

POLS 4705 EU Foreign Policy

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Office Hours: By appointment

Introduction and Basic Concepts

This course will offer a solid understanding of the EU Foreign Policy, decision-making, policies and theoretical approaches. In addition to exposing you to some of the more frequently cited literature on the EU, the material covered will help you think analytically about the EU and encourage you to reflect on how one moves from conceptual ideas to empirical research. During the semester, we will cover only a small portion of the large body of existing literature on the EU. It is expected a fruitful exchange of ideas in class. Every student should come to class prepared to discuss the week's reading assignments and vigorously engage in class discussions and exercises.

Aims and Learning Outcomes

Academic Aims

The academic aims of the course are to expand and deepen students' knowledge of the EU Foreign Policy, its institutions and history. Specific attention will be given to foreign policy of EU as well as public administration system.

Learning Outcomes

By the end of the course the students will be able to:

- Describe the functions of EU and the role of this supra-national government in world
- Discuss the history, scope, and environment of EU;
- Better understand the EU's role in international relations

Teaching Methodology

Since the course consists of theoretical and practical materials, it will be taught through lectures, discussions, case studies and the lab sessions. The course will employ student- and learning centered approach. Discussions based on student contributions add a vital and dynamic element to the class. The classes will be held twice a week and ready for discussion. As a rule of thumb, everyone should come to class with comments or questions from the core readings.

Required Texts

Readings will be provided via Blackboard.

Course Content and Assigned Readings

Weeks	Topic	Readings
I	Syllabus Introduction. History	No reading, Discussions
II	History. Overview	<i>To be distributed</i>
III	EU Institutions	<i>To be distributed</i>
IV	EU Institutions	<i>To be distributed</i>
V	Foreign and Security Policy	<i>To be distributed</i>
VI	Foreign and Security Policy	<i>To be distributed</i>
VII	The Budget Process	<i>To be distributed</i> Midterm exam
VIII	Energy Policy	<i>To be distributed</i>
IX	Social Policy	<i>To be distributed</i>
X	EU Values	<i>To be distributed</i>
XI	Enlargement Process	<i>To be distributed</i>
XII	Brexit	<i>To be distributed</i>
XIII	Turkey and EU accession Guest lecturer: Dr. Ayce Ergun, METU	<i>To be distributed</i>
XIV	Eastern Partnership Countries	<i>To be distributed</i>
XV	Presentations	
XVI	Presentations	

Final Exam

Assessment.

The grades for the course will consist of the following components:

Participation/attendance - 15%

Class attendance is required, and students are encouraged to contribute to class discussion. Participation is the key to a lively class. 15% of the course grade will depend upon contributions to our class sessions. Class participation provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of one's contributions to the class discussion, not the number of times one speaks. More on Guidelines please see the end of syllabus

Midterm Exam – 30%

Midterm exam will comprise several essay questions. Essays will be graded based on your critical thinking and writing skills, as well as your ability to link several different ideas together in an innovative way.

Group Presentation – 20%

In beginning of the classes students can get into the groups of three or four. By the end of 4th week of the classes, each group of students should decide of the topic of their group project. The groups will present the results of their projects during the last four classes at the end of semester. The project has good chances to get high grades if the study conducted outside of the class environment involving mostly qualitative methods including interviews, observations and other methods. The topic for research could be following: EU Trade Policy and Azerbaijan’s compliance with it; EU employment policies and Azerbaijan’s standards. IN general students should take one policy of EU and look at compliance of Azerbaijan to these policies.

Final Exam – 35%

Final exam (**open book**) will comprise of case study. Case study will be graded based on your critical thinking and writing skills, as well as your ability to link several different ideas together in an innovative way.

Grades

Grades are based on the requirements below; each must be fulfilled for a passing grade and final grades will be based on standard scoring.

A+	98-100	A	94 – 97%	A-	90 – 93%	B+	87 – 89%	B	83 – 86%	B-	80 – 82%
C+	77 – 79%	C	73 – 76%	C-	70 – 72%	D+	67 – 69%	D	60 – 66%	F	0 – 59%

Academic Dishonesty

ADA University has no tolerance for acts of academic dishonesty. Honor Code of ADA University (<http://www.ada.edu.az/en-US/Documents/Honor%20Code%202015.pdf>) defines the responsibilities of both students and faculty with regard to academic dishonesty. By teaching this course, instructor has agreed to observe the entire faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. Academic dishonesty in this course includes disallowed assistance for case analysis, collaborating on individual assignments, discussing or divulging the contents of individual and / or group work with another student and/ or non-own-group-member/s who are doing the same assignment, and use of take-home work from another students.

To understand what plagiarism is, see:

Purdue University's "Avoiding Plagiarism" at

<http://owl.english.purdue.edu/handouts/research/rplagiar.htm>

Georgetown University's "What is Plagiarism," at

["http://gervaseprograms.georgetown.edu/honor/system/53377.html"](http://gervaseprograms.georgetown.edu/honor/system/53377.html)

<http://gervaseprograms.georgetown.edu/honor/system/53377.html>

Indiana University's "Plagiarism: What It Is and How To Recognize and Avoid It" at

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Attendance and Tardiness

Attendance refers to the students' physical presence in class. Students must attend all classes. Students should inform their instructor of unavoidable absence as soon as possible and provide a documented proof of the stated reason for the absence. Students are responsible for arriving on time for classes. Late arrival results in disruption to class members and is unfair to the student body and the instructor. Once a student is late for ONE (ONE) minutes or more to a class, the professor may not allow said student into the class and consider the occurrence as complete absence. IMPORTANT: if a student misses' 25 percent of classes for any reason, the instructor reserves the right to fail him/her for that particular class.

Classroom Etiquette and Disorderly Conduct

SPIA, which is a professional school, expects students to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. Examples of discourteous behavior during class include reading the materials not related to class; listening to headphones, talking or laughing with others, arriving late, using computers to surf the web, allowing cell phones to ring or sending text messages, or other non-class activities. These behaviors are distracting to the instructor and to classmates, and SPIA faculty will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university.

Communication Between Faculty and Students

In order to verify the identity of all parties involved, effective September 1, 2015, all email communication from current SPIA students to SPIA staff must originate from an ADA University email account. For email communication with SPIA faculty, current SPIA students should refer to course syllabi for instructors' preferences. Messages communicated through other channels such as texting, facebook or other email account would not be considered official and would be disregarded.

Using Computers of Phones.

Using computers, cellphones or any other electronic devices are strongly PROHIBITED unless instructor for certain classes allows it. Failure to follow this policy may lead to expulsion of student from the class and administrative withdrawal from the class.

Withdrawals

Students who stop attending class without properly withdrawing from the class will receive a grade of F. It is important to withdraw from a course within specified timeframes. Please check the policy.

Disability Policy

ADA University provides upon request appropriate academic accommodations for qualified students with documented disabilities. Any student who feels s/he may need an accommodation based on the impact of a disability should notify the Office of Disability Services about his/her needs before the start of the academic term. Please contact Mr. Elnur Eyvazov, Lead Coordinator of the Office of Disability Services; Phone: 4373235/ext249; Email: eeyvazov@ada.edu.az

How to Read an Academic Book or Article¹

¹ Borrowed with permission from syllabus of Dr. Morgan Liu, The Ohio State University, Department of Near Eastern languages & Cultures.

These are bits of wisdom I wish someone had told me when I started grad school. Reading an academic article/book is not like reading a newspaper or novel. Following these guidelines will help keep you from being overwhelmed, and make you better prepared for discussions & essays.

1. Read actively, not passively.

You read because you are trying to mine the text for insights. You are not reading because you have to get through it. Take an active posture while reading: you are trying to take something away from the reading.

2. Before you begin, ask yourself: what is my purpose for reading this?

First ask yourself: What topic is the course covering this week? What are the active issues and recurrent themes? What sorts of insights do I hope to get out of the reading? The Reading Questions will help you get a grip.

3. Do not always read from start to finish.

Read the introduction or opening paragraphs. Then skip to the back and read the conclusion to see where the thing is going. Flip through the article/book and take note of the section or chapter titles. Read the beginning & end of each section to see what they're about. Stop. Think about what this article/book is trying to accomplish and how it will get there. Get a sense of the overall arguments first, and how the author will develop them. Then step back, close your eyes and think, what are the most important parts that I must read? What can I skim over for now?

4. Read selectively.

Do not read every word in the text. Read the most important parts first, and see what else you need to read as you go. You can always go back. You have my permission to skip the less important parts – no guilt, really!! But you got to be thoughtful to figure what those are. *** *Better to read the most important parts thoughtfully, than try to get through the entire thing like a zombie.* ***

5. Stop frequently and ask yourself: what did I just learn?

Make notes as you go. Write down questions. Don't get bogged down in unimportant detail. If your mind starts to wander, stop and refocus on the big picture: what's been happening in the text, and where is it.