Course Description:
The European Union (EU) is often referred to as a global actor that enjoys considerable financial, commercial and economic means. The size of the EU in terms of both space and population, the potential that is held by each of its Member States, as well as the various policies that are developed by the EU as an institution and its members at the regional and the international levels, give it a considerable leverage when it comes to dealing with international relations. At the same time, the EU gives the impression that it could do much better. While some observers believe that it is natural for the EU to encounter difficulties in developing more capacities because of
the divergences in points of view that prevail between its State Members, others regret that most of the EU’s policies qualify it as “a payer but not a player”.

This course aims to explain the origins of the European Union, the way it included its Member States, how external policies have been shaped and in what direction they could take the EU in the coming years and decades. Through debates and discussions, students will also develop their own appreciation of what the European project envisions and what could allow it to achieve a better role.

Course Goals and Student Learning Outcomes:
1. Understand the roots and the philosophy of the European project
2. Identify the common points and differences between its Member States
3. Understand how decisions are taken at the European institutional level
4. Understand the main pillars and programs that constitute the EU’s foreign policy
5. Identify the strengths and weaknesses of the EU and how to overcome them
6. Develop awareness of the problems and possibilities of cultural diversity in the European Union

Students should complete the readings before the due date. You will be graded on the basis of a mid-term exam, an oral presentation that will be accompanied by a report, class assignments and a final exam. Participation in class will be evaluated.

While some classes may be primarily lecture, classes also often involve discussing the readings and current issues. Therefore, active student participation is required. Besides, each recorded unjustified absence beyond three will result in a letter grade reduction in your participation and attendance grade.

Recommendations for oral presentations
- The idea is to understand well the topic you have studied before you share your findings and ideas with your audience. The more you are comfortable with what you say, the better you will be prepared to engage a debate with your audience.
- You should make your presentation structured, dynamic and objective. The idea is not to get your audience to listen to an enumeration of dates and facts. Instead, you should make a clear and concise presentation of the topic before presenting the different views that are part of the debate, expressing what you think personally, defining the solutions you suggest and then bringing two or three open questions that will open the floor for debate.
- At the end of your presentation, the audience should understand the relevance of the topic, integrate the different perspectives to understand the issue or problem, as well as understand both the most appropriate ways to deal with the subject and the foreseeable consequences for the EU and its Member States.

You will be assessed based on the way you present your information and ideas, as well as your engagement with the audience. You need to show a good knowledge on the topic of the seminar based on relevant bibliography. You need to make an argument and provoke a dynamic discussion.

Presentations given late will be marked down by 10% a day.

The criteria for evaluation of oral presentations will be: your knowledge, your ability to put your argument forward, your ability to explain the argument and the points you wish to make, and your ability to provoke a dynamic discussion.
Grade Scale:
A 93%-100%
A- 90%-92%
B+ 87%-89%
B 83%-86%
B- 80%-82%
C+ 73%-79%
C 67%-72%
C- 60%-66%
D 50%-59%
F 0%-49%

Method of Evaluation and Grading (% of Final Grade):
25% Oral presentation and submission of presentation online
20% Mid-term exam
20% Assignments
10% Attendance and participation
25% Final exam

Course Credits: 3

Requirements:
You are required to attend each class session prepared and ready to participate. You are expected to complete the readings for this course before the date for which they are listed and to prepare for the class exercises. You should make every effort to read as widely as possible for the course and you should be prepared to share with the other students any information which you have gained through your reading.

Class exercises and participation

In order to give a diversity of participation opportunities, class exercises will include homework, quizzes and Blackboard assignments. Some of the classes will include practical exercises to help you become familiar with the content. You are expected to participate in the exercises, to read in advance the material and to follow the guidelines to be able to learn from these activities.

I trust we will be able to have a mutually respectful classroom atmosphere by treating all classmates as equals. In deference for others, please do not eat during class.

When evaluating presentations, class participation and attendance, I will positively take into account the following:

1. students who attend every class and let me know when and why they will be absent.
2. students who make an effort to prepare the homework and attempt to make class dynamic and engage the audience.
3. students who show interest in following the debates.
With regard to matters pertaining to **academic honesty and plagiarism**, you are reminded that cheating is a deplorable behavior, which leads to an “F” grade and possible expulsion from the University.

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**Mobile phones and laptops should not be used during class**

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**Mid-term and final exams**

The midterm exam is on Feb 25, during class.
The final is on Monday, May 6, 3:30 to 6:30 p.m.
The midterm and final examinations must be written on their respective dates. No alternative examinations will be scheduled except in the case of excused medical absences.

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**Contacting me**

- Ask me questions in class, or send an e-mail to: daniel.blanch@slu.edu
- or make an appointment to see me during my office hours as listed above.

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**BIBLIOGRAPHY**

**Textbook:** Cini, Michelle and Pérez-Solórzano Borragán, Nieves (eds.), European Union Politics, OUP Oxford, 2016 (Fifth Edition)

**Additional resources to consult:**

→ Austermann, Frauke, European Union Delegations in EU Foreign Policy: A Diplomatic Service of Different Speeds, Palgrave Macmillan, 2014
→ Cameron, Fraser, An Introduction to European Foreign Policy, Routledge, 2012
→ Dinan, Desmond, Ever Closer Union: An Introduction to European Integration, Lynne Rienner, 2010

## Topics for class and bibliography

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson topic</th>
<th>Readings or Other Assignments Due</th>
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</table>
| 1. January 14 | Course presentation & introduction to the origins of the “European project” | - Michelle Cini & Nieves Pérez-Solórzano Borragán, Introduction, Textbook, Chapter 1, pp.1-8  
- The European Union: Establishment & Development, Textbook, Chapter 2, pp. 11-29  
- Please come prepared to share thoughts, questions, or travel experiences regarding Europe  
- Find one article on the EU to summarize & discuss from news or media for next class |
| 2. January 21 | Membership & integration into the EU. | - See Blackboard assignment on Environment Eurobarometer for next week |
| 3. January 28 | The European Commission & European Parliament | - For next week, post on Blackboard a summary of the textbook reading  
- The European Commission, Textbook, Chapter 9, pp. 125-137  
- The European Parliament, Textbook, Chapter 11, pp. 155-166 |
| 6. Feb 18 | Genesis of the CFSP & the European Security and Defense Policy (ESDP), Threats & challenges to security | Topics due for oral presentation  
- The European Union’s Foreign, Security and Defence Policies, Textbook, Chapter 17, pp. 241-254  
- From the Constitutional Treaty to the Treaty of Lisbon and Beyond, Textbook, Chapter 3, pp. 30-49 |
| 7. Feb 25 | Midterm | Midterm exam on all content covered so far |
| 8. March 4 | Oral presentations | Presentations will be done either individually or in groups, starting during this class. |
ORAL PRESENTATIONS WILL CONTINUE IN CLASS |
ORAL PRESENTATIONS MAY CONTINUE IN CLASS |
| 12. April 1 | The EU and Transatlantic Relations. EU-Russia Prospects | - “European Security and the Future of Transatlantic Relations”, IAI Research Papers, 2011; read articles 1 (pp.15-40), 2 (pp.41-54) and 3 (pp.55-60), http://www.iai.it/sites/default/files/iairp_01.pdf  
- Dmitri Trenin, “A Practical Approach to EU-Russian Relations”, Carnegie Moscow Center, January 2014, |
AND ORAL PRESENTATIONS MAY CONTINUE

-“EU and Russia Relations After Crimea: Red Lines for “Business as Usual””, Eastern Europe Studies Centre, June 2014,

13. April 8
The European Central Bank & the EU’s economic orientation
- Economic and Monetary Union, Textbook, Chapter 21, pp. 295-307

14. April 22
What Prospects for the EU by Year 2030?
- The Future of the EU, textbook Chapter 27, pp. 380-390
- Prepare by thinking about the policies that the EU should favor and develop if it wants to have an efficient Foreign Policy by 2030. Choose one scenario to examine from:

15. April 29
Review for final exam
-Democracy and Legitimacy in the EU, textbook, chapter 24, pp. 339-351

Final exam:
6 May 15.30-18.30

Important Dates
-20 January - Last day to drop a class without a grade W and /or add a class
Last day to choose Audit (AU) or Pass/No Pass (P/NP) options
-17 March - Last day to drop a class and receive a grade of W

Holidays that affect this class:
-Semana Santa, Easter, Monday 15 April

Class Attendance: Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A−; A− to B+; B+ to B, etc. Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work. Any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

University Statement on Academic Integrity: Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.
The governing University-level Academic Integrity Policy can be accessed on the Provost’s Office website here. Additionally, SLU-Madrid has posted its academic integrity policy online. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

**University Title IX Statement:** Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU’s Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (marta.maruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid’s Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid’s sexual misconduct policy and for resources, please our policy posted online. Additional information is available at the University’s website “SLU is here for you.”

**Academic Accommodations and Learning Resources:** In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by reviewing the Academic Resources website online.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student’s eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, more information is available on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

**Basic Needs Security Statement:** Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact Marta Maruri, SLU-Madrid's Director of Student Life (marta.maruri@slu.edu or 915 54 58 58, ext. 213) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.
Statement
In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

Spring 2019 Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wednesday, January 9</td>
<td>First Day of Classes</td>
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<tr>
<td>Sunday, January 20</td>
<td>Last Day to Drop a Class Without a Grade of W and /or Add a Class, choose Audit (AU) or Satisfactory/Unsatisfactory (S/U) Options</td>
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<tr>
<td>Friday, January 25</td>
<td>Academic Holiday</td>
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<tr>
<td>Sunday, January 27</td>
<td>Application Deadline for Spring Semester Degree Candidates</td>
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<tr>
<td>Wednesday, February 20</td>
<td>Summer Session registration opens.</td>
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<tr>
<td>Thursday, February 21</td>
<td>No class (Winter Break)</td>
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<tr>
<td>Friday, February 22</td>
<td>No class (Winter Break)</td>
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<tr>
<td>Sunday, March 3</td>
<td>Professor's deadline to submit midterm grades</td>
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<tr>
<td>Wednesday, March 6</td>
<td>Ash Wednesday</td>
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<tr>
<td>Thursday, March 7</td>
<td>Spring 2019 Registration opens.</td>
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<tr>
<td>Friday, March 8</td>
<td>Last day to drop and receive a grade of W</td>
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<tr>
<td>Saturday, March 9</td>
<td>Registration for fall semester begins</td>
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<tr>
<td>Sunday, March 17</td>
<td>Semana Santa/Easter Break</td>
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<tr>
<td>Tuesday, April 9</td>
<td>Final Day of Classes</td>
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<tr>
<td>Wednesday, April 10</td>
<td>Madrid Campus Holiday</td>
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<td>Thursday, April 11</td>
<td>Madrid Campus Holiday</td>
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<tr>
<td>Friday, April 12</td>
<td>Review Day (No classes)</td>
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<tr>
<td>Wednesday, May 1</td>
<td>Final Exam – Day 1</td>
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<tr>
<td>Thursday, May 2</td>
<td>Final Exam – Day 2</td>
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<tr>
<td>Friday, May 3</td>
<td>Final Exam – Day 3</td>
</tr>
<tr>
<td>Saturday, May 4</td>
<td>Final Exam – Day 4</td>
</tr>
<tr>
<td>Sunday, May 5</td>
<td>Final Exam – Day 5</td>
</tr>
<tr>
<td>Monday, May 6</td>
<td>Commencement 2018</td>
</tr>
<tr>
<td>Tuesday, May 7</td>
<td>Professor's Deadline to Submit Final Grades</td>
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Spring 2019 Final Exam Times

<table>
<thead>
<tr>
<th>Class Meeting Time</th>
<th>Exam Date/Time</th>
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<tbody>
<tr>
<td>Mondays 5:30 p.m.</td>
<td>Monday, May 6, 3:30 to 6:30 p.m.</td>
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