UAB
Universitat Autònoma de Barcelona

European Foreign Policy

Code: 101093
ECTS Credits: 6

2024/2025

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

Contact

Name: Diego Badell Sanchez

Email: diego.badell@uab.cat

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

The course is part of the core subject of International Relations within the study plan for the Bachelor's Degree in Political Science and Public Management, and it is also included in the study plan for the Bachelor's Degree in International Relations. Therefore, it is expected that students will have at least the fundamental knowledge of the subject taught in the International Relations course.

Students are required to read, debate, and understand academic textbook texts written in English.

In general, students should have the habit of consulting various high-quality European international information sources to follow current international debates. It is expected that students possess basic computer skills: using the Internet and Word processing software.

Objectives and Contextualisation

This course is an optional pathway course for the International Relations Mention in the Bachelor's Degree in Political Science and Public Management, as well as a mandatory course for the Bachelor's Degree in International Relations. This course develops and deepens the theoretical and conceptual knowledge previously acquired and is complemented by the rest of the courses within the International Relations Mention pathway (Bachelor's Degree in Political Science), as well as those corresponding to the Bachelor's Degree in International Relations.

The basic objectives of the course are based on the students' ability to:

- Define and relate the main analytical concepts of international relations in the European context
- Interpret primary documents and relate their international political consequences
- Combine and synthesize different sources of information on international relations in Europe
- Present and defend positions on current international issues in a documented manner
- Describe and explain the development of the main trends in international relations in Europe from the end of World War II to the present
- Interpret the process of European political integration in the context of the division of Europe into two blocs
- Analyze current issues in the European political landscape

Competences

Political Science and Public Management
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Develop strategies for autonomous learning.
- 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.
- Make changes to the methods and processes of the area of knowledge to provide innovative responses to the needs and wishes of society.
- 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.
- Students must be capable of knowing and applying basic terminology in English related to political sciences.
- 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.

International Relations
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse cases and phenomena in the international sphere and interpret different political texts using contemporary political theories.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Apply different theoretical focuses to the analysis of the international system and its subsystems and international European politics.
5. Apply different theoretical focuses, with a constructivist approach, to the actions of international organisations.
6. Apply quantitative and qualitative analysis techniques in research processes.
7. Applying theoretical and analytical knowledge of International Relations to practical and professional cases, in particular to the areas of conflict and cooperation between actors.
8. Arguing from different theoretical perspectives.
9. Assessing specific distinctive aspects and conceptual and methodological instruments of the different tendencies and analytical approximations of International Relations.
10. Communicate using language that is not sexist or discriminatory.
11. Consider how gender stereotypes and roles impinge on the exercise of the profession.
12. Critically analyse the principles, values and procedures that govern the exercise of the profession.
13. Critically assessing the impacts of globalization in several areas: safety, environment, human rights, migrations and peace.
14. Define and relate the main analytical concepts of international relation with the process of European integration.
15. Demonstrating good writing skills in different contexts.
16. Demonstrating they know theoretical tendencies and classical and recent analytical approximations of International Relations.
17. Describing the international order: anarchy versus order, society of states and transnational society.
18. Describing the main characteristic elements of the international society as a whole (1945-2000).
19. Designing data collection techniques, coordinating the information processing and meticulously applying hypothesis verification methods.
20. Develop and acquire deeper historical, theoretical and conceptual knowledge of the origins, external relations and political processes of the European Union (EU).
21. Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
22. Develop strategies for autonomous learning.
23. 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.
24. Explain the explicit or implicit code of practice of one's own area of knowledge.
25. Explaining the major approximations to the international relations (realism, transnationalism and structuralism).

26. Identify and analyse the different information sources on the international relations of the EU.
27. Identify data sources and carry out rigorous bibliographical and documentary searches.
28. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
29. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
30. Identifying sources of data and conducting bibliographic and documentary searches.
31. Interpreting and applying English texts in an academic way.
32. Make changes to the methods and processes of the area of knowledge to provide innovative responses to the needs and wishes of society.
33. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
34. Produce and prepare the presentation of intervention reports and/or proposals.
35. Producing and planning researches or analytical reports.
36. Properly using the theory and concepts of international relations (traditions of Hobbesian, Grotian or Kantian thought).
37. Propose new experience-based methods or alternative solutions.
38. Propose new ways to measure success or failure when implementing ground-breaking proposals or ideas.
39. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
40. Propose projects and actions that incorporate the gender perspective.
41. Propose viable projects and actions that promote social, economic and environmental benefits.
42. Propose ways to evaluate projects and actions for improving sustainability.
43. Realising effective oral presentations that are suited to the audience.
44. 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.
45. 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.
46. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
47. Students must be capable of knowing and applying basic terminology in English related to political sciences.
48. 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.
49. Synthesizing and critically analysing information.
50. Understand the process of European political integration in the context of the Cold War.
51. Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.
52. Use theoretical and meta-theoretical focuses to analyse the impact of globalisation on security, the economy and society on both a transnational and national scale and in different international organisations.
53. Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
54. 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.
55. Weigh up the risks and opportunities of one's own ideas for improvement and proposals made by others.
56. Working autonomously.
57. Working by using quantitative and qualitative analysis techniques in order to apply them to research processes.

Content

Introduction

Session 1: Evolution of the European Order: Towards a Security Community?

- European state system
- Bipolar Europe and Community Europe
- (Re-)unified Europe?
- Concepts of security community and regional security complex

First Part: Construction and Evolution of Bipolar Europe

Session 2: The Division of Europe

- Consequences of Yalta and Potsdam and the beginnings of bloc tensions
- The Marshall Plan (1947): The logic of containment
- German reconstruction in the Western bloc: Birth of the FRG and the GDR (1949)

Session 3: Birth of Atlanticism

- From the Dunkirk Treaty (1947) to the Brussels Treaty (1948)
- The American commitment: Vandenberg Resolution (1948)
- Washington Treaty (1949): The Atlantic Alliance
- Creation of NATO (1951-1955): Members, functions, and institutional structure

Session 4: Evolution of Atlanticism during the Cold War

- Paris Conference (1954): Entry of the FRG into NATO
- Reform of the Brussels Treaty: Birth of the Western European Union (WEU) (1955)
- NATO crisis: De Gaulle and détente
- The Euromissile crisis (1979-1987): Crisis of confidence within the Western bloc

Session 5: Creation and Consolidation of the Soviet Sphere of Influence

- Popular democracies (1945-49)
- Network of bilateral treaties (non-institutionalized integration)
- Institutionalization: Cominform (1947), Comecon (1949), and Warsaw Pact (1955)

Session 6: Evolution of the Eastern Bloc

- From the Yugoslav split (1948) to the arrival of de-Stalinization (1956): Tight control of the influence area
- Poland and Hungary (1956) and Czechoslovakia (1968): The real limits of de-Stalinization
- Cracks within the Eastern bloc: Poland (1980)

Session 7: Evolution of Bipolar Europe: Tensions and Détente

- Ostpolitik: Berlin (1961), Willy Brandt, and new relations with theEast (1968-1973)
- The CSCE: Notion of pan-European security, Helsinki Final Act (1975), and OSCE evolution
- Gorbachev's impact on bloc relations in the 1980s (Perestroika and New Thinking)
- Transformations in Central Europe: Fall of the Berlin Wall and German reunification

Second Part: Construction and Evolution of Community Europe

Session 8: Pre-Community Stage

- Interwar precedents (Coudenhove-Kalergi, Briand)
- Zurich Speech (1946): United States of Europe
- Hague Congress (1948): Federalists vs. Unionists divide
- Council of Europe (1949): Classic intergovernmental cooperation

Session 9: The European Communities

- Franco-German reconciliation as the basis of the process: Jean Monnet and the Schuman Plan (1950)
- The Pleven Plan (1950) and the European Political Community project
- The three Communities: European Coal and Steel Community (ECSC, 1951), European Economic

Community (EEC, 1957), and European Atomic Energy Community (EURATOM, 1957)
- Creation of EFTA (1959): The British alternative

Session 10: Gaullist Reinterpretation of the European Community

- The Fouchet Plans (1961, 1962): Political Europe and intergovernmentalism
- French veto on British accession (1963, 1967)
- French "empty chair" policy and the Luxembourg Compromise (1966)

Session 11: Relaunch: Enlarged Europe and European Political Cooperation (EPC)

- Hague Summit (1969) and enlargements (1973, 1980, 1986)
- Crises and advances in European integration: The UK as a "troublesome partner"
- EPC: Structure, instruments, functioning, and agenda evolution
- Single European Act (1987): Internal Market, EPC, and institutional review

Third Part: Europe in the Post-Cold War Era

Session 12: Proposals on the European Union Construction Process

- Kohl-Mitterrand proposal for Political Union (1990)
- Intergovernmental Conferences (1991): Options and fractures among the Twelve
- Maastricht and the Treaty on European Union (1992)
- Treaty reforms: Amsterdam and Nice

Session 13: The Treaty of Lisbon

- Failure of the Treaty establishing a Constitution for Europe
- Implications of the end of the Community Europe
- Foreign policy doctrines
- European External Action Service

Session 14: The European Union as an International Political Actor (CFSP)

- Evolution of the CFSP and its objectives
- Decision-making mechanisms and coherence
- Instruments of action: Diplomatic and economic
- Common Security and Defense Policy (CSDP): Military instruments and security challenges
- EU strategies (2003 and 2016)

Session 15: European Defense

- EU-NATO relations
- From PESCO to EDF
- The Strategic Compass
- Impact of the war in Ukraine: European Peace Facility

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	53	2.12	7, 8, 16, 31, 49, 53
Type: Supervised			
Office hours, seminars, exams, and reading assessments	15	0.6	7, 8, 9, 15, 16, 19, 30, 31,

			33, 35, 49, 53, 56, 57
Type: Autonomous			
Basic and complementary lectures; Personal study; Organization of notes and material; Information search	75	3	7, 9, 13, 16, 17, 18, 25, 30, 31, 33, 36, 49, 56

The dedication of students to this course is divided into various types of activities, each with a specific number of working hours. This variety of work forms is materialized in differentiated methodologies.

This course is worth 6 ECTS credits, which means it requires a total student dedication of 150 hours.

- Guided activities are classroom activities, with the presence of faculty, and can consist of lectures (with the support of ICT and the possibility of developing group debates); in discussion seminars of the required readings in smaller groups and in sessions more oriented to practical issues, where cases, problems, and examples related to the course syllabus will be analyzed. For these sessions, there will be mandatory pre-readings announced in advance. These activities represent approximately one-third of the total required work (60 hours).

- Supervised activities are activities carried out by students outside the classroom according to a work plan designed and later tutored and evaluated by the faculty. Additionally, during the course, students will be required to read short articles, on which they will have to comment and actively participate in debates about the articles. This also includes tutoring sessions and other similar course follow-up activities. These activities represent approximately 10% of the required work (15 hours).

- Autonomous activities are all those activities that students do on their own and according to the requirements of the course to successfully pass it: these can be basic and complementary readings, studying class notes, or all other activities that complement the training achieved in this course. These activities represent half of the students' working time (75 hours).

The teaching methodology is adjusted to this distribution of work and activities.

Note: 15 minutes of a class will be reserved, within the schedule established by the center/degree, for students to complete surveys evaluating the faculty's performance and thecourse/module evaluation.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation	10% of the final grade	0	0	4, 5, 7, 8, 9, 10, 13, 14, 15, 16, 17, 18, 21, 22, 23, 25, 26, 31, 33, 36, 37, 43, 46, 47, 49, 50, 51, 53
Final Exam	40% of the final grade	2	0.08	4, 5, 7, 8, 9, 10, 13, 14, 15, 16, 17, 18, 20, 25, 31, 33, 36, 38, 42, 44, 45, 48, 49, 50, 52, 55, 56
Simulation: position paper	50% of the final	5	0.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42,

and debate	grade	44, 46, 49, 50, 52, 53, 54, 55, 56, 57

The evaluation of this course consists of the following two parts:

1. Continuous assessment during the semester (60% of the final grade) divided into the following activities:

1.1. Simulation (50% of the final grade)

1.1.1 Position paper (10% of the final grade)

1.1.2 Presentation of the position paper for the simulation (10% of the final grade)

1.1.3 EU Council negotiations (30% of the final grade)

1.2. Classroom participation (10% of the final grade)

2. Final exam. The date will be announced by the faculty at the beginning of the course (40% of the final grade)

Other considerations:

To pass the course, it is essential to pass the final exam with a minimum grade of 5/10. Students who do not pass the exam will have the right to retake it on the final evaluation date set by the Faculty at the end of the semester. This will be the second and last opportunity to pass the exams.

Clarification on the retake: the grade that will count towards the final course grade is the one obtained in the retake exam.

Once the exam is passed, the weighted average of all activities and the exam must be higher than 5/10 to pass the course.

The parts that make up the simulation must be carried out on the dates scheduled by the teaching staff. The teaching staff will determine the penalty for failing to meet the scheduled submission dates. This part is not recoverable.

Cases of plagiarism or other irregularities (e.g., cheating on an exam) will result in a failure (0) for the entire evaluation part in which the activity is framed. To avoid plagiarism, it is mandatory that students use citations within the text and include a correctly referenced bibliography: any paper submitted without a bibliography will automatically fail. In case AI-text generation tools are used, we ask the students to report it.

Taking assessments that constitute 50% or more of the final grade exempts the student from the "NOT PRESENTED" qualification.

Single Assessment: In accordance with Article 265 of the current academic regulations of the UAB, students can opt for the single assessment system. They must contact the Faculty and submit a motivated request within the established deadlines. The single assessment will take place on a single date (coinciding with the date of the final exams and retakes).

The single assessment consists of two evaluation exercises corresponding to parts I, II, and III of the course, as well as the preparation of a policy memo.

To pass this assessment, a minimum grade of 5/10 is required. In case of failure, the single assessment can be retaken on the date set by the Faculty for the compensatory evaluation of the course. The final grade review will follow the same procedure as for continuous assessment. Students must inform the professors of their intention to follow this procedure at the beginning of the course.

Bibliography

First Part

JUDT, T. 2006. *Postwar*. Penguin

Second Part

BACHE, Ian; BULMER, Simon; GEORGE, Stephen and PARKER, Owen (2020), *Politics in the European Union*, 5th Ed., Oxford: Oxford University Press

Third Part

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

HILL, Christopher; SMITH, Michael and VANHOONACKER, Sophie (eds.) (2023), *International Relations and the European Union*, 4th Ed., Oxford: Oxford University Press.

KEUKELEIRE, Stephan and DELREUX, Tom (2022), *The Foreign Policy of the European Union*, 3rd Ed., London: Bloomsbury.

Relevant Websites

- Website of the European Council on Foreign Relations: https://ecfr.eu/

- Website of the European Documentation Centre at UAB: [http://www.uab.cat/web/centre-de-documentacio-europea/centre-de-documentacio-europea-1261383194655.htr

- Website of the Council of Europe: http://www.coe.int
- Website of the Observatory of European Foreign Policy: (https://obs-europa.eu/es/inicio/)
- Website of the OSCE: http://www.osce.org
- Website of NATO: http://www.nato.int
- Website of the European Parliament: http://www.europarl.europa.eu/portal/en
- Website of the European External Action Service: [https://eeas.europa.eu/headquarters/headquarters-homepage_en](https://eeas.europa.eu/headquarters/headqua

- Website of the EU: http://www.europa.eu

Software

No special software is necessary beyond the use of the Moodle classroom.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	English	first semester	morning-mixed
(PAUL) Classroom practices	51	Catalan	second semester	afternoon
(TE) Theory	1	English	first semester	morning-mixed
(TE) Theory	51	Catalan	second semester	afternoon