

European Foreign Policy

Code: 101093
ECTS Credits: 6

Degree	Type	Year	Semester
2500259 Political Science and Public Management	OT	3	2
2500259 Political Science and Public Management	OT	4	0
2503778 International Relations	OB	3	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Federico Guerrero Cabrera
Email: Federico.Guerrero@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: Yes
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Other comments on languages

Grup 01

Teachers

Francesc Serra Massansalvador
Federico Guerrero Cabrera

Prerequisites

This elective course is part of the major in International Relations of the Degree in Political Science and Public Management, as well as a mandatory course of the Degree in International Relations. Therefore, it is expected that the students attending this course will have a general knowledge on International Relations, the European process of integration, and contemporary international history. Also, the students attending this course should have the habit of reading and consulting multiple sources on European and international affairs. It is also expected that the students will have basic knowledge on searching sources in the internet, and on using word processing computer programs.

The students should have the ability to easily read and understand academic texts written in English.

IMPORTANT NOTICE: it will be mandatory for students enrolled in the English group of this course to do all their assignments (exams and group and individual exercises) in English.

Objectives and Contextualisation

This course is intended to develop and deepen the historical, theoretical and conceptual knowledge on the origins, external relations, and political process of the European Union (EU).

At the end of the course, the students should have the ability to:

- Define and relate the main analytical concepts of international relations to the European integration process.
- Understand primary sources and their international and political implications.
- Combine and review different information sources on Europe's international relations.
- Present and defend, in an informed way, their analysis on current European foreign affairs.
- Describe and explain the development of the main trends of Europe's international relations, from the end of the Second World War to present day.
- Understand the process of European political integration in the context of the Cold War.
- Analyse and understand the internal and external challenges of the current European political scenario.

Competences

Political Science and Public Management

- Applying theoretical and analytical knowledge of International Relations to practical and professional cases, in particular to the areas of conflict and cooperation between actors.
- Arguing from different theoretical perspectives.
- Assessing specific distinctive aspects and conceptual and methodological instruments of the different tendencies and analytical approximations of International Relations.
- Demonstrating good writing skills in different contexts.
- Demonstrating they know theoretical tendencies and classical and recent analytical approximations of International Relations.
- Designing data collection techniques, coordinating the information processing and meticulously applying hypothesis verification methods.
- Distinguishing the discipline's main theories and different fields: conceptual developments, theoretical frameworks and theoretical approaches underlying the discipline's knowledge and different areas and sub-areas, as well as their value for the professional practice through concrete cases.
- Identifying sources of data and conducting bibliographic and documentary searches.
- Interpreting and applying English texts in an academic way.
- Managing the available time in order to accomplish the established objectives and fulfil the intended task.
- Producing and planning researches or analytical reports.
- Realising effective oral presentations that are suited to the audience.
- Synthesizing and critically analysing information.
- Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
- Working autonomously.
- Working by using quantitative and qualitative analysis techniques in order to apply them to research processes.
- Working in teams and networking, particularly in interdisciplinary conditions.

International Relations

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the structure and operation of international institutions and organisations (political, economic, military and security, environmental, development and emergency aid) both in the universal and regional spheres, with particular emphasis on the European Union, from either real or simulated cases.
- Apply quantitative and qualitative analysis techniques in research processes.
- Identify data sources and carry out rigorous bibliographical and documentary searches.
- Identify the main theories of international relations and their different fields (international theory, conflicts and security, international politics, etc.) to apply them in professional practice.
- Produce and prepare the presentation of intervention reports and/or proposals.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use different tools for analysing the contemporary international system and its functional and regional or geographical subsystems.
- Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.

Learning Outcomes

1. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Apply different theoretical focuses to the analysis of the international system and its subsystems and international European politics.
4. Apply quantitative and qualitative analysis techniques in research processes.
5. Applying theoretical and analytical knowledge of International Relations to practical and professional cases, in particular to the areas of conflict and cooperation between actors.
6. Arguing from different theoretical perspectives.
7. Assessing specific distinctive aspects and conceptual and methodological instruments of the different tendencies and analytical approximations of International Relations.
8. Communicate using language that is not sexist or discriminatory.
9. Consider how gender stereotypes and roles impinge on the exercise of the profession.
10. Critically analyse the principles, values and procedures that govern the exercise of the profession.
11. Critically assessing the impacts of globalization in several areas: safety, environment, human rights, migrations and peace.
12. Define and relate the main analytical concepts of international relation with the process of European integration.
13. Demonstrating good writing skills in different contexts.
14. Demonstrating they know theoretical tendencies and classical and recent analytical approximations of International Relations.
15. Describing the international order: anarchy versus order, society of states and transnational society.
16. Describing the main characteristic elements of the international society as a whole (1945-2000).
17. Designing data collection techniques, coordinating the information processing and meticulously applying hypothesis verification methods.
18. Develop and acquire deeper historical, theoretical and conceptual knowledge of the origins, external relations and political processes of the European Union (EU).
19. Evaluate case studies of change and continuity in the international system, in the main regional subsystems (European, American, Asian) and in the subsystems of economy and security.
20. Explain the explicit or implicit code of practice of one's own area of knowledge.
21. Explaining the major approximations to the international relations (realism, transnationalism and structuralism).
22. Identify and analyse the different information sources on the international relations of the EU.
23. Identify data sources and carry out rigorous bibliographical and documentary searches.
24. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
25. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
26. Identifying sources of data and conducting bibliographic and documentary searches.
27. Interpreting and applying English texts in an academic way.
28. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
29. Produce and prepare the presentation of intervention reports and/or proposals.
30. Producing and planning researches or analytical reports.

31. Properly using the theory and concepts of international relations (traditions of Hobbesian, Grotian or Kantian thought).
32. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
33. Propose projects and actions that incorporate the gender perspective.
34. Propose viable projects and actions that promote social, economic and environmental benefits.
35. Realising effective oral presentations that are suited to the audience.
36. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
37. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
38. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
39. Synthesizing and critically analysing information.
40. Understand the process of European political integration in the context of the Cold War.
41. Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.
42. Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
43. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
44. Working autonomously.
45. Working by using quantitative and qualitative analysis techniques in order to apply them to research processes.
46. Working in teams and networking, particularly in interdisciplinary conditions.

Content

Introduction

1. Evolution of the European order: towards a security community?

- The European state system
- Bipolar and Communitarian Europe
- (Re)-unified Europe?
- Concepts: Security community and regional security complex

Part I. Construction and evolution of bipolar Europe

2. The partition of Europe

- Consequences of Yalta and Potsdam and increasing tension between the West and the Soviet Union
- The Marshall Plan (1947) and the logic of containment
- The rebuilding of Germany inside the Western bloc: the creation of the German Federal Republic (West Germany) and the German Democratic Republic (East Germany) (1949)

3. The creation of the Atlantic Alliance

- From the Dunkirk Pact (1947) to the Brussels Treaty (1948)
- The American commitment: the Vandenberg Resolution (1948)
- The Washington Treaty (1949): the trans-Atlantic Alliance
- The creation of NATO (1951-1955): members, objectives and institutional structure

4. The evolution of the Atlantic Alliance during the Cold War

- The Paris Conference (1954): the membership of West Germany into NATO
- The reform of the Brussels Treaty: the creation of the Western European Union (WEU) (1955)
- The NATO crisis during the 1960s: De Gaulle and détente
- The Euro-missiles crisis (1979-1987): confidence crisis inside the Western bloc

5. The creation and consolidation of the Soviet Union sphere of influence

- Peoples' democracies (1945-49)
- Network of bilateral treaties
- Institutionalization: Communist Information Bureau (COMINFORM) (1947), Council for Mutual Economic Assistance (COMECON) (1949), and the Warsaw Pact (1955).

6. The evolution of the Eastern bloc

- The Yugoslav breaking with the USSR and the blockade of Berlin (1948-1953) and de-Stalinization of the bloc (1953-56)
- Poland and Hungary (1956), and the doctrine of limited sovereignty in Czechoslovakia (1968)
- Fractures inside the Eastern Bloc: Poland (1980s)

7. Evolution of bipolar Europe: tensions and cooperation

- Ostpolitik: Willy Brandt and the new relations between West and East (1968-1973)
- The CSCE: Pan European security and the Helsinki Final Act (1975)
- Gorbachev's impact in the relations between East and West during the 1980s.
- Transformations in Central Europe: the fall of the Berlin Wall (1989) and German reunification (1990)

Part II. Construction and Evolution of Communitarian Europe

8. Pre Communitarian stage

- Inter-war background (Coudenhove-Kalergi, Briand)
- The Zurich Speech (1946): the United States of Europe
- The Hague Congress (1948): the breakdown between federalists and unionists
- The Council of Europe (1949): classical international cooperation.

9. The European Communities

- Franco-German reconciliation as the basis for unification: Jean Monnet and the Schuman Plan (1950)
- The Plevin Plan (1950) and the project of a European Political Community
- The Paris Treaty: creation of the European Coal and Steel Community (ECSC) (1951), and the Treaties of Rome (1957)
- Creation of the European Free Trade Association (EFTA) (1959): the British alternative to the EEC

10. The Gaullist re-interpretation of the European Community

- The Fouchet Plans (1961, 1962): political Europe and intergovernmentalism
- French veto to British membership (1963, 1967)
- The empty chair crisis and the Luxemburg agreement (1966)

11. Re-launching Europe: the enlargement of the EEC and the European Political Cooperation (EPC).

- The Hague Summit (1969): new integration agenda; and enlargements of the Community (1973, 1980, 1986)
- Crisis and progress in European integration: the United Kingdom, a difficult partner
- EPC: structure, tools, functioning and agenda evolution
- European Single Act (1987): internal market, EPC and institutional adaptation

Part III. Europe in the post Cold War world

12. Proposals for the development of the European Union

- Kohl-Mitterrand proposal on political union (1990)
- Intergovernmental conferences (1991): options and disagreements between the twelve
- Maastricht and the Treaty of the European Union (1992)
- Treaty reforms: Amsterdam, Nice and Lisbon

13. The EU as an international political actor (Common Foreign and Security Policy)

- Evolution and objectives of the Common Foreign and Security Policy
- Decision-making process and internal coherence
- Diplomatic and economic instruments
- Common Security and Defence Policy (CSDP): military instruments and security challenges
- The European Security strategy (2003, 2008, 2016)

Methodology

Activities

The work of the students during this course is divided into different types of activities, each of them with a specific amount of working hours. This diversity of formats is reflected in the use of different working methodologies during the course. The course has 6 ECTS credits, therefore it is expected that the students devote 150 working hours for this course.

- Guided activities are activities done in the classroom with the presence of the teacher, and will include: lectures (with ICT support and the possibility of forming discussion groups for specific topics); seminars in smaller groups for discussing the required readings, for focusing on practical issues and for analysing specific cases, problems and examples related to the course' syllabus. For these activities there will be specific readings, which will be announced well in advance. These activities represent one third of the total working hours required for the course (55 hours).

- Supervised activities are the ones carried out by the students outside the classroom, according to a work plan designed, supervised and evaluated by the lecturer. Also, during the course students will read short articles or documents, write short essays to analyze these materials, and will discuss them in class. Supervised activities also include individual tutorials and similar activities to assess each student's progress. These activities represent approximately 10% of the required working hours (15 hours).

- Autonomous activities are all the activities that the students do on their own, and in accordance with the requirements of the course. These activities may include supplementary research and reading, study their class notes, and all the activities that supplement their work during the course. These activities account for half of the student' working time (75hours).

The teaching methodology has been adequately prepared for the contents and activities of this course.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Guided activities are classroom activities, with the presence of the teacher, and that may include: lectures and seminars	53	2.12	5, 6, 14, 27, 39, 7
Type: Supervised			
Supervised activities are the ones carried out by the students outside the classroom, according to a work plan designed, supervised and evaluated by the lecturer	15	0.6	5, 6, 14, 13, 17, 30, 28, 26, 27, 39, 45, 44, 46, 42, 7
Type: Autonomous			

Autonomous activities are all the activities that the students do on their own, and in accordance with the academic requirements of the course	75	3	5, 14, 16, 15, 21, 28, 26, 27, 39, 44, 31, 7, 11
--	----	---	--

Assessment

The evaluation of this course consists of two parts:

1. Continuous Evaluation during the semester (50% of the final grade) divided among the following activities:

1.1. An individual short essay about a topic from the program proposed by the professor. It represents 20% of the final grade.

1.2. Group assignment related to the contemporary international relations of the European Union, which consists in a group-written paper and its oral presentation (30% of the final grade). Submission of the paper and the oral presentation will take place at the end of the semester. The exact date and specific instructions will be announced during the first weeks of the course.

2. Two written exams on topics 1 to 13 (the midterm exam will include topics 1 to 7 of the programme, and the final exam will include topics 8 to 13). The exact date of each exam will be announced with enough time (each exam represents 25% of the final grade).

SUMMARY OF THE GRADING:

One individual short essay: 20%

Group assignment : 30%

Mid-term exam (topics 1-7): 25%

Final exam (topics 8-13): 25%

OTHER CONSIDERATIONS

To pass this course you will need to pass both written exams with a minimum grade of 5/10 in each exam.

The students that do not pass one or both written examination(s) will have the opportunity to retake them at the end of the semester, on the date established by the Academic Office of the Faculty. If the exam(s) are not passed in the second sitting, the final grade of the course will be FAILED (NO APROVAT). There will only be two opportunities to pass each exam. Clarification: once the student retakes the midterm or the final exam (or both), the grade that will count for the course final grade is the one obtained in the second exam.

Once both written exams have been passed, the average grade of all the activities of the semester (short essay, group assignment and exams) must reach, at least, a 5/10 grade to pass the course.

All the assignments will have to be submitted on the dates established by the professor. If this is not the case the professor will specify the penalty for these late submissions. IMPORTANT: neither the individual essay nor the group assignment will be retaken.

The cases of plagiarism or other irregular acts (copying in an exam or submitting to equal individual essays from two different students) will be graded with a zero (0) in the related activity. To avoid plagiarism students must (it's mandatory) include in-text citations (you can check the Faculty guide about plagiarism through the following [link](#)) as well as include a correctly referenced bibliography. IMPORTANT: any assignment that does not include a bibliography will automatically fail.

If a student submits the exercises representing 50% or more of the final grade, she/he will not have the right to have a final grade of NO SHOW (NO PRESENTAT).

VERY IMPORTANT. Exchange students will have to follow the same norms and rules that the students from the Degree (Grau).

VERY IMPORTANT: those students enrolled in the English group of the course will have to do all the assignments (exams, individual essay and group assignment) in English. That's mandatory

In accordance with article 117.2 of the UAB Academic Regulations, the evaluation of those students who have been enrolled before may consist of a single synthesis examination. This synthesis examination will include the contents and competences that belong to the three evaluation activities that regular students will have to do during the course. The students who wish to be evaluated this way should contact the professor at the beginning of the semester.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group presentation and debate on the contemporary international relations of the European Union	30%	1	0.04	1, 2, 5, 4, 6, 41, 8, 14, 13, 18, 17, 30, 29, 35, 28, 23, 26, 22, 25, 24, 27, 32, 33, 34, 36, 37, 39, 45, 44, 46, 42, 7, 19, 9, 43
One individual essay about one of the topics seen during the course	20%	2	0.08	10, 5, 3, 4, 6, 41, 8, 14, 13, 18, 20, 35, 28, 23, 26, 22, 27, 36, 37, 39, 31, 7
Written examination (Topics 1 to 13). There will be a midterm and a final exam.	50%	4	0.16	5, 3, 6, 8, 12, 14, 13, 16, 15, 18, 40, 21, 28, 27, 38, 39, 44, 31, 7, 11

Bibliography

IMPORTANT: the essential readings to follow the course will be available to students at Campus Virtual

Basic textbooks:

BACHE, Ian; BULMER, Simon; GEORGE, Stephen and PARKER, Owen (2015), *Politics in the European Union*, 4th Ed., Oxford: Oxford University Press

BARBÉ, Esther (Dir.) (2014), *La Unión Europea en las relaciones internacionales*, Madrid: Tecnos.

DINAN, Desmond (Ed.) (2014), *Origins and Evolution of the European Union*, 2nd Ed., Oxford: Oxford University Press.

GIL PECHARROMÁN, Julio (2017), *Historia de la Integración Europea*, 2ª edición, Madrid: Editorial UNED.

HILL, Christopher; SMITH, Michael and VANHOONACKER, Sophie (eds.) (2017), *International Relations and the European Union*, 3rd Ed., Oxford: Oxford University Press.

KEUKELEIRE, Stephan and DELREUX, Tom (2014), *The Foreign Policy of the European Union*, 2nd Ed., Houndmills: Palgrave Macmillan.

NUTALL, Simon J. (2011), *European Foreign Policy*, Oxford: Oxford University Press [electronic book available through the library catalogue]

General bibliography:

CALVOCORESSI, Peter (1991), *Resilient Europe 1870-2000*, Londres, Longman.

CAMBON CRESPO, Elia (1997), *Seguridad y Cooperación en Europa: de Conferencia a Organización*, Madrid, CEES Edic.

DIEZ DE VELASCO, Manuel (2001), *Las organizaciones internacionales*, Madrid, Tecnos, p. 426-449 (caps. OTAN i UEO) i p. 569-577 (cap. CSCE).

ELLWOOD, David W. (1992), *Rebuilding Europe. Western Europe, America and Postwar Reconstruction*, Londres, Longman.

HALLIDAY, Fred (1986), *The making of the Second Cold War*, Londres, Verso.

LAQUEUR, Walter (1992), *Europe in Our Time. A History 1945-1992*, Londres, Penguin.

LUNDESTAD, Geir (1999), *East, West, North, South. Major Developments in International Politics 1945-1990*, Oxford, Oxford U.P.

MAMMARELLA, Giuseppe (1995), *Historia de Europa Contemporánea*, Barcelona, Ariel.

OSIANDER, Andreas (1994), *The States System of Europe 1640-1990*, Oxford, Clarendon Press.

PEREIRA, Juan Carlos (1989), *Historia y presente delaguerrafría*, Madrid, Istmo.

SAINZ, Nora (1993), *La Conferència sobre la Seguretat i la Cooperació a Europa: De procés a institució paneuropea*, Centre Unesco de Catalunya/Centre d'Estudis sobre la Pau i el Desarmament (UAB).

TAIBO, Carlos (1991), *De la revolución de octubre a Gorbachov. Una aproximación a la Unión Soviética*, Madrid, Fundamentos.

Specific bibliography for Part II:

ALDECOA LUZARRAGA, Francisco (2002), *La integración europea. Análisis histórico-institucional con textos y documentos*, Madrid, Tecnos.

DINAN, Desmond (2000), *Encyclopedia of the European Union*, Londres, Macmillan.

DINAN, Desmond (1999), *Ever Closer Union? An Introduction to the European Community*, Londres, Macmillan. (2ª. ed.)

GILBERT, Mark (2012), *European Integration: A Concise History*, Rowman & Littlefield

MARTIN DE LA GUARDIA, Ricardo i PEREZ SANCHEZ, Guillermo A. (2001), *Historia de la integración europea*, Barcelona, Ariel.

TRUYOL Y SERRA, Antonio (1999), *La integración europea. Análisis histórico-institucional*, Madrid, Tecnos.

URWIN, Derek (1992), *The Community of Europe. A History of European Integration since 1945*, Londres, Longman.

WALLACE, Helen., POLLACK, Mark A. and YOUNG, Alasdair (eds.) (2015), *Policy making in the European Union*, 7a edició, Oxford: Oxford University Press.

Specific bibliography for Part III:

BARBÉ, Esther (1995), *La seguridad en la nueva Europa. Una aproximación institucional: Unión Europea, OTAN y UEO*, Madrid, Los Libros de la Catarata.

BARBÉ, Esther (1999), *La política europea de España*, Barcelona, Ariel.

BARBÉ, Esther (coord.) (2000), *Política Exterior Europea*, Barcelona, Ariel.

BARBÉ, Esther (ed.) (2005) *¿Existe la brecha transatlántica? Estados Unidos y la Unión Europea tras la crisis de Irak*, Madrid, LosLibros de la Catarata.

BARBÉ, Esther (ed.) (2010), *La Unión Europea más allá de sus fronteras. ¿Hacia la transformación del Mediterráneo y Europa oriental?*, Madrid: Tecnos.

DIALER, Doris; NEISSER, Heinrich, and OPITZ, Anja (eds.) (2013), *The EU's External Action Service: Potentials for a one voice Foreign Policy*, Innsbruck University Press [electronic book available through the library catalogue]

HILL, Christopher and SMITH, Karen E. (2000), *European Foreign Policy. Key Documents*. London: Routledge.

HOLMAN, Otto (2019), *Global Europe: The External Relations of the European Union*, Amsterdam University Press [electronic book available through the library catalogue]

JOHANSSON-NOGUÉS, Elisabeth; VLASKAMP, Martijn and BARBÉ, Esther (eds.) (2020), *European Union Contested*, Springer [electronic book available through the library catalogue]

KOUTRAKOS, Panos (ed.) (2011), *European Foreign Policy: Legal and Political Perspectives*, Cheltenham: Edward Elgar [electronic book available through the library catalogue]

MÉRAND, Frédéric (2008), *European Defence Policy: Beyond the Nation State*, Oxford: Oxford University Press [electronic book available through the library catalogue]

MORILLAS, Pol (2019), *Strategy-making in the EU: from foreign and security policy to external action*, Palgrave Macmillan

SMITH, Hazel (2002), *European Union Foreign Policy: What It Is and What It Does*, Londres: Pluto Press

SMITH, Karen E. (2008), *European Union Foreign Policy in a Changing World*, 2a edición, Cambridge: Polity Press.

TAIBO, Carlos (1998), *Las transiciones en la Europa Central y Oriental*, Madrid, Los Libros de la Catarata.

TONRA, Ben and CHRISTIANSEN, Thomas (eds.) (2004), *Rethinking European Union Foreign Policy*, Manchester: Manchester University Press [electronic book available through the library catalogue]

VAN VOOREN, Bart; BLOCKMANS, Steven, and WOUTERS, Jan (eds.) (2013), *The EU's Role in Global Governance: The Legal Dimension*, Oxford: Oxford University Press [electronic book available through the library catalogue]

WESTLAKE, Martin (Ed.) (2020), *The European Union's New Foreign Policy*, Palgrave Macmillan [electronic book available through the library catalogue]

Basic webpages:

Council of Europe: <http://www.coe.int>

European Documentation Center at UAB:

<http://www.uab.cat/web/centre-de-documentacio-europea/centre-de-documentacio-europea-1261383194655.htm>

European External Action Service: https://eeas.europa.eu/headquarters/headquarters-homepage_en

European Parliament: <http://www.europarl.europa.eu/portal/en>

European Union: <http://www.europa.eu>

NATO: <http://www.nato.int>

Observatori de Política Exterior Europea: <http://normcon.eu/es/>

Organization for Security and Cooperation in Europe: <http://www.osce.org>

Software

No need of any special software beyond the use of Moodle