraine all forcefully raise the question of Europe's place in current international reconfiguration. Against the previous model, often described as (neo)liberal, current trends are often understood under the heading of the return of geopolitics. States are increasingly taking security issues into account in economic exchanges, and resorting to practices of economic nationalism. At the same time, this is accompanied by a rise in military tensions and global rearmament. These dynamics are calling into question both the position of Europe - the European Union and the European States - in international coalitions and the content of the EU's policies, which until now have been largely geared towards promoting multilateral cooperation and, in particular, international rules and institutions in the field of trade and investment. States and the European Union alike seem to have taken this geopolitical turn, reconsidering the ways in which they regulate their economies and their war economies.

The aim of this course is to examine the place of Europe in this 'return of geopolitics', against a deterministic and uniform reading of the changes at work. To do so requires looking simultaneously at two dimensions:

- The EU and the geopolitical turn. How can we explain the advent of 'Geopolitical Europe' and the concrete forms it takes? We need to examine the political, security, economic and technological rationales that explain the evolution of EU positions in this area. Next to understanding its roots, analysing the Geopolitical EU necessitates inquiring into the specific European Union policies and their instruments.



- The promises and risks of such geopolitical turn. The changes at work raise important questions for European states and the Union: does the rise in tensions mean a crystallisation of alliances between the West on the one hand and the Global South on the other? How can Europe use these upheavals as an opportunity to confront the postcolonial critique and rethink its relations with the 'Majority World'? What are the foundations and gendered implications of this geopolitical shift? How can Europe articulate a discourse and policies that take these issues into account? What will this geopolitical turn entail for the EU's unity? Will it lead to more fortification or fragmentation?

This course is articulated around five sections, which will be analysed throughout the semester (Six hours per section):

- 1) The EU's geopolitical turn: history, actors, changes
- 2) Causes and implications of the EU's geopolitical turn: Addressing its promises and dangers
- 3) The geopolitical turn through EU policy: Trade and investment
- 4) The geopolitical turn through EU policy: EU in arms
- 5) The geopolitical turn through EU policy: Technology and security

The first section presents the foundational elements of the course: What is the geopolitical turn? What is it turning away from? What are its main actors and historical milestones?

The second section deals with the geopolitical turn's causes and implications. The goal is to understand various factors leading up to it, and to understand the implications of adopting such or such perspective. The geopolitical turn has raised many questions as to its impact on environmental initiatives, democracy and international cooperation with the Global South. We need to better acknowledge the factors leading up to the EU's new initiatives, but also the risks they entail or the critique they trigger.

The following sections apply these debates to concrete policy areas. In the third section, we will discuss the changes in EU trade and investment policy, such as the rise of trade defence instruments and the Economic Security Strategy. The fourth section deals with the EU's initiatives in the realm of military security. Armament policy is a crucial focus because military tensions have accompanied the rise of economic ones, and because the production of weapons is influenced by trade and investment practices. Last, the fifth section deals with technology and security. Contemporary markets are dependent on technologies, which become the locus of state competition, as testified in the cases of chips and batteries.

This course aims to provide empirical knowledge about the EU's geopolitical turn, its actors and policies, as well as analytical skills to enable the students to interrogate, explain and potentially ultimately engage with these dynamics.

2. LEARNING OUTCOMES

These learning outcomes link up with the following programme-specific learning outcomes:

- Students possess a pluri-disciplinary understanding of European integration, allowing them to understand fully the nature, dynamics and functioning of the EU system.
- Students possess an in-depth knowledge of fundamental aspects of the EU political system (institutions, actors, policies etc.).
- Students recognize the normative assumptions and implications of theories of European



integration.

- Students can communicate in both French and English in an academic or professional context.
- Students can analyse the process and actors of EU policy-making at different levels of governance and can reflect on potential developments.
- Students can flexibly apply theories and analytical frameworks from different disciplinary perspectives to the main issues of EU politics and policies.
- Students are able to analyse, in a limited amount of time, complex and new issues, by finding and investigating various sources of information and delivering an analytical and critical synthesis.
- Students are capable of working as part of a complex project, individually or collectively, and they develop skills of planning, organisation, prioritisation and time management.
- Students can communicate clearly and effectively, through oral presentations or written documents, to different kinds of audiences.
- Students are capable of evolving in a multi-cultural context and of taking into account the variety of political systems, institutional logics and cultural backgrounds.

For MATA students, the following MATA programme-specific learning outcomes are relevant:

- The graduate masters the most important theoretical approaches and concepts of, depending on his or her disciplinary focus, Economics, International Relations and Diplomacy Studies, Legal Studies and/or Political Science relevant for the analysis of transatlantic affairs.
- The graduate has insights into historical, political, legal and economic aspects of transatlantic affairs as well as into those policy areas that are of essential importance to transatlantic affairs. He or she can use these insights to contextualize and interpret new developments.
- The graduate can approach the field of transatlantic affairs in a broad sense analytically by assessing the challenges in this domain with an open mind for diversity and for complex situations.
- The graduate has the ability to critically reflect upon problems regarding an extensive range of transatlantic affairs, to adopt well-informed points of view and to communicate them effectively orally and in writing, whether working independently or in a team.
- The graduate is capable of processing a large amount of information and appropriately analyse relevant sources depending on his or her disciplinary focus within a short period of time and of suggesting possible actions that contribute to problem-solving in a creative way.

3. COURSE CONTENTS

This course is articulated around five sections, which will be analysed throughout the semester (six hours per section):

- 1) The EU's geopolitical turn: history, actors, changes
- 2) Causes and implications of the geopolitical turn for the EU: Addressing its promises and dangers
- 3) The geopolitical turn through EU policy: Trade and investment
- 4) The geopolitical turn through EU policy: EU in arms



5) The geopolitical turn through EU policy: Technology and security

The course will be concentrated so as to tackle one section per week (presumably over two days – to be defined later). For more details regarding each section, please refer to the section “Course objectives” (see above). More details will be given later in the year regarding the organization of sessions.

4. TEACHING METHOD(S)

This course combines different teaching methods. Sessions will include lecturing time as well as discussions between students and the Professor. Students are required to do the preparatory readings in order to critically engage in class discussions. Class discussions can take different forms and can be based on different materials (pros/cons debate, comparison of scientific texts, analysis of policy materials). Depending on their availability and sanitary conditions, experts may intervene on particular policy topics. During the semester, students will do an oral presentation in class on a particular topic. Students are strongly encouraged to attend and prepare well sessions, in order to make the most of the course: it is organized in a way to promote exchanges and discussions, not as a pure lecture. Course material will be uploaded on the College intranet.

These different methods will allow students to sharpen their analytical skills as well as to enhance their empirical knowledge. They will do so through various written and oral exercises. The aim is to provide them with transversal skills and knowledge and with more specific ones. Both are necessary to be able to understand as well as to engage critically and innovatively with the changes encompassed under the “geopolitical turn”.

5. COURSE MATERIAL

For a full list of readings, please consult the Course Outline.

Introductory readings*:

Eilstrup-Sangiovanni, Mette, and Stephanie C. Hofmann. 2020. ‘Of the Contemporary Global Order, Crisis, and Change’. *Journal of European Public Policy* 27(7):1077–89. doi: [10.1080/13501763.2019.1678665](https://doi.org/10.1080/13501763.2019.1678665).

Guzzini, Stefano, ed. 2012. *The Diffusion of Power in Global Governance: International Political Economy Meets Foucault*. Basingstoke, Hampshire: Palgrave Macmillan.

Mazower, Mark. *Governing the world: the history of an idea*. New York: The Penguin Press, 2012.

Orsini, Amandine, et al.. 2020. ‘Forum: Complex Systems and International Governance’. *International Studies Review* 22(4):1008–38. doi: [10.1093/isr/viz005](https://doi.org/10.1093/isr/viz005).

Rosenau, James N., and Ernst Otto Czempiel, eds. 1992. *Governance without Government: Order and Change in World Politics*. Cambridge [England]; New York: Cambridge University Press.

Weiss, Thomas G., Wilkinson, Rorden. *International organization and global governance*. Milton Park, Abingdon, Oxon; New York, NY: Routledge, 2018

**This bibliography has been put together by the Professor. The formatting of the references does not necessarily correspond to the referencing rules applicable in the Department.*



6. EVALUATION

This course requires students to participate actively in class (through discussions and a collective oral presentation in class), to write a short paper and to pass a final written examination.

- 1) **Preparation and oral participation in class** (10%): Students are warmly encouraged to prepare for class, arrive on time, and participate *actively* and in a *constructive manner* in class discussions.
- 2) **Written answers to weekly questions** (20%): Each student will have to submit a written assignment in the semester. *After* the session, the student will answer a few questions (3-4), dealing with topics covered in the preparatory readings *and* in class discussions. The written assignment is meant to allow students to remember, summarize and critically assess what they understood and took away from one specific section, as well as to formulate their own position on certain issues.
- 3) **Oral thematic presentation** (20%): Students are required to prepare and give an oral presentation in class, in groups, on a specific question related to their session's overall theme. The presentation is organized in two parts. The first part should be descriptive: it presents the main actors, historical developments, organizations, and rules in place. The second part is more analytical: it focuses on a question, theoretical or practical, that students should elaborate on and answer.
- 4) **Oral final exam** (50%): The final exam will take the form of one question to be answered orally in 10 minutes, followed by questions for 10 minutes. The student will have 15 minutes to prepare his/her answer. Questions will be broad: they will not make it necessary for students to know specific aspects of the course by heart but will require students to reflect on and articulate various aspects of the course to formulate their analysis. The final exam will be based on readings and course material (discussions, experts' presentations, oral presentations, class exercises, etc). Questions following the presentation will focus on the student's presentation, as well as on other parts of the course.

Assessment at second attempt: During the second examination session, the course is assessed 100% on the basis of a written resit exam.