



College of Europe
Collège d'Europe



Natolin

ECTS CARD

STUDY PROGRAMME

European Interdisciplinary Studies, Natolin campus (Advanced Academic Master)

YEAR

2023-2024

COURSE TITLE

Images and Perceptions of the EU in its Neighbourhoods Throughout Peace and War

SEMESTER

2

COURSE PROFESSOR(S)

CHABAN Natalia

ACADEMIC ASSISTANT(S)

SZATTERS Konrad

COURSE TYPE

Core Course

MAJOR(S)

EUN

ECTS CREDITS

4

TEACHING HOURS

20

INDIVIDUAL & GROUP STUDY TIME

80

TUTORIAL(S)

COEFFICIENT

1

LANGUAGE(S)

EN

COURSE OBJECTIVE

This core course has a tri-partite objective:

1. It aims to develop and expand research expertise in the EU Studies in general, and specifically in studies of the EU's relations with its neighbourhoods to East and South, by introducing its students to the *perceptual approach* in the EU foreign policy scholarship.
2. The course will provide students with a set of unique perspectives on what the changing EU means for 16 countries of the EU's changing Neighbourhood and equip them with analytical tools and relevant skills to track and evaluate in a comprehensive manner how external partners recognise and define what Europe is and what it stands for.
3. This highly interactive course aims to advance the understanding of images, perceptions and narratives in the context international relations in general and of the EU's public diplomacy in particular. The course defines EU public diplomacy as one of the most salient political communication tools in the 21st century.

COURSE LEARNING OUTCOMES

1. Students acquire in-depth empirical knowledge in one area of the EU's external relations with, and foreign policy towards, the 16 countries in the EU's neighbourhood (East and South) – *perceptual approach* to EU foreign policy, one of the "outside looking in" perspectives within the scholarship of the EU's external action and foreign policy. By prioritising insights into the reception of the EU's projections, presence and performance by the neighbourhood countries and focusing on the multiple Self-Other intersections, students acquire novel understanding of political, socio-political, socio-economic, legal, migration, security and energy-related issue-areas in the EU's dialogue with the countries in the neighbourhood as well as in those countries themselves. In addition, students gain greater knowledge and understanding of the mechanisms behind strategic influence, domestically and internationally (including top down vs. community-rooted concepts/practices).

2. Students acquire interdisciplinary tools to better understand and critically analyse the tensions between reality and perceptions in the multi-layered geopolitical dynamics in the EU's neighbourhood. Students use these tools to critically assess how the tensions may affect domestic and international policies and politics.
3. Students develop the ability to conduct research in diverse settings in the field of EU-neighbourhood relations: (1) autonomous and independent work frame and (2) working in teams with colleagues. In both settings, student identify and assess primary and secondary sources and engage with relevant methods allowing them to organize and structure their research.
4. Students understand the leading theoretical and conceptual approaches used in the studies of the external perceptions of the EU. These approaches extend the core of the study of the European Neighbourhood Policy and the EU's neighbours. Students are also able to apply them to the analysis of the EU's other policies and other partners beyond the EU neighbourhood as well as to the specific economic, social, and geo-political issue-areas in both eastern- and southern neighbourhoods.
5. Students obtain advanced knowledge of a range of analytical tools and interdisciplinary methods to critically examine the merits and limitations of conceptual and theoretical approaches related to the study of the European Neighbourhood Policy, and specifically from a perceptual approach to EU foreign policy. Students are able to assess local domestic and regional developments in the EU's neighbourhood using these tools. Students acquire skills in critical assessment of public opinion, use of (social) media as a proxy for public opinion, media monitoring, outreach via social media, communication with multiple stakeholders and public diplomacy target groups.
6. Students acquire professional skills helping them to qualify for existing and emerging job opportunities in relevant fields. Student hone skills at analytical debating in classes and in group work; develop confidence presenting publicly; gain advanced skills communicating complex ideas using various techniques and media. Students gain a set of transferrable skills critical to ensure ongoing training & sustainable research agenda in learning in the future. Student practice their skills in IT, information search (including library use & bibliographical skills), discussion/debate, oral presentation, group work, project work, writing.

RECOMMENDED PREPARATION

Lecturer will prepare all seminars -- academic content and assessments, training exercise within them, PPT support – in advance, to ensure logical and smooth transition between the seminars.

All activities are backed with distance tools (e.g. Zoom) before the commencement of the course, in case the public health situation deteriorates significantly or students have to miss seminar due to personal health situation. The distance learning tools will be set up in advance, with the help of the teaching assistant as lecturer is based outside of the Natolin campus.

All assessments will be set up on the learning e-platform before the commencement of the course, before it is open for the enrolled students. This will be done with the help of the teaching assistant as lecturer is based outside of the Natolin campus.

Links to readings will be set up on the learning e-platform before the commencement of the course. These will be arranged with the help of the teaching assistant as lecturer is based outside of the Natolin campus.

Students are strongly advised to engage with recommended readings before the seminars. Due to the intensive and compact nature of the course, it is recommended to engage with readings before the course.

All assessments will be detailed and discussed with the students well in advance. Students have an opportunity of individual consultations with the lecturer preparing to the assessments in advance.

TEACHING METHOD(S)

This is an interactive student-centered course that features a range of teaching methods that reflect on the teaching philosophy of the lecturer. Teaching methods aim at development of systematic, creative and critical thinking skills.

The seminars -- each broken into segments with breaks in between -- will feature various teaching methods depending on the objectives of each seminar. The course will start with an accent on lecturettes followed by large- and small-groups discussions. As the course progresses, the seminars will shift more to student-led discussions and practice exercises.

The course has a high share of small group interactive activities for students (many are student-led). Small group activities are used during seminars as a regular teaching tool as well as for the main assessment (Assessment #1 "Group Blog"). Group work is in place to facilitate student skills of teamwork, dialogue and collaboration, peer support, networking and cohort building.

The course teaching methods ensures opportunities for students to develop leadership qualities (e.g. students leading teamwork for assessments, stepping up to the roles of discussion facilitators, chairs of the presentation panels, etc.).

Individual research cases target mastering academic research skills (writing, analytical, IT, new method, etc.) as well as presentation skills, social media skills, time management and personal negotiation skills (every student should consult with the lecturer discussion their case). Each student is taking personal responsibility for achieving the best results.

Incorporating into teaching and assessments textual and visual elements is intentional -- this is in response to the highly visual world we live in and growing pressures of the workplaces to employ visualizations.

The lecturer, a winner and nominee for multiple UC Teaching Awards, prides facilitating kind, caring, collaborative environment in her classrooms.

The lecturer is always open to questions and is ready to meet individually or in small groups to discuss any questions about the course. Should a student have *force majeure* circumstances, the lecturer is always open to discuss alternative solutions. The lecture is experienced in face-to-face, distance and hybrid modes of teaching.

ASSESSMENT METHOD AND CRITERIA

The course features a combination of diverse assessment methods. This combination is intentional, to engage with different learning styles, as well as to diversify the teaching-learning formats and ensure a dynamic flow of the course mixing individual and group assignments, and assignments with different weight. All assessments are targeting the developments of a set of skill, including skills valued in the professional world. The Course Outline present all assessments in detail.

The course starts with Assessment #1 Group Blog (25%) to ensure students form new networks that could help them throughout the course. It targets writing skills, professional communication skills and teamwork skills. The assessment is designed to ensure students engage with the key concepts and theme introduced in the first part of the course from a critical thinking perspective.

Assessment #2 is Individual Research Case (25%) presented orally, with a support of PPT. It targets a range of writing and oral presentation skills, makes students practice new skills in digital media content analysis and social media evaluation and introduces some basic skills in formulation of evidence-based policy recommendation. The design of the case study assessment prioritizes research interests

of an individual student (each student as to choose a country to examine based on their own interest, motivations and even linguistic abilities) and leaves space for a number of personal decisions and choices (e.g. students choose how to design the presentation).

Assessment #3 is Final Exam (40%.) It is a 2-hour closed-book exam. The students are expected to engage with at least 3 of the readings in a meaningful and critical manner. The final exam features an element of a personal choice (students choose what 2 questions out of 3 they would like to answer).

Assessment #4 (10%) evaluates regular attendance and active participation. This is assessed following lecturer's notes on attendance and participation. Depending on the number of participants, class participation element may be suppressed, with 10% of the final mark redistributed.

The detailed description of assessments and evaluation criteria are in the course outline.

COURSE CONTENTS

- Seminar 1: An Introduction: Images and Perceptions in the context of EU Foreign Policy.
- Seminar 2: Framing images and perceptions of the EU: working with media.
- Seminar 3: Projecting EU images and narratives in the ENP: digital media.
- Seminar 4: Decision-, policy and opinion-makers in EU Neighbourhoods. Assessing the importance of opinions among key stakeholders.
- Seminar 5: The EU in the eyes of the general public in EU Neighbourhood.
- Seminar 6: Narrating the EU as Global and Regional Actor. Images and Perceptions in the contexts of Soft Power and Public Diplomacy in the New Media Ecology.
- Seminar 7: Presentations of the individual research case study.

Detailed information regarding course contents is available in the Course Outline.

COURSE MATERIALS (readings and other learning resources/tools)

Each seminar features an extensive list of readings. The mandatory readings are marked by *. The extended lists of resources for each seminar are intentional – this is to encourage independent learning. Students are exposed to a range of resources to have more comprehensive insights when preparing to the assessments and even after the course, potentially when working on their dissertations. A range of video materials are shown in class, addressing a growing role of visual information in learning and knowledge procession.

Detailed list of the readings is available in the Course Outline.