

Professor David L. Fisk  
Winter Quarter 2020  
Class Schedule: 3:00-3:50 MF  
Class Location: Peterson Hall 102  
Office Hours: 1:30-2:30 MF  
Office Location: Social Sciences Building 325  
E-mail: dfisk@ucsd.edu  
Teaching Assistant:  
James Radcliffe (jradcli@ucsd.edu)

## **POLI 153: EUROPEAN UNION IN WORLD POLITICS**



**Course Objectives:** Since its inception, questions regarding the formulation, structure, and scope of “European” foreign policy have bedeviled supporters (and opponents) of European integration. This course is designed to expose students to the study of European Union foreign policy by focusing on how it has evolved in the post World War II era to shape the role that the European Union plays in world politics today. Towards this end, we will investigate what European foreign policy consists of, examine how it is formulated, and evaluate how it responds to global challenges. Throughout this discussion, we will also draw on similarities and differences with United States foreign policy, analyzing the claim that European foreign policy is a new model for international relations in the post Cold War era.

**Learning Objectives:** At the end of this course students should be able to:

- 1) Develop an understanding of how European foreign policy is formed.
- 2) Investigate how supranationalism and intergovernmentalism shape EU foreign policy.
- 3) Analyze the responses of European institutions to pressing international crises.
- 4) Differentiate (and evaluate) European and American approaches to foreign policy.
- 5) Examine the extent to which a European foreign policy “actually exists”.
- 6) Become more discerning consumers of European political media.
- 7) Improve their written and oral communication skills.

**Teaching Philosophy:** It is my belief that effective teaching within the field of political science should provide students with the tools necessary to apply the theoretical material discussed in class towards explaining current political phenomenon. Subsequently, this course will emphasize “how to think” about politics rather than solely focusing on “what to think” about politics. Towards this end, this course will use peer instruction to facilitate course discussions which will actively integrate current events with theoretical materials and the course grade will center on two examinations which will ask you to not only show an understanding of key theoretical concepts, but to also use this material to analyze and evaluate current political phenomenon.

**Course Expectations:** As stated in my teaching philosophy, this course will focus more on analysis and less on rote memorization. While courses focusing on analysis and evaluation are admittedly more difficult than courses testing memorization, the analytical approach adopted in this course will place you in good stead for future studies (e.g., graduate school, law school, etc.) and your future careers. This emphasis on analysis also requires more active participation than you might find in other lecture courses and subsequently, what is expected of students and the teaching staff may differ from what you will find in other lecture courses.

What I expect of you...	What you can expect of me...
<b>Be informed.</b> Read this syllabus carefully and completely so you understand the course structure and expectations.	<b>Enthusiasm.</b> To be prepared for each class and to bring my enthusiasm for teaching to each lecture and office hour meeting.
<b>Be an active learner.</b> Keep up with course readings, current events, and course announcements so that you can actively engage with course themes. If something is unclear, please ask either myself or the teaching assistants.	<b>Responsiveness.</b> I try respond to emails within 24 hours. For those of you that know me, you know that I usually respond faster than this, but if you have not received a response back within 48 hours, please re-send. Please be advised that e-mails received over the weekend will not receive a response until Monday.
<b>Be ethical.</b> A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course.	<b>Timely feedback.</b> To make every effort to return graded assignments as soon as is reasonably possible after the submission date.
<b>Integrity.</b> An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration.	<b>Integrity.</b> To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
<b>Be flexible.</b> Sometimes my schedule gets affected by unavoidable work travel, necessitating some rescheduling at the last minute.	<b>Reasonable</b> accommodation and understanding for student situations that arise; however, I will not make exceptions for one person that are not available to every other person in the course.

## Course Assignments/Grading:

*Course Participation: 10%*  
*Midterm Examination: 45%*  
*Final Examination: 45%*

**Peer Instruction:** The academic literature on teaching and learning has documented a strong causal relationship between active participation, course content discussion, and student learning, but structuring active discussion can be difficult in large lecture courses. To facilitate active participation and discussion, I will use a relatively new pedagogy, Peer Instruction, which, together with clicker technology, can assist in the facilitation of both small and large group discussions which research suggests promotes student learning gains. Subsequently, each student is required to have a clicker and to bring it to every lecture. **We will begin “practicing” with Peer Instruction and clickers during the first week of class, with clicker participation factoring into your participation grade during the third week.** If you do not already have a clicker, this will allow you time to find, borrow, or purchase one. Please note that if you buy your clicker online, purchase the I-clicker brand, which is what UCSD’s infrastructure supports. Additionally, if you want to sell the clicker back to the UCSD Bookstore, you should purchase the I-clicker 2, because although the I-clicker 1 works for the class, the UCSD Bookstore will not buy back I-clicker 1 remotes at the end of the quarter. **Please remember to register your clicker on Canvas, because participation points will not register to your course participation grade if your clicker is not registered.**

**Clicker Question Expectations:** Peer Instruction questions will be geared toward enhancing your understanding of course readings, current events, and lecture material and will help you prepare for course examinations. In general, I will ask two different types of clicker questions. One type of question (reading/application) will focus on a central point from your readings/lectures and may test your ability to apply theoretical concepts learned in the readings or lectures towards explaining current events. Pedagogically, reading/application questions are used to strengthen critical reading and thinking skills, and ensure that central concepts are generally understood. A second type of question (discussion) will be a “polling” question, asking you to take a stand on a pressing issue related to EU politics. Pedagogically, these questions are designed to hone critical thinking skills and the ability to articulate persuasive arguments to support positions, based on logic and compelling evidence.

**Current Events Discussion:** I will open each lecture with a discussion of relevant news topics, followed by a reading/application question which will ask you to identify key concepts in the reading and/or how current events reflect theoretical discussions reflected in the reading or from lecture. For reading/application questions, you will receive full credit (1 pt.) for getting the question correct and half credit (.5 pt.) simply for participating. To ensure that you are able to build connections between theoretical material and current events, keeping up with course readings (and current events) will be useful. In order to apply theoretical discussions to the analysis of political phenomenon, students should become familiar with various news resources providing extensive coverage of international politics. The following is a list of websites which may be of interest:

New York Times Online (<http://www.nytimes.com>)  
Economist Online (<http://www.economist.com>)  
Financial Times (<http://www.ft.com>)  
BBC News (<http://news.bbc.co.uk>)  
EU Observer (<https://euobserver.com/>)  
The Parliament Magazine (<https://www.theparliamentmagazine.eu/>)  
Euronews (<https://euronews.net>)

**Lecture Discussion:** In addition to current events discussions, I may also ask clicker questions throughout lecture. Reading/application questions posed during lecture will be scored in the same manner listed above (i.e., full credit for giving the correct answer, half credit for participating). I may also ask discussion questions during lecture, which will ask you to discuss/debate pressing issues in EU relations. For discussion questions, you will receive full credit (1 pt.) for participating.

**Grading Participation:** In assessing your grade for the participation component of the course, 20% of the total clicker points during the official counting period can be missed without penalty. Approximately 1-3 clicker questions will be asked per class period, so if you miss a single session (or forget your clicker once), that should not negatively impact your participation grade. As there is no extra credit available in this course, please note that you cannot earn more than 100% for your participation grade. Please be advised that if you do not follow all clicker protocol (e.g., do not click in on all questions, do not respond EVERY time a poll is opened, do not use the right frequency when clicking in, are not in the classroom at the time of the poll, do not see a checkmark once you have selected your answer, etc.), you will not receive clicker credit and a failure to click in on more than 20% of the clicker questions will negatively impact your participation grade. Additionally, **as you are expected to be in class, there are no circumstances under which lost participation credit can be “made up” or granted in your absence, so you should plan on regularly attending class if you decide to remain in this course. Please be aware that it is your responsibility to make sure that your clicker is registered and that you are clicking in “correctly” so that you will receive credit for your participation in this course.**

**Midterm and Final Examinations:** Both course examinations will be 6-8 pages in length and the topic and due dates will be discussed in lecture. **Please be advised that course examinations build on both lecture information and course readings, subsequently, papers which do not show familiarity with both will be penalized.**

**Grading Scale:** Grades in this course will be based on the following scale: A: 93-100; A- 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+ 77-79; C: 73-76; C-: 70-72; D: 60-69; F: 59 and below. Please be advised that there is no curve in this course and there is no extra credit available in this course. **Additionally, given issues with Canvas (particularly as it relates to calculating participation scores), please be aware that Canvas may not calculate your grade accurately. Subsequently, while you can expect scores on course examinations listed within Canvas to be accurate, any information relating to your “total grade” or the use of other grade calculators within the application SHOULD NOT be viewed as an official reflection of your grade in the course and cannot be used as the basis for any grade appeal.**

**Regrade Policy:** We want to make sure that all examinations are graded fairly and accurately, and we strive to ensure that students understand why they receive the grade that they receive. While we work hard to ensure that grades are accurate, if an issue arises regarding an examination grade, students can request a regrade subject to the following parameters: 1) any request MUST be submitted directly to me within 72

hours of the grade being available and 2) this request **MUST** include a one page, typed, double-spaced, statement which outlines the nature of the grade appeal using evidence from your exam, course readings, current events and lecture materials to make your case. **Please be advised that I WILL NOT entertain any grade appeal that does not follow these guidelines. Additionally, if you choose to appeal your grade, I reserve the right to increase OR decrease the existing grade.**

**Late Assignments:** For both examinations, we require an electronic copy submitted to [turnitin.com](https://turnitin.com) prior to the due date and barring emergencies accompanied by valid documentation, no late assignments will be accepted. Students should notify us prior to an assignment's deadline of any emergency which may preclude them from submitting an assignment on time (i.e., we will NOT typically entertain any emergency requests received after the paper is due). **Please be aware that unless Canvas and/or Academic Computing Services officially indicates that Turnitin.com is out of service, an inability to upload to Turnitin.com prior to the deadline (e.g., slow connection, forgetting to click submit, etc.) does not constitute a valid emergency. Additionally, please be aware that if you upload the wrong paper to Turnitin.com, due to issues of fairness, we cannot "clear the submission" and allow you to re-submit once the due date has passed.** If the "wrong paper" is submitted after the due date has passed, it will not receive credit.

**Academic Integrity:** Academic integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all your actions. Lying, cheating, or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an "F" in the class and suspension or dismissal from the University. So, think carefully before you act. Before you act, ask yourself the following questions: a) is my action honest, fair, respectful, responsible, and trustworthy, and b) is my action authorized by the instructor? If you are unsure, don't ask a friend, ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at [academicintegrity.ucsd.edu](https://academicintegrity.ucsd.edu).

**Procedures Regarding Violations of Academic Integrity Policies:** While violations of UCSD's policies on academic integrity are not expected, course assignments are to be completed on an individual basis. Violations will be dealt with according to department and university procedures and please be advised that under no circumstances will credit be given for any assignment which is deemed to violate UCSD's policies on academic integrity, subsequently, if either examination is found to violate UCSD's policies on academic integrity, no credit will be given for the assignment and a grade of "F" will be posted for the course. Additionally, "clicking in" on behalf of another student is a violation of Academic Integrity and will be dealt with according to university procedures regarding academic integrity, subsequently, any student found responsible for violating UCSD policies on academic integrity related to clicker participation will receive a grade of "0" for the course participation component of the course.

**Drop Deadline:** UCSD has changed the last day to drop a course from Friday of the ninth week of the quarter to the Friday of the sixth week of the quarter. **Given the way that themes are presented and the scheduling of the midterm examination, although you will have access to Clicker question scores throughout the quarter, you will not receive a grade for the midterm prior to the drop deadline.**

**Course Behavior:** Given the nature of the themes addressed in this course, while there may be days where discussion becomes heated, students are expected to be respectful to other students and the teaching staff. Please be advised that inappropriate, insensitive, and/or threatening behavior directed towards other students or the teaching staff will not be tolerated. Any violation of UCSD's student conduct code will be referred to the appropriate administrative office for review.

**Student Resources:** UCSD provides a variety of technical and support resources to assist students during their academic careers. Should you have questions regarding how to use library resources (e.g., accessing course reserves, research assistance, etc.), difficulties accessing course resources (e.g., Canvas, podcasting, etc.) and/or other academic support resources (e.g., tutoring, assistance with writing, etc.) you can access these resources via the links below:

<a href="#">Geisel Library</a>	Research tools and eReserves
<a href="#">Content Tutoring with the Teaching + Learning Commons</a>	Drop-in and online tutoring through the Academic Achievement Hub
<a href="#">Supplemental Instruction with the Teaching + Learning Commons</a>	Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses
<a href="#">Writing Hub Services in the Teaching + Learning Commons</a>	Improve writing skills and connect with a peer writing mentor
<a href="#">Learning Strategies Tutoring</a>	Address learning challenges with a metacognitive approach
<a href="#">OASIS</a>	Intellectual and personal development support
<a href="#">Student Success Coaching Program</a>	Peer mentor program that provides students with information, resources, and support in meeting their goals
<a href="#">Academic Integrity</a>	Policy on Academic Integrity of Scholarship and strategies to excel with integrity.
<a href="#">Technical Support</a>	Assistance with accounts, network, and technical issues (e.g., issues with Canvas, podcasting, etc.)

**Required Textbooks:**

**The Foreign Policy of the European Union. 2<sup>nd</sup> Edition.** Keukeleire and Delreux

**The Foreign Policy of the European Union. 2<sup>nd</sup> Edition.** Bindi

**Europe's Crises.** Castells et al.

**Supplemental Textbook (if you would like more background on the European Union):**

**The Political System of the European Union. 3<sup>rd</sup> Ed.** Hix and Høyland.

Although every effort has been made to place textbooks on electronic reserve at the Geisel Library, university and departmental budgetary difficulties may preclude all texts from being made available via electronic reserves. While the decision to purchase the textbooks is entirely yours, the decision not to purchase the textbooks is not a viable excuse for not completing the assigned readings. If you elect not to purchase the books, it is your responsibility to ensure that you have access to the material. Given the rising costs of textbooks, you may wish to shop around online. Amazon.com, Barnes and Noble.com, Textbooks.com all have used and new textbooks at competitive prices.

**Reading Schedule:** Please be aware that your decision to enroll in this course indicates your willingness to actively engage in classroom activities, activities which include completing assigned course readings. Subsequently, the reading load (i.e., 50-100 pages a week) is in line with what you should expect in a typical upper division course in political science. For those of you planning on completing post graduate studies please be advised that the reading list for this course is quite modest compared to what you will face in your future studies. While I recognize that each of you has a variety of commitments and responsibilities, I expect students to attend lecture prepared to actively discuss the course readings and concepts. **Additionally, course assignments build on both lecture information and course readings, subsequently, assignments which do not show familiarity with both will be penalized.** Please bear this in mind as you decide whether to remain in this course.

## **Course Schedule:**

### **Unit One: The Background to European Union Foreign Policy**

#### **Week 1 (6-10 January):**

##### **Introduction**

Keukeleire and Delreux Introduction

Bindi pgs. ix-xv and pgs. 1-8

Castells et al. Introduction

#### **Week 2 (13-17 January):**

##### **What Is European Foreign Policy?**

Keukeleire and Delreux CH 1

##### **Historical Background**

Keukeleire and Delreux CH 2

### **Unit Two: The EU Foreign Policy Process**

#### **Week 3 (20-24 January):**

##### **European Institutions and Multilevel Governance**

Keukeleire and Delreux 3-5

**CLICKER COUNTING PERIOD STARTS**

**NO LECTURE ON 20 JANUARY: MARTIN LUTHER KING JR. HOLIDAY**

### **Unit Three: Components of EU Foreign Policy**

#### **Week 4 (27-31 January):**

##### **Components of EU Foreign Policy: CFSP and CSDP**

Keukeleire and Delreux CH 7-8

**MIDTERM DISTRIBUTED**

**Week 5 (3-7 February):**

**Components of EU Foreign Policy: External Action**

Keukeleire and Delreux CH 9

Castells et al. CH 17

**Components of EU Foreign Policy: External Effects of Internal Policies**

Keukeleire and Delreux CH 10

BBC News "What Really Caused the Euro Crisis?"\*

Castells et al CH 1-2

Duval\*

**Unit Four: Examining EU Foreign Policy**

**Week 6 (10-14 February):**

**Toolboxes, Accession, and European Neighborhood Policy**

Keukeleire and Delreux CH 11

Bindi CH 6

**MIDTERM DUE**

**Week 7 (17-21 February):**

**NOTE: For weeks seven and eight read ONE of the EU Neighborhood Policy units closely based on your interests and SKIM the other two units.**

**EU Neighborhood Policy-Western Balkans and Turkey**

Bindi CH 9-10

Park (Europe's Migration Crisis)\*

BBC News (Migrant Crisis)\*

Deutsche Welle (EU-Turkey Refugee Agreement)\*

Economist (Charlemagne)\*

**EU Neighborhood Policy-Eastern Neighborhood and Russia**

Bindi CH 7-8 and Keukeleire and Delreux pgs. 279-283

**NO LECTURE ON 17 FEBRUARY: PRESIDENTS DAY**

**Week 8 (24-28 February):**

**EU Neighborhood Policy-Southern Neighborhood and Terrorism**

Bindi CH 11-12 and Keukeleire and Delreux pgs. 294-298

Kaunert and Léonard (The Collective Securitization of Terrorism...) \*

**Unit Five: The Transatlantic Relationship and EU Foreign Policy**

**Week 9 (2-6 March):**

**EU Foreign Policy: The Transatlantic Relationship**

Bindi CH 13 and Keukeleire and Delreux pgs. 273-279

Kagan (Power and Weakness)\*

Leonard (Ascent of Europe)\*

**FINAL DISTRIBUTED**

## Unit Six: Evaluating European Union Foreign Policy

Week 10 (9-13 March):

**Evaluating the EU's Approach to Foreign Policy**

Bindi CH 19-21

Kagan (Risking Irrelevance)\*

Leonard and Kundnani (Think Again)\*

**FINAL DUE BETWEEN 3:00pm and 5:59pm on 18 MARCH 2020**

Location TBA on Tritonlink Schedule of Classes

***Disclaimer:** This syllabus is intended to provide an overview of the course. You cannot claim any rights from it. While the information included within the syllabus should be a reliable guide for the course, scheduling and dates may change. Official announcements are always those made in lecture. Please be advised that it is the student's responsibility to ensure they are aware of announcements made in lecture.*

### Campus Policies:



**Principles of Community:** UCSD is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. UC San Diego faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements. To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well-being of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups. Please [Click here for the complete UC San Diego Principles of Community in English and Spanish.](#)

**Discrimination and Harassment:** The University of California, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services). The university also prohibits harassment based on these protected categories, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. The nondiscrimination policy covers admission, access, and treatment in university programs and activities. If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact

the Office for the Prevention of Harassment & Discrimination (OPHD) at (858) 534- 8298, ophd@ucsd.edu, or reportbias.ucsd.edu. Campus policies provide for a prompt and effective response to student complaints. This response may include alternative resolution procedures or formal investigation. Students will be informed about complaint resolution options. A student who chooses not to report may still contact CARE at the Sexual Assault Resource Center (858.534.5793 | sarc@ucsd.edu | <https://care.ucsd.edu>) or Counseling and Psychological Services (858.534.3755 | <https://wellness.ucsd.edu>) for more information, emotional support, individual and group counseling, and/or assistance with obtaining a medical exam. For off campus support services, a student may contact the Center for Community Solutions. Other confidential resources on campus include Counseling and Psychological Services, Office of the Ombuds, and Student Health Services.

**Name & Gender Pronouns:** Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me early in the semester so that I may make appropriate changes to my records.

**Students with Disabilities:** Students seeking accommodations must visit and register quarterly with the Office for Students with Disabilities on campus. Students requesting accommodations for this course due to a disability **must** provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is located in University Center 202 behind Center Hall. Students are **required** to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. The OSD Liaison for the Department of Political Science is Joanna Peralta, who can be contacted during drop-in advising hours and via the Virtual Advising Center. Her office is located within Social Sciences Building, Room 301. Students seeking exam accommodations **must** bring their signed AFA letter and the course syllabus to Joanna well in advance of scheduled course exams, as department space and resources are limited. Please be advised that given the structure of examinations in this course, time and half is not generally considered a reasonable accommodation and issues of fairness preclude us from offering any accommodation that is not approved by OSD. For further information, please review the Department's page on OSD Accommodations for Students.

**Religious Accommodations:** It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict. For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter. For all other examinations, the statement must be submitted to the instructor as soon as possible after an examination date is scheduled. If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

**Student Resources:** Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students with health or other personal concerns, and to students with other kinds of support needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

<a href="#">Basic Needs</a>	Provides access to food, housing, and financial resources
<a href="#">Counseling and Psychological Services (CAPS)</a>	Provides services like confidential counseling and consultations for psychiatric services and mental health programming
<a href="#">Community Centers</a>	As part of the <a href="#">Office of Equity, Diversity, and Inclusion</a> the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus
<a href="#">Counseling and Psychological Services</a>	Individual, group, couples, and family psychotherapy services for registered undergraduate and graduate students
<a href="#">Office for Students with Disabilities</a>	Documents student disabilities, provides accessibility resources, and reasonable accommodations
<a href="#">Triton Concern Line</a>	Report students of concern at (858) 246-1111
<a href="#">Undocumented Student Services</a>	Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence