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|  | **SYLLABUS OF THE COURSE** | |
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| 1. | NAME OF THE COURSE  **EU AND THE WIDER EUROPE: THE EUROPEAN NEIGHBOURHOOD POLICY** | |
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| 2. | FIELD OF SCIENCE  **POLITICAL SCIENCE AND ADMINISTRATION / EUROPEAN STUDIES / INTERNATIONAL RELATIONS** | |  |
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| 3. | LANGUAGE OF TUITION  **ENGLISH** | |  |
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| 4. | UNIT OFFERING THE COURSE  **INSTITUTE OF EUROPEAN STUDIES** | |  |
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| 5. | CODE OF THE COURSE | |  |
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| 6. | TYPE OF THE COURSE | |
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| 7. | FIELD OF STUDIES (SPECIALISATION)  **European Studies** | |  |
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| 8. | TYPE OF STUDIES | |
|  | **MASTER / BACHELOR** | |  |
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| 9. | YEAR OF STUDIES  **N/A** | |  |
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| 10. | SEMESTER  ***AUTUMN*** | |  |
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| 11. | MODE OF STUDIES | |
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| 12. | PRELIMINARY REQUIREMENTS | |
|  | **Basic knowledge of the European Union institutional structure is required. Students should be able to work on a group presentation.** | |  |
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| 13. | AIMS OF THE COURSE:  This course offers in-depth exploration of the European Union’s European Neighbourhood Policy (ENP) and will equip students with a comprehensive understanding of the EU’s dual role as both a regional power and a global actor. The European Neighbourhood Policy (ENP) was established in 2002-2003 with the fundamental goal of fostering stronger ties between the EU and its surrounding states. The ENP seeks to bridge divisions, enhance cooperation, and promote shared prosperity and security across Europe and its adjacent regions.    Throughout the course, students will critically evaluate the effectiveness of the ENP in achieving these objectives, analyzing the successes and challenges that have shaped its trajectory. Particular focus will be given to the key policy areas that directly impact the ENP’s implementation, including trade relations, the diffusion of the EU acquis Communautaire and security frameworks. Beyond these tangible policy domains, students will also engage with deeper questions concerning identity formation and normative influences, exploring how values, cultural perspectives, and political ideologies influence the EU’s engagement with neighboring states.    By examining the scope, ambitions, and inherent limitations of the EU’s external policies, students will develop analytical skills that enable them to assess the disparities between the stated policy objectives of the ENP and the realities of their implementation. This critical approach will provide insights into the broader complexities of international relations, diplomacy, and regional governance, preparing students to engage thoughtfully with contemporary geopolitical challenges. | |  |
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|  | COURSE CONTENTS  **Lecture 1:** Beyond enlargement: conceptualizing the study of the European Neighbourhood Policy  **Lecture 2:** The construction and deconstruction of the EU’s neighbourhood: historical perspectives on the ENP  **Lecture 3:** Of borders and boundaries: the neighbourhood as the EU’s buffer zone  **Lecture 4:** Ukraine in the European Neighbourhood Policy: from a ENP partner country to an EU candidate  **Lecture 5:** Democracy promotion by functional cooperation in the ENP  **Final activity:** Group presentations |  |
| 15. | Learning outcomes: |  |
|  | At the end of the course, students will be able:   * Understand the European Neighbourhood Policy (ENP): Identify the historical development, objectives, and policy mechanisms that shape the ENP’s role in EU external relations. * Analyze the EU’s dual role: Critically assess the EU as both a regional power and a global actor within the context of the ENP. * Evaluate policy implementation: Examine key policy areas, including trade relations, the diffusion of EU standards and rules, and security frameworks, to determine their impact on the ENP. * Assess effectiveness and challenges: Analyze the successes, limitations, and obstacles affecting the ENP’s ability to achieve its stated objectives. * Engage with identity and normative influences: Explore how values and norms shape EU relations with neighboring states. * Connect theory to practice: Utilize theoretical tools to better understand the complexities of EU external governance. |  |
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| 16. | LITERATURE (basic and supplementary)   * Ademmer, E., & Börzel, T. A. (2013). Migration, Energy and Good Governance in the EU’s Eastern Neighbourhood. *Europe - Asia Studies*, 65(4), 581-608. * Aliyev, H. (2016). Assessing the European Union’s Assistance to Civil Society in Its Eastern Neighbourhood: Lessons from the South Caucasus. *Journal of Contemporary European Studies*, 24(1), 42–60. * Anderlini, M. (2024). Implementation Is the Hardest Word: Explaining Georgia’s (Non)-Compliance with European Union Acquis. *Problems of Post-Communism,* 71(5): 446-460. * Björkdahl, A. (2002). Norms in international relations: Some conceptual and methodological reflections. *Cambridge Review of International Affairs*, 15(1), 9-23. * Bolkvadze, K. (2016). Cherry Picking EU Conditionality: Selective Compliance in Georgia’s Hybrid Regime. *Europe - Asia Studies*, 68(3), 409-440. * Bolkvadze, K. (2017). Hitting the saturation point: unpacking the politics of bureaucratic reforms in hybrid regimes. *Democratization*, 24(4), 751-769 * Börzel, T. A., & Pamuk, Y. (2012). Pathologies of Europeanisation: Fighting Corruption in the Southern Caucasus. *West European Politics*, 35(1), 79-97. * Börzel, T. A., & Risse, T. (2012). From Europeanisation to Diffusion: Introduction. *West European Politics,* 35(1), 1-19. * Börzel, T. A., & van Hüllen, V. (2014). One voice, one message, but conflicting goals: Cohesiveness and consistency in the European Neighbourhood Policy. *Journal of European Public Policy*, 21(7), 1033-1049. * Burmester, I. (2024). *EU and Russian Hegemony in the 'Shared Neighbourhood': Between Coercion, Prescription, and Co-optation*. Springer Nature: The European Union in International Affairs. Available online: <https://link.springer.com/book/10.1007/978-3-031-75488-3> * Burlyuk, O., Dandashly, A., & Noutcheva, G. (2023). External democracy promotion in times of internal rule-of-law crisis: the EU and its neighbourhood. *Journal of European Public* Policy, 31(3): 900-924. * Buzogány, A. (2022). Natural Allies? External Governance and Environmental Civil Society Organizations in the EU’s Eastern Partnership. *Problems of Post-Communism*, 69(4-5), 169-179. * Delcour, L. (2013). Meandering Europeanisation. EU policy instruments and policy convergence in Georgia under the Eastern Partnership. *East European Politics,* 29(3), 344-357. * Delcour, L. (2018). ´You can lead a horse to water, but you can´t make it drink´: the EU´s and Russia´s intersecting conditionalities and domestic responses in Georgia and Moldova. *European Politics and Society,* 19(4): 490-505. * Delcour, L., & Wolczuk, K. (2015). Spoiler or facilitator of democratization?: Russia’s role in Georgia and Ukraine. *Democratization,* 22(3), 459-478. * Dimitrova, A., & Dragneva, R. (2013). Shaping Convergence with the EU in Foreign Policy and State Aid in Post-Orange Ukraine: Weak External Incentives, Powerful Veto Players. *Europe - Asia Studies*, 65(4), 658-681. * Freyburg, T., Lavenex, S., Schimmelfenniga, F., Skripkac, T., & Wetzeld, A. (2011). Democracy promotion through functional cooperation? the case of the European neighbourhood policy. *Democratization*, 18(4), 1026-1054. * Lavenex, S., & Schimmelfennig, F. (2009). EU rules beyond EU borders: Theorizing external governance in European politics*. Journal of European Public Policy*, 16(6), 791-812. * Panchuk, D. (2019). Effectiveness of EU Transgovernmental Cooperation in the Neighbourhood: Qualitative Comparative Analysis of Twinning Projects in Ukraine. *Europe - Asia Studies*, 71(3), 480-509. * Petrova, I., & Delcour, L. (2020). From principle to practice? The resilience–local ownership nexus in the EU Eastern Partnership policy. *Contemporary Security Policy*, 41(2), 336-360. * Wolczuk, K. (2009). Implementation without coordination: The impact of EU conditionality on Ukraine under the European neighbourhood policy. *Europe - Asia Studies*, 61(2), 187-211. | |
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| 17. | Methods of evaluation:  - checking of presence;  - group presentations | |  |
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1. Form and conditions of completion:

The attendance to the workshop is obligatory for everyone. One absence stays without consequences. Students are expected to read assigned literature and be active during the workshops. The final evaluation will be based on students attendance and contribution to the debates as well as on the test result.

1. STUDENT WORKLOAD

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|  | FORM | NUMBER OF HOURS |
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|  | CLASSES WITH ACADEMIC TEACHER (teaching hours): |  |
|  |  | **12** |
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|  | INDIVIDUAL |  |
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|  |  | **70** |
|  | - Reading of the literature: 40 |  |
|  | - Preparation to the final group presentation: 30 |  |
|  | TOTAL HOURS (1 ECTS = 25-30h) | **82** |
|  | CREDITS | **3** |