



Course and Examination Fact Sheet: Spring Semester 2018

8,376: EU External Relations

ECTS credits: 4

Overview examination/s

(binding regulations see below)

Decentral - Presentation (in groups - all given the same grades) (40%)

Decentral - examination paper written at home (individual) (60%)

Attached courses

Timetable -- Language -- Lecturer

[8,376,1.00 EU External Relations](#) -- Englisch -- [Freyburg Tina](#)

Course information

Course prerequisites

This class is interesting for any student who seeks an interactive learning environment that blends latest research with recent developments in the real-world. As such, the quality of the course not only depends on the theory and tools provided by the professor. It is largely affected by the commitment and engagement of the students providing the empirical sounding board for the discussions.

Some knowledge of the EU's political system might be helpful but is no requirement for the successful completion of the course. Students without any knowledge of European Integration and EU political institutions are advised to consult the following volume, which is available from the HSG library:

Wallace, H., Pollack, M., & Young, A. (Eds.) (2015). *Policy-making in the European Union*. Oxford University Press.

Students with special needs are kindly asked to identify themselves to the instructor so that we can think over together how to best accompany them according to their needs.

Course content

The European Union (EU) is a key player on issues ranging from Iran's nuclear programme and stabilising Somalia and the wider Horn of Africa to fighting global warming. Its joint foreign and security policy, designed to resolve conflicts and foster international understanding, is based on diplomacy, with trade, humanitarian aid, security and defence playing a complementary role. Against this, the EU is often portrayed as being a predominantly civilian power influencing third states via diplomacy, assistance, conditionality, and other 'soft' strategies. Successive enlargements and the creation of the European Single Market have turned the EU not only into the world's largest trade power but also into a world power through trade –as one of the major actors shaping the multilateral trade agenda and using access to its market strategically in order to obtain political concessions from its commercial partners. At the same time, even though the EU has no standing army, be it the Western Balkan or Congo, European states send ever more frequently troops to military operations under the flag of the European Union.

This course responds to an increasing need to study the EU's external relations at an advanced level. To this end, it incorporates the study of the EU's world role into the wider field of international relations. Overall, the course aims at providing a rounded picture of the EU's place in the international system: as a sub-system of international relations, as part of the process of international relations, and as a power in its own right.



Learning objectives

The course seeks to enhance key analytical and critical skills that are transferable beyond academic study to a wide range of careers. The focus on EU external relations makes the course especially suitable for students interested in developing careers in international and supranational institutions.

The successful completion of this course will involve attaining the following learning objectives:

- Knowledge and understanding of the main legal and political parameters and dilemmas determining (EU) external relations;
- Appreciation of a critical perspective on the interplay between domestic and foreign policies in a globalizing setting;
- Demonstration of the ability to apply general theoretical and conceptual frameworks to the analysis of specific issues and problems in the context of European external relations;
- Demonstration of the ability to develop reasoned arguments, synthesising relevant information and exercising critical judgement;
- Solid understanding of methodologies for the study of social science in general, and in the application of those understandings to the study of European public policy in particular;
- Policy-relevant knowledge, as well as analytical and research skills, which are valued in employment contexts linked to EU- and national policymaking in the international realm.

Course structure

The course comprises 12 sessions (i.e. weekly meetings à 2 hours each) plus individual studies. Students are expected to attend each class session and participate fully in class discussions.

To further our understanding of EU external relations, the course will integrate theoretical and empirical knowledge. More specifically, this approach is implemented through three consecutive parts relevant to the critical reflection of the EU's activities and their effects in the world arena:

- *Part 1.* Analyses of selected policy fields with an external dimension, notably trade and development; security and defence; democracy, human rights, and rule of law; environment; or migration and asylum;
- *Part 2.* Debates on the EU's global role, introducing dominant concepts of the EU's actorness and power such as the EU as a 'civilian power', as a 'trade power', or as a 'functionalist power.'
- *Part 3.* Analyses of the EU's relations to different groups of associated third states (e.g., candidate countries, neighbouring states, members of the European Economic Area and the 'quasi-member state' Switzerland), with a focus on the respective instruments and strategies predominantly used in order to induce political reforms.

The class uses different types of learning and teaching formats, including:

- *Teaching by the professor*, in a style that could be described as "professor coach." This approach means that the professor is not only committed to advancing the thinking of students, but to advancing their personal leadership growth and development. The class requires students to talk and think about how they would characterize the EU as an international actor in light of its activities, and in what situation what policy strategy might be most effective.
- *Student-owned analyses:* Using the insights gained based on the analysis of selected policy fields and the pertinent academic literature, students are asked to (a) critically reflect on the different theoretical lenses through which the EU can be approached as an international actor (part 2); and (b) to apply the acquired theoretical understanding to study case(s) of EU relations with associated third countries (part 3).



Course literature

In order for the seminar discussions to be fruitful, it is absolutely essential that participants have done the readings in preparation for each meeting. Only then will you be able to follow the discussions and participate actively – which you are expected to do. First and foremost, however, good preparation and active participation are needed to ensure a successful learning experience.

The syllabus including readings will be provided on StudyNet. As a teaser, you might want to have a look at the following volumes; there are copies available from the library:

- Bretherton, Ch. and J. Vogler (2006) *The European Union as a Global Actor*. Routledge.
- Hill, Ch. and M. Smith (eds.) (2005) *International Relations and the European Union*. Oxford University Press.

Additional course information

Tina Freyburg works as Full Professor of Comparative Politics in the School of Economics and Political Science (SEPS) at the University of St Gallen.

She is a comparative political scientist with a background in international and European politics and a keen interest in applied social science methodology. In her research, she explores the chances and risks that emerge for democracy in a globalizing and digitalizing world. Current projects examine the perception and the quality of democracy beyond the nation-state, and the promotion of democracy through conditionality and private business.

For more information, please visit her personal website www.tina-freyburg.eu

Examination information

Examination sub part/s

1. Examination sub part (1/2)

Examination time and form

Decentral - Presentation (in groups - all given the same grades) (40%)

Remark

Critical reflection (max. 20 min.)

Examination-aid rule

Practical examination

No examination-aid rule is necessary for such examination types. The rules and regulations of the University of St. Gallen apply in a subsidiary fashion.

Supplementary aids

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Examination languages



Question language: English

Answer language: English

2. Examination sub part (2/2)

Examination time and form

Decentral - examination paper written at home (individual) (60%)

Remark

Theory-guided, empirical analysis (2'500 words)

Examination-aid rule

Term papers

- Term papers must be written without anyone else's help and in accordance with the known quotation standards, and they must contain a declaration of authorship.
- The documentation of sources (quotations, bibliography) has to be done throughout and consistently in accordance with the APA or MLA standards. The indications of the sources of information taken over verbatim or in paraphrase (quotations) must be integrated into the text in accordance with the precepts of the applicable quotation standard, while informative and bibliographical notes must be added as footnotes (recommendations and standards can be found, for example, in METZGER, C. (2015), *Lern- und Arbeitsstrategien* (11th ed., 4th printing). Aarau: Sauerländer).
- For any work written at the HSG, the indication of the page numbers both according to the MLA and the APA standard is never optional.
- Where there are no page numbers in sources, precise references must be provided in a different way: titles of chapters or sections, section numbers, acts, scenes, verses, etc.
- For papers in law, the legal standard is recommended (by way of example, cf. FORSTMOSER, P., OGORÉK R. et SCHINDLER B. (2014, *Juristisches Arbeiten: Eine Anleitung für Studierende* (5. Auflage), Zürich: Schulthess, or the recommendations of the Law School).

Supplementary aids

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Examination languages

Question language: English

Answer language: English

Examination content

Examination content

Participants will be asked to demonstrate critical thinking skills, which go beyond presenting information and reproducing knowledge.

Overall, students will be expected to make the following contributions:

1. They actively participate in class, i.e. make substantial contributions to the discussions.
2. **Examination sub part (1/2): Presentation in groups (Critical reflection).** They make a carefully prepared input either in part 2 (i.e. discussing a specific theoretical perspective plausibilized through references to different policy development as considered in part 1), or in part 3 (i.e. discussing the EU's relations with specific group of associated third countries through one or more of the theoretical lenses as reviewed in part 2). Depending on how many students end up registering for class, groups will likely be comprised of two or three students each. Power point slides can but must not be used. A one page hand out outlining the main points is to be sent to the lecturer by email as pdf. attachment by Friday evening.
3. **Examination sub-part (2/2): Examination paper written at home (Theory-guided, empirical analysis).** They write an analysis paper in which they study a specific case of EU external relations through one or more theoretical lenses (max. 2'500 words). The analysis paper can build on the oral input. Guidelines on how to write such a paper will be shared via StudyNet. The paper shall be submitted in pdf. format via StudyNet.



Examination relevant literature

A reading list will be made available on StudyNet prior to the start of the seminar

Please note

We would like to point out to you that this fact sheet has absolute priority over other information such as StudyNet, faculty members' personal databases, information provided in lectures, etc.

When will the fact sheets become binding?

- Information about courses and examination time (central/decentral and grading form): from the start of the bidding process on 25 January 2018
- Information about decentral examinations (examination-aid rule, examination content, examination relevant literature): after the 4th semester week on 19 March 2018
- Information about central examinations (examination-aid rule, examination content, examination relevant literature): from the start of the enrolment period for the examinations on 09 April 2018

Please look at the fact sheet once more after these deadlines have expired.