Course manual
Joint Master's Programme in
International Humanitarian Action

University of
Waraw

EU Eastern Policy
Semester 3
1. Introduction

The module is an element of the third component (Core Course, 4 ECTS) / third component (Regional Perspective-Eastern Europe, 30 ECTS) of the NOHA Joint Master's Degree in International Humanitarian Action to be completed during the third semester. It forms a recognised part of the curriculum and is a requirement for obtaining the NOHA Master's degree.

The main objective of the module is to present the complexity of EU Eastern policy. The analysis of the Eastern dimension is proceeded by introduction of the main ideas, institutions and mechanisms of EU’s external activity. The course is focused on the cases of countries – the main addressees of the EU’s efforts in Eastern Europe, i.e. Belarus, Ukraine, Moldova, Armenia, Georgia, Azerbaijan. The EU’s foreign policy in the region is compared with activity of other actors, foremost Russia but also the US and China. Through the course its participants are encouraged to look for answers to questions about the nature of the EU Eastern policy (normative or traditional power); reasons of this policy’s failures as well as successes; last but not least consequences of EU’s activity in the region.

2. Learning outcomes

In conformity with the learning outcomes set out by the NOHA network, students should achieve the following learning outcomes by the end of this module:

- specialised knowledge about the conceptual assumptions and political execution of the Eastern dimension of the EU policy. Shows an understanding of ideological and material basis for this policy. Builds up own awareness of geopolitical consequences of the Eastern policy of the EU on a regional as well as global scale
- critical understanding of differences in interests and goals projected for the EU Eastern policy by particular member states
- highly specialised knowledge about the Eastern European countries – addressees of the EU policy. Has a good understanding of political, economical and social processes in these countries.
- ability to evaluate efficiency of the EU policies by combining the needs of Eastern European states and means adopted by the EU. Has the ability to interpret, critically
analyse and contextualise the obtained data

- skills to give own recommendations for modification of policies and find new solutions for the EU as well as for Eastern European countries. Improves abilities to assess geopolitical risks in regard to the EU Eastern Policy

3. Course material

Course material will be provided by the module coordinator in an electronic version or are to be found in the library of NOHA. For the details see point 5.

Useful links:
http://www.eufp.eu/about-website-0
www.osw.waw.pl

4. Teaching and learning methodology

The course consists of four stages.

Stage I (week 1-2) includes introductory lectures on the tools for the foreign policy analysis (FPA), the EU’s foreign policy (institutions and mechanisms) and the EU’s external activity in the region of Eastern Europe.

Stage II (week 3-4) includes a workshop with an expert on how to write an analytical paper. During the first class (week 3) students take part in a lecture and get the guidelines on how to write this kind of text. For the next class (week 4) each student writes his/her analytical paper. All papers are sent 3 days in advance and are evaluated by the expert during the class.

Stage III (weeks 5-10) includes analysing EU’s Eastern policy from the perspective of its addressees. Each student is to prepare one analytical paper (written form) on a particular state of the ‘New’ Eastern Europe. The paper will be sent in an electronic form to all the participants of the course 2 days in advance of the class. Next, the student presents the paper (oral presentation) during the class and takes the role of an expert. In the oral presentation the student refers to the following issues: the situation in the particular country, the EU’s policy and the bilateral cooperation. His/her classmates are to critically assess the paper and the presentation. They should also evaluate the efficiency of the EU’s policy and prospects for further bilateral relations. Thus in this stage of the course, each student prepares a paper (written form) and a presentation (oral form).

Stage IV (weeks 11-13) is dedicated to the evaluation of EU’s Eastern Policy. The class during week 13 will have a form of a student debate in which each student is expected to prepare his opinion whether the EU is purely a “civilisational” or an imperial power.

5. Programme and training activities

Week 1
1. How to analyse foreign policy? The case of the EU’s external activity
   - The Foreign Policy Analysis: main notions and concepts
   - The EU as an international actor: institutions, mechanisms, agenda, instruments
Readings

Compulsory:
- Stephan Keukeleire, Tom Delreux, The Foreign Policy of the European Union, Palgrave Macmillan 2014, Chapters 1-5.

Optional:

Week 2

2. The EU’s Eastern policy: ideological underpinning, interests, goals, instruments

- The ideological foundations of EU’s Eastern policy
- The evolution of the EU’s Eastern policy: interests, goals, instruments
- The EU’s policy and the interests of particular member states

Readings

Compulsory:

Optional:

Week 3

Workshop with an expert: how to write an analytical paper

Week 4

Workshop with an expert: how to write an analytical paper

Week 5

5. The New Eastern Europe: from the USRR to the EU’s periphery

- The consequences of the fall of the USSR
- The burden of the triple transformation
- Bandwagoning or balancing: a better strategy for the ‘New’ Eastern Europe

Readings

Compulsory:

Optional:
- Ivan T. Berend, From the Soviet Bloc to the EU. The Economic and Social Transformation of Central and Eastern Europe since 1973, Cambridge University Press 2009.

Student task: A student prepares a paper (written form) and a presentation (oral form). (For details see point 4)

Week 6

6. Belarus

Readings

Compulsory:

Optional:

**Student task:** A student prepares a paper (written form) and a presentation (oral form). (For details see point 4)

### Week 7

**7. Ukraine**

**Readings**

**Compulsory:**

**Optional:**

**Student task:** A student prepares a paper (written form) and a presentation (oral form). (For details see point 4)

### Week 8

**8. Moldova**

**Readings**

**Compulsory:**

**Optional:**
- Amy Verdun & Gabriela E. Chira, From neighbourhood to membership: Moldova’s persuasion strategy towards the EU, “Southeast European and Black Sea Studies” 2008, vol. 8, No. 4, pp. 431-444.

**Student task:** A student prepares a paper (written form) and a presentation (oral form). (For details see point 4)

**Week 9**

**9. South Caucasus**

**Readings**

**Compulsory:**

**Optional:**

**Student task:** A student prepares a paper (written form) and a presentation (oral form). (For details see point 4)

**Week 10**

**10. Russia**

**Readings**

**Compulsory:**

**Optional:**

**Student task:** A student prepares a paper (written form) and a presentation (oral form). (For details see point 4)

### Week 11

11. The EU as the only alternative? The other actors in Eastern Europe (US, China, Turkey)

**Readings**

**Compulsory:**

**Optional:**

### Week 12

12. What should be done about Eastern Europe: the Polish perspective

- Jerzy Giedroyc’s ideas as foundation of Polish Eastern policy after 1989
- Polish Eastern policy: interests, goals, instruments
- The factor of Polish minority living in the New Eastern Europe
- Polish-Russian relations: the story of unsuccessful reconciliation

**Readings**

**Compulsory:**

**Optional:**


**Week 13**

13. The EU – a saviour or an imperial power of Eastern Europe? *(student debate)*

- *Notions of normative imperialism and civilisational power*

**Readings**

**Compulsory:**

**Optional:**

**Student task:** Each student is expected to prepare his opinion whether the EU is a “civilisational” or an imperial power.

**Exam week**

The evaluation of the semester performance

6. **Workload**

The approximate total workload (including compulsory readings, preparing presentations and simulations) is around 100 hours. The workload is smaller in the introductory classes and more intensive in the weeks 3-10, which involve more reading and a preparation of a written paper.

7. **Assessment methods**

The fundamental condition of receiving a graded pass is the presence during classes. A student has a right to be absent twice and only during these weeks when she/he does not perform a presentation (!).

Furthermore, in order to be able to fulfil the required tasks, each students has to take part in the workshop.

During the course students are expected to prepare 3 different tasks, differing in form and difficulty:
- preparing an analytical paper (30% of the final mark)
- presentation of the analytical paper (30% of the final mark)
- participation in a debate (10% of the final mark)

By being active (preparing compulsory readings, asking questions, comments, participating in discussions) during classes a student can improve their final mark by 30%

System of grades:
8. Assessment criteria

While assessing the overall performance of a student, the coordinator takes into account the number of absences, activity during classes (preparing compulsory readings) and the quality of tasks (analytical paper, presentation of this paper and participation in the debate).

9. Appendices

[Any supporting documents to explain parts of the module more in detail.]