



## STUDY PROGRAMME

1. POL  
2. MATA

## ACADEMIC YEAR

2023 - 2024

## SEMESTER

Second

## COURSE TITLE

**The EU and its Neighbourhood: Towards a 'closer political association' and a 'Deeper economic integration'**

## COURSE PROFESSOR

**Prof. Dr. Erwan LANNON**

## COURSE ASSISTANT

**Thibault BESNIER**

## NATURE OF COURSE (COMPULSORY, OPTIONAL)

1. Optional  
2. Optional

## LANGUAGE OF INSTRUCTION

**English**

## ECTS CREDITS

**5**

## 1. COURSE OBJECTIVE

This course aims at providing an in-depth study of the relationships between the European Union and its Neighbourhood at large in order to understand how and why the EU is trying to promote a 'closer political association' and a 'Deeper economic integration' with its neighbours. On

completion of the course, the student will be expected to be able to...

- understand the complexity, nature and variety of the relations of the EU with its neighbours at large and be able to make comparative analyses and evaluations of the various strategic, political and legal frameworks organising these relations, including the so-called 'neighbours of EU's neighbours';
- demonstrate a critical understanding of the rationale, objectives, instruments and impact of the European Neighbourhood Policy (ENP) and other EU's proximity strategies (EEA; Pre-accession; Customs Unions (Andorra and San Marino as 'Non-EU Western European countries'), The Strategic Partnership with Russia, The Northern Dimension, The Baltic Sea cooperation frameworks);
- master the complex ENP methodology and main EU's institutional actors (evaluate and compare the various country and multi-country financial instruments created in the framework of the ENP);
- assess critically a variety of arguments and perspectives raised during the course.

## 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 have a general knowledge of the main components of the EU political system: institutions, actors, decision-making procedures, competences and policies;



- Students comprehend the disciplinary knowledge and theories specific to EU studies;
- 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 transform a complex problem into a research question, mobilize theories, develop a research design, and conduct empirical work to provide solutions in an analytical and balanced way;
- 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 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 has good knowledge of, depending on his or her disciplinary focus, the political and/or legal systems, the decision-making processes, the economic structures and the main internal and external policies of the European Union and the United States;
- The graduate is able to incorporate knowledge and understanding of various fields of transatlantic affairs and of different related disciplines (such as Economics, International Relations, Legal Studies, Political Science) as well as to adopt both a European and a US perspective on transatlantic affairs;
- 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 can independently transform complex transatlantic issues into a research question within the broader field of transatlantic affairs and, depending on his or her disciplinary focus, find, select and critically assess relevant sources, answer the question using appropriate concepts and methods and present the research results in line with the ethical rules of the chosen discipline;
- 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;
- The graduate has the intellectual maturity and skills to take responsibilities and function autonomously in a professional environment at national or international level, and especially in a transatlantic context, and to work efficiently and effectively through planning, organizing, setting priorities, meeting deadlines, cooperating across cultural boundaries and networking;



### 3. COURSE CONTENTS

Introduction

#### **Chapter I The EU and the Mediterranean: from Rome to Barcelona (overview of the Mediterranean Policy, as a first proximity policy of the E(E)C/EU)**

Section 1 The Historical Background of the Mediterranean Policy (1957-1994: brief overview)

Section 2 The Euro-Mediterranean Partnership: An Evaluation (1995-2007)

#### **Chapter II The genesis, objectives, instruments of the European Neighbourhood Policy**

Section 1 The ENP genesis (2002-2006)

Section 2 The ENP Financial Instruments and Agreements (2007-2023)

#### **Chapter III A selection of issues (Case study approach with Student's presentations)**

Section 1 The EU and the 'Arab Spring' and the first mid-term review of the ENP (2011)

Section 2 The EU and the Eastern Partnership

Section 3 The ENP and its coherence with other EU's proximity Strategies

Section 4 The EU's broader neighbourhood: The neighbours of the EU's neighbours

Section 5 The 'migrants' crisis' and second ENP mid-term review (2015-17)

Section 6 The 'Renewed Partnership with the Southern Neighbourhood' and general conclusions

Conclusion

### 4. TEACHING METHOD(S)

Lectures and discussions, students' presentations.

Assignments: Presentations, readings assignments for debates.

Use of a case study approach and guest lectures (Ch. 3)

### 5. COURSE MATERIAL

Use of a syllabus (including official documents, excerpts of scientific articles), Internet websites, PPT. Students are expected to familiarise with each part of the syllabus before each session.

Bibliographical material is included in each part of the Syllabus.

Two handbooks are also used:\*

- Erwan Lannon (ed.) *The European Neighbourhood Policy's Challenges- Les défis de la Politique européenne de voisinage*, College of Europe Studies/Cahiers du Collège d'Europe. Vol. 14, Bruxelles, Bern, Berlin, Frankfurt am Main, New York, Oxford, Wien, Peter Lang, 2012, 491 p. Bilingual edition.

- Sieglinde Gstohl & Erwan Lannon (eds), "The Neighbours of the European Union's Neighbours- Diplomatic and Geopolitical Dimensions beyond the European Neighbourhood Policy", Farnham, Ashgate, 2014, 346 p.



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An encyclopedic volume (in French) might be consulted as well:

- Erwan Lannon, Politique européenne de voisinage, in Encyclopédie JurisClasseur Europe Traité, fascicule 2230, LexisNexis, 2017, Paris, 49 p.

\*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

Oral exam: 100%

Students can choose between 3 topics they select from around 15 topics overall.

20mn of preparation, 10mn of oral presentation and 5mn of Q&A.<sup>1</sup>

### Assessment at second attempt

During the second examination session the course is assessed 100% on the basis of a written resit exam.

<sup>1</sup>The evaluation modalities of the final exam may be subject to adaptations in function of the evolution of the sanitary situation.)