



## ICIR 228 Europe and the West in the Contemporary World

### Course Description & Aims

The course explores the following topics--current situation in Europe; economic developments and trend; the growth and strength of the EU; relations between Eastern and Western Europe; ethnicity, separatism and conflict in Western Europe and the Balkans; Cyprus and the relationship between Greece and Turkey; immigration; and Brexit. Students will understand; analyze; assess the contemporary situation and issues in Europe. Students will understand the current situation in Europe. They will have knowledge of economic developments and the growth and strength of the European Union (EU). They will also understand the relationship between Eastern and Western Europe; ethnicity and separatism in Western Europe and the Balkans; Cyprus and the relationship between Greece and Turkey; immigration; the Syrian refugee crisis; and the challenge of Brexit.

The current situation in Europe; economic developments and trend; the growth and strength of the EU; relations between Eastern and Western Europe; ethnicity, separatism and conflict in Western Europe and the Balkans; Cyprus and the relationship between Greece and Turkey; immigration; Brexit. Students will understand; analyze; assess the contemporary situation and issues in Europe.

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### Assessment

Participation	10%
Midterm Exam	30%
Group Simulation Exercise	20%
Final Exam	40%

### Course Learning Outcomes

At the completion of the course the student will be able to:

1. Understand the historical developments of the 'West' since World War II
2. Analyse contemporary issues in the dynamic relationship between countries and cultures described as "the West" and the "non-West."
3. Analyse the relationships between individual states and the European continent with the outside world
4. Evaluate the failures and challenges in the process of European integration

**Each week of classes will consist of lectures and activities, the latter being based primarily on group and class discussion. These discussions will incorporate reviews of primary source material. A relevant primary source is allotted each week, which the student should review in preparation for class. Where possible these will be hyper linked or uploaded to the Google Classroom **G Drive** on the course page.**

<b>Topic No.</b>	<b>Topic</b>
1	-Introduction: Post War Europe: An Overview of 1945 to present -Theories of Regional Integration
2	The Establishment & Evolution of the EU
3	EU Institutions
4	EU Competences: Exclusive, Shared & Supporting Competencies
5	Supranational Decision-Making and Policy Instruments
6	The EU's crisis decade (2010-2020): The Euro, Immigration Midterm Examination
7	The EU's Crisis Decade (2010-2020): The UK and Brexit
8	EU Neighbourhood Policy & Enlargement
9	Globalism and Nationalism: The pressures on/of Interdependence
10	Ethnicity and Separatism in Europe I: the Yugoslav Crisis
11	Ethnicity and Separatism in Europe II: Northern Ireland and the EU Peace Programs
12	-Group Simulation Exercise -Group Simulation Exercise
13	Submission of Final Paper

### **Assessment Methods & Criteria**

#### **1. Participation 10%**

Students are expected to actively and regularly participate during lectures, peer presentation, class discussion exercises, and group work which are distributed throughout the trimester. Punctuality, attendance, attentiveness, contribution and behavior will be taken into consideration. It is important to keep up with the course materials in order to be able do so. Relevant readings will be made available to students electronically.

#### **2. Midterm examination: 30%**

Students will revise content covered up to Week 5. This content will also be highly relevant to the Group Simulation Exercise on Week 12. The examination will comprise essay answer questions which will require students to draw on lectures, course readings and individual personal research to answer questions. Students will write a structured argumentative essay with relevant reference to topics, issues and associated theoretical frameworks that have been discussed in class. Answers must be analytical (not merely descriptive) and attend to all aspects of the question (read the questions carefully!). Midterm examination will take place during the second class of Week 6, so this is a two-hour timed paper.

#### **3. Group Simulation Exercise 20%**

Students will participate in a simulation of European Union decision-making during the final week of the course. This will incorporate both classes that week. Knowledge and understanding of EU policy-making and processes are critically important in this exercise and you will be assessed as a group in terms of intra-group deliberation and final deliverables. Preparation for the simulation exercise will begin after the midterm period and the composition of the various groups will be determined at that point. Although it is a group presentation, students will be graded individually.

#### **4. Take-home Essay: 40 %**

At the end of term, students are required to write a final essay paper on an assigned topic. A list of available essay topics will be distributed after the midterm exam. Essays need to

be clearly structured and argumentative and make substantial reference to concepts and theories introduced in the duration of this course. In particular, the final essay paper must include the following aspects:

- A pertinent title and brief introduction of the chosen topic, including a more descriptive section regarding background and context. The first section should also clearly state the author's position relative to the topic (thesis statement)
- An outline of the conceptual framework used along with a clearly articulated research question
- an analysis and discussion section with relevant references to primary and secondary sources
- a conclusion demonstrating the ability to critically reflect and assess relevant aspects of the chosen essay topic
- A Style Guide is available in the Google Classroom [G Drive](#)

The essay shall not exceed 2,500 words (not including bibliography) and will be due on Week 13.

**\*\*\* All books are available in the MU Library \*\*\*  
Where indicated some materials will be  
hyperlinked and others placed in the  
G Drive of the Google Classroom**

### **Introduction—Post War Europe: An Overview of 1945 to Present**

**Topic description:** At the end of the Second World War Europe was a shattered and broken continent. Yet in the following decades it evolved into one of the richest regions in the world with strong quality of life indicators. This first class explores the historical evolution of the continent from war zone to wealthy region. We also explore the salient developments and stages in European integration, including a reflection on its various setbacks and challenges. Each year the President of the European Commission presents a comprehensive report of the EU to all EU Parliamentarians. This is known as the State of the Union. This week the class will explore challenges confronting contemporary Europe through a review of the most recent address in September 2020 (see link below).

In addition to this overview, students will be familiarized with the **main theoretical lenses** through which the EU is considered from a scholarly point of view. Since the signing of the Treaty of Rome in 1957 academic attention has increased as the EU has evolved. The first of these theoretical discussions was by US scholar Ernest Haas. Following that other scholars have contributed to the growth of an entire subfield of IR and Political Science scholarship focused on the EU. The second class of Week 1 will consider these theoretical lenses and students will be introduced to major texts on the subject.

**Expected Learning Outcome:** Students will understand the historical and contextual factors that have shaped contemporary Europe. They will also become more theoretically literate regarding Europe's regional integration process.

#### **Primary Source:**

- [State of the Union Address 2020 – EU Commission President](#) (this is both a video and a transcript, follow page links for preference)

#### **Supplementary Readings:**

- Blair, A. (1999). *The Longman Companion to the European Union since 1945*. London: Longman.
- Pinder, J. and Usherwood, S. (2013). *The European Union: A Very Short Introduction*. Oxford: Oxford University Press.

- Haas, E. B. (2008). *Beyond the Nation State: functionalism and international organizations*. Colchester: ECPR Press.
- In the Google Classroom for this course, (**under the G Drive**), review the four papers included under ‘Scholarly Papers’
  - Jeff Checkel’s constructivism and integration
  - Liberal Intergovernmentalism
  - Haas’s Neo-Functionalism (Uniting of Europe - intro section)
  - Finn Laursen’s paper on theories of integration (these are all downloadable PDFs)

**Activities:** Students will discuss the primary source with peers and engage in wider class discussion.

### **The Establishment and Evolution of the EU**

**Topic description:** The EU represents one in a series of efforts to integrate European nation states following World War II. At the end of the war, several western European countries sought closer economic, social, and political ties to achieve economic growth and military security and to promote a lasting reconciliation between France and Germany. To this end, in 1951 the leaders of six countries—Belgium, France, Italy, Luxembourg, the Netherlands, and West Germany—signed the Treaty of Paris, thereby, when it took effect in 1952, founding the European Coal and Steel Community (ECSC). To manage the ECSC, the treaty established several supranational institutions: a High Authority to administrate, a Council of Ministers to legislate, a Common Assembly to formulate policy, and a Court of Justice to interpret the treaty and to resolve related disputes. A series of further international treaties and treaty revisions based largely on this model led eventually to the creation of the EU.

**Expected Learning Outcome:** The student will be able to understand the evolution of European integration and its challenges. They will also be able to evaluate its success and failures.

#### **Primary Source(s):**

- [The Schuman Declaration](#) (1950; HTML text)
- [EEC Declaration on European Identity](#) (1973)
- [Preamble to the Treaty of Lisbon](#) (2007/9)

#### **Supplementary Readings**

- Haas, E. B. (2008). *Beyond the Nation State: functionalism and international organizations*. Colchester: ECPR Press.
- Blair, A. (1999). *The Longman Companion to the European Union since 1945*. London: Longman.
- McAllister, R. (2010). *European Union: an historical and political survey*. New York: Palgrave Macmillan.
- Pinder, J. and Usherwood, S. (2013). *The European Union: A Very Short Introduction*. Oxford: Oxford University Press.

**Activities:** Students will participate in brainstorming exercise and class discussion to answer some key questions about the documents listed under ‘primary sources’. These questions are designed to help students understand the general evolution of the EU since its inception. Students’ contribution will be counted toward their overall participation credits.

### **EU Institutions**

**Topic description:** The class examines how the EU institutions are appointed, how they function, their respective powers, how they interact with each other and with the national political institution and civil society actors. The class will explore the main institutions and policy processes at European level under an interdisciplinary perspective. The institutional/legal approach contributes in outlining the main remits of EU institutions and their role in EU decision-making. The week aims at explaining the functioning of the EU political system.

**Expected Learning Outcome:** The student will be able to understand, analyze and assess the developments, actors, institutions and challenges of policy-making, and European integration. They will be able to acquire an understanding of the EU institutions, decision-making, and policies.

**Primary Source(s):**

- [Understanding EU Institutions](#) (Europa Website)
- EU Commission [White Paper](#) on EU Governance (2000)
- [EU Commission Plan D](#) (2005)

**Supplementary readings**

- Peterson, J. & Shackleton, M. (2012). *The Institutions of the European Union*. 3rd edition, Oxford: Oxford University Press.
- Hix, S. (1999). *The Political System of the European Union*. Basingstoke: Macmillan.
- McCormick, J. (2011). *European Union Politics*. Basingstoke: Palgrave.
- Moravcsik, A. & Schimmelfennig, F. (2009). “Liberal Intergovernmentalism”. In A. Wiener and T. Diez eds. *European Integration Theory* 2nd ed. Oxford University Press: 67-87. ([Available as a PDF chapter in G Drive for this course](#))
- Richardson, J. (2006). *European Union: Power and Policy-Making*. New York: Routledge.
- Pollack, M. A. (2005). “Theorizing the European Union: International Organization, Domestic Polity, or Experiment in New Governance?” *Annual Review of Political Science* 8:357–398.

**Activities:** Students will participate in class discussion to answer a list of review questions designed to help students understand this week’s concepts. Students’ contribution will be counted toward their overall participation credits.

### **EU Competences—Exclusive, Shared & Supporting Competences**

**Topic description:** The class explores areas of EU competence (areas where the EU actually makes policy). These are divided between exclusive, shared and supporting. There are also many areas of policy making that remain primarily those of member states. We also examine concepts such as **conferral**, **subsidiarity** and **proportionality**.

**Expected Learning Outcome:** The student will be able to critically examine how policy making in the EU differs from that of traditional nation state policy making. They will be able to understand and assess the success and drawbacks of European integration.

**Primary Sources**

- [EU Competences](#) (Europa website)
- [Tracking the EU’s response to Gender Violence](#) (Europa website)
- [The EU Commission’s Work Program for 2021](#) (Europa website)

**Supplementary readings:**

- Tsionas, E. G. (2014). *The Euro and International Financial Stability*. New York: Springer.

- Blair, A. (1999). *The Longman Companion to the European Union since 1945*. London: Longman.
- Blanke, H.-J., & Mangiameli, S. (2012). *The European Union after Lisbon: constitutional basis, economic order and external action*. Berlin: Springer.
- Buonnano, L., & Nugent, N. (2013). *Policies and Policy Processes of the European Union*. New York: Palgrave Macmillan.
- Richardson, J. (2006). *European Union: Power and Policy-Making*. New York: Routledge.

**Activities:** Students will participate in class discussion to answer a list of review questions designed to help students understand this week's concepts. Students' contribution will be counted toward their overall participation credits.

### **Supranational Decision-Making and Policy Instruments**

**Topic description:** The European superstate, the European federation and Federal Europe are names used to refer to several similar hypothetical scenarios of the unification of Europe as a single sovereign federation of states, similar to the United States of America. At present, while the European Union (EU) is not officially a federation, various academic observers regard it as having the characteristics of a federal system. This week we explore the process of EU policy making. This is a critical week as its content will feature heavily in the Week 12 simulation exercise. Here students will come to understand how the EU makes decisions and what instruments it uses to get things done. It explores the relationship between the EU institutions and the relationship between these institutions and the member states, regional bodies and European civil society.

**Expected Learning Outcome:** The student will be able to understand the processes of European Union decision making and the role of the various stakeholders involved.

#### **Primary Sources:**

- [EU Regulations, Directives and Other Acts](#) (Europa website)
- [European Parliamentary Summary of the Open Method of Coordination](#) (EuroParl)
- [Handbook on the Ordinary Legislative Procedure](#) (EuroParl)

*Sample Regulation and Directive (for review only)*

- [EU Regulation on Data Protection](#) (GDPR) and [Summary](#)
- [EU Directive on Waste Electrical and Electronic Equipment](#) (WEEE)

#### **Supplementary readings:**

- Moravcsik, A and F. Schimmelfennig. 2009. "Liberal Intergovernmentalism". In A. Wiener and T. Diez eds. *European Integration Theory* 2nd ed. Oxford University Press: 67-87 ([Available on the Course G Drive](#))
- Szyzszak, E. (2006) Experimental Governance: The Open Method of Coordination, *European Law Journal* Vol 12 (6) 486-502 ([Available on the Course G Drive](#))
- Peterson, J. & Shackleton, M. (2012). *The Institutions of the European Union*. 3rd edition, Oxford: Oxford University Press.
- Pollack, M. (2005). "Theorizing the European Union: International Organization, Domestic Polity, or Experiment in New Governance?" *Annual Review of Political Science* 8:357–398
- Richardson, J. (2006). *European Union: Power and Policy-Making*. New York: Routledge.
- Versluis, E., van Keulen, M., & Stephenson, P. (2011). *Analyzing the European Union policy process*. Basingstoke: Palgrave Macmillan.

**Activities:** Students will discuss in group the topics and guiding questions assigned in class and take turn to feed back to other groups.

### **The EU's Crisis Decade I: Monetary Crisis & Immigration**

**Topic description:** This week examines the causes and consequences of the Eurozone and Immigration crisis, how this affects the relations between the European Union and its member states. It explores the EU's responses to these crises and evaluates the effectiveness of its actions.

**Expected Learning Outcome:** The student will be able to understand the economic and financial as well as political crises affecting European states and the European integration process. They will recognize key debates about the Eurozone crisis and the immigration issue in Europe.

#### **Primary Sources:**

- [The European Union Financial Crisis](#) (Foreign Policy Association video)
- [European Commission Memo on Banking Crisis response](#) (Also on G Drive)
- [EU Stability and Growth Pact](#) (webpage)
- [Europe's Migrant Crisis](#) (UN op ed)
- [The Migrant Crisis](#) (European Council documentary video)
- European Council [EU Migration Policy](#) (webpage)

#### **Supplementary readings:**

- Schwarzer, D. (2013). 'Crisis and Reform in the Euro Area' Current History. March. pp. 83-87. (5pp) [LINK HERE](#)
- Drudi, F. Durré, A. & Mongelli F. P. (2012). 'The Interplay of Economic Reforms and Monetary Policy: The Case of the Eurozone'. Journal of Common Market Studies. Vol. 50. No. 6. pp. 881– 898. (17pp).
- Goddard, J. et al. (2009), 'The Financial Crisis in Europe: Evolution, Policy Responses and Lessons for the Future', Journal of Financial Regulation and Compliance, Vol. 17, No. 4, pp. 362-80. (18pp).
- Tsionas, E. G. (2014). The Euro and International Financial Stability. New York: Springer.

**Activities:** Students will discuss in group the controversial topics assigned in class and take turn to feed back to other groups.

### **The EU's Crisis Decade II: Brexit**

**Topic description:** On 23rd June 2016, 51.9% of British citizens who voted in the European Union referendum voted for Britain to leave the EU. This week, the class will explore a number of factors leading to Brexit and the implications of Brexit on the UK, the EU and the world as a whole.

**Expected Learning Outcome:** The student will be able to comprehend the ongoing rocky relationship between the UK and the European Union, leading to Brexit. They will be able to evaluate what are the socio-politico-economic implications of Brexit, as well as the future relationship among European countries and between Europe and the world.

#### **Primary Sources:**

- BBC documentary (1hr) [Brexit: A very British Coup](#)
- [The EU's response to Brexit](#) (webpage)

- Speech by Commission President Van Der Leyen in Dublin regarding the UK, Northern Ireland and Brexit ([LINK](#))

#### **Supplementary readings:**

- Journal of Contemporary European Research (JCER) Special Issue on Brexit ([LINK](#))
- Bergsten, A. (2012), 'Why the Euro Will Survive: Completing the Continent's Half-Built House' (Comment) [Foreign Affairs, September/October](#). (c. 6pp)
- Cooper, R. (2012). 'Britain and Europe', *International Affairs*. Vol. 88, No. 6, pp. 1191–1203 (12pp).
- Moravcsik, A. (2012), 'Europe after the Crisis: How to Sustain a Common Currency', *Foreign Affairs*, May/June. (c. 12pp) ([Available in G Drive](#))

**Activities:** Students will discuss in group the controversial topics assigned in class and take turn to feed back to other groups.

### **EU Neighbourhood Policy & Enlargement**

**Topic description:** This week the class will analyse the EU's international role, as mediated by its own Member States, in international institutions and in its strategic bilateral and regional partnerships. It examines evolving EU internal policies that have external implications and the ways in which these are both driven by, and feed back into, international developments.

**Expected Learning Outcome:** The student will be able to analyse the EU's role in international institutions and in its strategic bilateral and regional partnerships.

#### **Primary Sources**

- [Europe in the World](#) (EEAS Website)
- [EU Common Foreign & Security Policy](#) (EEAS Website)

#### **Supplementary readings:**

- Keukeleire, S., & Delreux, T. (2014). *The Foreign Policy of the European Union*. New York, NY: Palgrave Macmillan.
- Baun, M., & Marek, D. (2013). *The New Member States and the European Union*. London: Routledge.
- Burapasiri, T. (2009). *The European Union as an Interregional Actor: the European Union's Relations with Global Regions*. Bangkok: Centre of European Studies Chulalongkorn University.
- Marsh, S., & Rees, W. (2011). *The European Union in the Security of Europe*. London: Routledge.
- Renard, T., & Biscop, S. (2012). *The European Union and Emerging Powers in the 21st Century: how Europe can shape a new global order*. Surrey, GU: Ashgate
- Whitman, R. G., & Wolff, S. (2012). *The European Union as a Global Conflict Manager*. London: Routledge.
- Wouters, J., Bruyninckx, H., Basu, S., & Schunz, S. (2012). *The European Union and Multilateral Governance. Assessing EU Participation in United Nations Human Rights and Environmental Fora*. Hampshire: Palgrave Macmillan.

**Activities:** Students will participate in class discussion to answer a list of review questions designed to help students understand this week's concepts. Students' contribution will be counted toward their overall participation credits.

### **Globalism and Nationalism**



**Topic description:** For much of the 20<sup>th</sup> century, ideological discussions and debates have centered on liberal versus conservative, left versus right. It is argued that this is now over. Instead, the ideological divide of the 21<sup>st</sup> century is emerging as globalism versus nationalism. Since the end of World War II, global integration and technological progress have fueled a new world order centered on free trade, open borders and interdependent economies. Goods, capital move increasingly freely across borders, which is actually the meaning of globalization. Globalism is a mindset that globalization is natural and good, that global governance should expand as national sovereignty contracts. The new nationalist surge, exemplified by Trump and the emergence of the far right in Europe, has startled and shocked the advocates of globalism. This new nationalism is the vital center of Brexit and the election of Donald Trump.

**Expected Learning Outcome:** The student will be able to compare and contrast the ideological struggle between globalism and nationalism. They will be able to explain what causes these and evaluate the impacts that globalism and nationalism have on European countries. They will assess how well different European countries are coping with these new challenges of the changing political identity.

### Primary Sources

- [Inaugural Speech of Donald Trump](#) (2017)
- PBS documentary: [Putin's Russia](#)
- Eckman, J. (2017). Globalism vs. Nationalism: The Ideological Struggle of the 21st Century. ([LINK](#))

### Supplementary readings:

- Brubaker, R., & Laitin, D. D. (1998). "Ethnic and Nationalist Violence." *Annual Review of Sociology*. 24:423-452.
- Calhoun, C. (1993). "Nationalism and Ethnicity." *Annual Review of Sociology*. 19:211-39.
- Sunstein, C "Deliberative Trouble? Why groups go to extremes", *The Yale Law Journal*, 110 ([LINK](#))
- Máiz, R. (2003). "Politics and the nation: nationalist mobilization of ethnic differences." *Nations and Nationalism*. 9(2):195-212.
- Vasilopoulou, S (2009) Varieties of Euroscepticism: the rise of the European Extreme Right, *Journal of Contemporary European Research* 5 (1), 3-23 ([LINK](#))

**Activities:** Students will participate in class discussion to answer a list of review questions designed to help students understand this week's concepts. Students' contribution will be counted toward their overall participation credits.

## Ethnicity and Separatism in Europe I - The Yugoslav Crisis

**Topic description:** The breakup of Yugoslavia occurred as a result of a series of political upheavals and conflicts during the early 1990s. After a period of political crisis in the 1980s, constituent republics of the Socialist Federal Republic of Yugoslavia split apart, but the unsolved issues caused bitter inter-ethnic Yugoslav wars. This crisis unfolded precisely as the EU was pivoting towards political union and beginning the process of trying to establish a coherent collective will. It was a major test for the EU, which was criticized for not doing enough to halt the increasingly violent post-Cold War transition. We approach this as a case study in understanding how the EU evolved its approach to a conflict unfolding outside its borders.

**Expected Learning Outcome:** The student will be able to understand the historical developments of the 'West' since World War II. They will be able to assess the failures and challenges of how countries in Europe deal with such problems.

**Primary Sources:**

- EU Council Conclusions on Former Yugoslavia (1995, Annex 7) ([Available in G Drive under 'Primary Sources'](#))
- EEAS webpage on Western Balkans ([LINK](#))

**Supplementary readings:**

- Gagnon, Jr., V.P. (1995). "Ethnic Nationalism and International Conflict: The Case of Serbia." *International Security*. 19(3):130-166.
- Glenny, M. (1996). *The Fall of Yugoslavia: The Third Balkan War*. London: Penguin.
- Hoepkin, W. (1999). "War, Memory, and Education in a Fragmented Society: The Case of Yugoslavia." *East European Politics and Societies*. 13(1):190-227.
- Lederer, I. J. (1969). "Nationalism and the Yugoslavs." in *Nationalism in Eastern Europe*. Peter F. Sugar and Ivo J. Lederer, eds.
- Zizmond, E. (1992). "The Collapse of the Yugoslav Economy." *Soviet Studies*. 44(1):101-112.

**Activities:** Students will discuss in group the controversial topics assigned in class and take turn to feed back to other groups.

**Ethnicity & Separatism in Europe:**  
**The Special EU Peace Programs for Northern Ireland**

**Topic description:** The EU played a critical role, and often an understated one, in the resolution of a long running intractable conflict in Northern Ireland. The relevance of this issue to the contemporary issue of Brexit is more widely known. However, there are two dimensions to EU integration processes that helped facilitate the conditions that led to the resolution of the Northern Ireland conflict. This week examines the background and context to the conflict and how the integration of Europe more widely paved the way for the realization of peace. We use this case study to examine the influence and impact of EU integration on an ethnic conflict *within* the borders of the EU. It is also an example of Track III diplomacy.

**Expected Learning Outcome:** The student will be able to comprehend the contribution of the EU to the resolution of ethnic conflict in Europe. They will assess how different European countries and the EU deal with this problem.

**Primary Sources:**

- EU Economic and Social Committee Opinion 'The Role of the EU in the Northern Ireland Peace Process' ([2009/C 100/16](#))
- Special EU Peace Programs for Northern Ireland and the Border Counties of Ireland (website) ([LINK](#))

**Supplementary readings:**

- Darby, J (1995) [The Conflict in Northern Ireland: a background essay](#)
- Bush, K & Houston, K (2012) 'The Story of Peace' ([LINK](#))
- Buchanan, S (2008) Transforming Conflict in Northern Ireland and the Border Counties: Some Lessons from the Peace Programmes on Valuing Participative Democracy, *Irish Political Studies*, 23:3, 387-409
- Arthur, P (2010) The role of the EU as a peacebuilder: Northern Ireland as a case study, *Peace and Conflict Studies*, 17 (1) ([LINK](#))

**Activities:** Students will discuss in group the various topics assigned in class and take turn to present feedback to other groups.

## Group Simulation Exercise

**Topic description:** This week the student body will be work in groups and allocated a role as members of one of the EU's institutions. As all EU institutions have a part to play in the Ordinary Procedure this will also require groups to interact in these roles. In this role they must work in teams to formulate an EU policy on an important area of collective concern. They must follow the process of the Ordinary Procedure of EU decision-making. Students are expected to participate fully in this exercise. Background research skills, drafting skills, negotiation and persuasion skills as well as diplomacy skills will all be put to work.

Students will receive 'scripts' for their roles in each institution and must immerse themselves in the job allocated to them. More details will be made available near the middle of the trimester.

In preparation for this graded exercise students should familiarize themselves with the readings for the first half of the course, particularly those that relate to the EU institutions and EU decision- and policy-making.

**Expected Learning Outcome:** The student will acquire a firm understanding of the components and processes of EU decision-making through this simulation exercise.

**Core reading:**

- Buonnano, L., & Nugent, N. (2013). Policies and Policy Processes of the European Union. New York: Palgrave Macmillan.

**Supplementary readings:**

- Richardson, J. (2006). European Union: Power and Policy-Making. New York: Routledge.
- Versluis, E., van Keulen, M., & Stephenson, P. (2011). Analyzing the European Union policy process. Basingstoke: Palgrave Macmillan.

**Activities:** Students will research, read, synthesize and present the positions and preferences of their respective institution in class. Critical thinking ability, content, and delivery are important assessment criteria. Groups will be graded collectively. Grades for participation by individuals will be awarded on the basis of the collective group output and as a result of monitoring by the tutor.