



STUDY PROGRAMME

POL and MATA

ACADEMIC YEAR

2020-2021

SEMESTER

Second

COURSE TITLE

EU Foreign Policy: Context and Priorities

COURSE PROFESSOR

Giovanni GREVI

COURSE ASSISTANT

Pauline THINUS

NATURE OF COURSE (COMPULSORY, OPTIONAL)

Optional course

LANGUAGE OF INSTRUCTION

English

ECTS CREDITS

5

1. COURSE OBJECTIVES

This course addresses EU foreign policy in an increasingly challenging strategic environment. It aims to provide a theoretically informed but policy-oriented overview of key developments in this field and of the main dimensions of the EU's foreign policy agenda.

By taking this course, the students will have the opportunity to:

- Familiarise themselves with the unique features of EU policy-making in foreign affairs.
- Form a critical assessment of the EU's performance across various aspects of foreign policy and external action.
- Develop an insight into the role and purpose of the EU in an increasingly challenging strategic environment.

2. LEARNING OUTCOMES

The above course objectives link up with the following programme-specific learning outcomes:

POL:

- 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 develop a concrete understanding of the logics of policy-making and negotiations within the EU political system, thanks to simulation exercises and the drafting of policy papers.
- Students can recognize, contextualize, explain, and interpret political, societal and economic



phenomena in European integration. They can assess events, governance problems and political crises.

- Students can analyse the process and actors of EU policy-making at different levels of governance and can reflect on potential developments.
- 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.

MATA:

- 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 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 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 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.

3. COURSE CONTENTS

This course starts by outlining the main trends shaping change in the international system and the implications for Europe's strategic context. It then traces the evolution of the complex institutional architecture of EU foreign policy, with a focus on the reforms introduced by the Lisbon Treaty and their implementation, and of the strategic approach framing EU's foreign policy, up to the 2016 EU Global Strategy and its follow up. It then reviews the extensive debate on what sort of international actor the EU is and on how internal and external factors affect its influence and profile on the global stage.

The central part of the course covers three central components of EU foreign policy, namely the evolution of the European Neighbourhood Policy, the development of the common security and defence policy, including the experience of CSDP operations and current debates on European defence cooperation, and EU relations with major powers – the US, China and Russia. There is



also a focus on the prospects for Europe to make progress towards so-called 'strategic autonomy'.

The final part of the course turns to three rapidly shifting agendas at the interface between foreign policy and other areas of EU external action and internal policies. These are the EU's approach to development cooperation, including tackling state fragility and governance issues, the EU's role and priorities in international trade, and the EU's response to a growing range of cyber-challenges.

Students will be invited to deliver oral presentations starting from the fifth session of the course and to submit a research paper on the same topic of their presentations. Students will coordinate with the teacher and the academic assistant concerning the topics of their presentations and research papers within broad thematic areas which will be indicated at the beginning of the course.

Students will be assessed based on their oral presentations, their final research papers as well as a written exam held towards the end of May, which will consist of a short text for comment and 2 thematic questions related to the subjects covered throughout the course.

The course will include 10 sessions of 3 hours each.

4. TEACHING METHOD

This course presents three teaching components:

- **Lectures;**
- **Assignments**, including:
 - o **Presentations:** Students are expected to give lively presentations of **max 8 minutes**, combining a descriptive and analytical part with some policy conclusions and recommendations. Presentations will be followed by comments from the Professor providing immediate feedback.
 - o **Policy research papers:** Students will have to strike a balance between supplying a well-founded analysis and formulating their own assessment and suggestions. Papers will have to be no longer than **2,500 words**;
- **Debates** in class addressing key questions on the EU foreign policy agenda, in order to stimulate students' critical analysis of the subject matter.

5. FURTHER DETAILS ON THE TEACHING METHOD

The students are expected to absorb a common body of information on EUFP, develop a more in-depth knowledge on a given theme, and test their ability to 'translate' that in both oral and written form. Therefore this course improves not only students research and organisational skills but also their competencies in terms of presentation and communication skills.

6. COURSE MATERIAL

Please refer to the detailed course outline for the full reading list.

7. EVALUATION

Final grades will be given on the basis of:



College of Europe
Collège d'Europe

Brugge



Natolin

ECTS CARD

- written exam (50%) of 2,5h
- oral presentation (15%)
- policy research paper: max 2.500 words (35%)

Assessment at second attempt

During the second examination session the course is assessed 100% on the basis of a resit exam. The format of the resit exam is identical to that of the first session.

**The evaluation modalities of the final exam may be subject to adaptations in function of the evolution of the sanitary situation.*