

Jean Monnet Chair: The EU Enlargement Policy and the Western Balkans

Nikolaos Tzifakis

(1) GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCES AND INTERNATIONAL RELATIONS		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	YE4	SEMESTER	2 nd
COURSE TITLE	Jean Monnet Chair: The EU Enlargement Policy and the Western Balkans		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	0.9
Group Project Essay			1.8
Group Oral Presentation			0.4
Final Written Essay			2.9
Total			6.0
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Exceptionally in English, for Erasmus+ students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/PEDIS207/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

By the end of the course, students are expected to:

§ have acquired specialised knowledge and a strong theoretical background in line with the current scholarly literature on the EU's enlargement policy towards the Western Balkans.

§ have developed a critical understanding of the production cycle of a key EU public policy, the enlargement towards the Western Balkans, from the stage of setting initial objectives, through the policy development, implementation, monitoring, assessment, and revision.

§ Approach critically the main issues concerning the EU enlargement towards the Western Balkans.

§ Know how to use theoretical knowledge and methodological tools for the insightful study of empirical cases to articulate policy recommendations for contemporary issues.

§ Be prepared to fulfil their administrative or research tasks more effectively on issues relating to the interplay between national and European policy in the realm of EU accession of new member-states.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical

responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS

The policy of enlargement has been considered as the most effective component of EU foreign policy that has successfully guided and motivated the political and economic transformation of Central and Eastern European countries. Not surprisingly, it has also been progressively employed in the Western Balkans since June 1999 to foster attempts towards peacebuilding, democratisation and economic development. However, Croatia remains to this day the sole country from the region that has completed the accession path and acquired EU membership. The course will examine the implementation of the EU enlargement policy towards the Western Balkans and will assess the progress that has been attained so far. In addition, the course will reflect on the subsequent revisions to the EU enlargement policy to get it fine-tuned to the region's particular challenges. Very importantly, it will also problematize the causes of policy failure to transform the Western Balkans. The course will be divided into three parts. The first part will examine EC/EU enlargement from a historical, institutional and theoretical perspective. The second part will focus on the Western Balkans, and it will highlight the challenges that each individual country faces in its EU accession path. Finally, the students are expected to present in the course's third part their group project essays that will lay the ground for a debate on what has gone wrong in terms of policy-making and the way ahead.

Course Layout (by week)

Week 1: EC/EU Enlargement in Historical Perspective

Week 2: Actors, procedures, and instruments of EU enlargement policy

Week 3: Theoretical Approaches to EU Enlargement: Accession Conditionality and Social Learning

Week 4: Serbia's EU Accession

Week 5: The Macedonian Question and North Macedonia's EU Accession

Week 6: The EU Accession of Bosnia and Herzegovina

Week 7: The EU Accession of Kosovo

Week 8: Seminar 1: What are the main challenges in Albania's EU accession?

Week 9: Seminar 2: i) What were the main challenges in Croatia's EU accession? ii) What are the main challenges in Montenegro's EU accession?

Week 10: Greece and the Western Balkans

Week 11: Seminar 3: Is the EU interested in the Western Balkans' integration or stabilisation?

Week 12: Seminar 4: Is there a Western Balkan exceptionalism in EU accession compliance?

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Distance learning. The course combines the delivery of lectures with the organisation of seminars, which rely on the Problem-Based Learning approach. The teaching process is based on the Socratic method, which seeks to elicit, structure, or restructure knowledge through the students' active participation.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Distance learning takes place via videoconference (Webex). The course extensively uses the e-class platform for several services (e.g., announcements, distribution of supplementary teaching material, essay topic assignment, submission of essays, and feedback on performance). Plagiarism and AI writing (e.g., ChatGPT) are detected with the use of Turnitin. Most lectures are delivered with the assistance of projected presentations.

	Final term marks are submitted and announced on a classweb platform (https://unistudent.uop.gr/).												
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>12 weeks x 2 hours = 24 hours</td></tr> <tr> <td>Group Project Essay</td><td>8 weeks x 4 hours x 1.5 = 48 hours</td></tr> <tr> <td>Group Project Preparation and Presentation</td><td>(1 contact hour + 5 hours preparation) = 6 hours</td></tr> <tr> <td>Final Written Essay</td><td>12 weeks x 4 hours x 1,5 = 72 hours</td></tr> <tr> <td>Course total</td><td>150 hours</td></tr> </tbody> </table>	Activity	Semester workload	Lectures	12 weeks x 2 hours = 24 hours	Group Project Essay	8 weeks x 4 hours x 1.5 = 48 hours	Group Project Preparation and Presentation	(1 contact hour + 5 hours preparation) = 6 hours	Final Written Essay	12 weeks x 4 hours x 1,5 = 72 hours	Course total	150 hours
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<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The final grades of students are based on the evaluation of performance in a series of tasks, which are weighted as follows:</p> <ul style="list-style-type: none"> • <u>In-class presentation of group project: 20% of grade.</u> A 30' long group presentation (with the projection of a PowerPoint file) of an assigned project (as a problem-based exercise). • <u>Group project essays: 20% of grade.</u> It concerns the collective project output of around 5,000 words of the assigned problem-based exercise that was presented earlier in class. Essays should fully observe academic rules of writing (e.g., structure, documentation). • <u>Individual Written Essays: 60% of grade.</u> It concerns academic essays of around 3,000 words that examine in greater depth an aspect (e.g. a specific issue) of the EU accession of the Western Balkan countries. Essays should fully observe academic rules of writing (e.g., structure, documentation) and should take note of the relevant scholarly literature. <p>The essays must be saved in a Word document format, and they must be submitted electronically to the e-class platform. For every 24 hours of delay or part thereof after the specified submission deadline, 1 (one) point will be deducted from the final mark of the paper. A paper already submitted cannot be resubmitted in a different version after the deadline.</p>												

(5) ATTACHED BIBLIOGRAPHY

Course Bibliography:

General readings

1. Μαριλένα Κοππά και Νικόλαος Τζιφάκης, *Ο Εξευρωπαϊσμός των Δυτικών Βαλκανίων*. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <https://dx.doi.org/10.57713/kallipos-415>.
2. Florian Bieber και Νικόλαος Τζιφάκης, επιμ., *Τα Δυτικά Βαλκάνια στον Κόσμο: Οι διασυνδέσεις και οι σχέσεις τους με μη δυτικές χώρες*, μετ. Μ. Ελευθεριάδου, Αθήνα: Εκδόσεις Πεδίο, 2021.
3. Daniel Serwer, *From War to Peace in the Balkans, the Middle East and Ukraine*. Springer, 2018.
4. Natasha Wunsch, *EU enlargement and civil society in the Western Balkans: From mobilisation to empowerment*. Springer, 2018.

Bibliography by Theme:

1. EC/EU Enlargement in Historical Perspective

Suggested Reading

- Νικόλαος Τζιφάκης, (2019). “Η πολιτική της διεύρυνσης διαχρονικά: Μια αποτίμηση”, στο Σ. Μπλαβούκος, Δ. Μπουραντώνης και Π. Τσάκωνας (επιμ.), *Οι Εξωτερικές Σχέσεις της Ευρωπαϊκής Ένωσης*, Αθήνα: Εκδόσεις Ι. Σιδέρης, σελ. 233-255.
- Μπούρης, Δημήτρης και Νικόλαος Τζιφάκης, (2016). Η προοπτική της Διεύρυνσης της ΕΕ και η Ευρωπαϊκή Πολιτική Γειτονίας. Στο Ναπολέον Μαραβέγιας, (επιμ.) *Ευρωπαϊκή Ένωση: Δημιουργία, Εξέλιξη, Πολιτικές*, Αθήνα: Εκδόσεις Κριτική, σελ. 297-313.
- Anghel, V., & Jones, E. (2024). The geopolitics of EU enlargement: from club to commons. *Survival*, 66(4), 101-114.
- Anghel, V., & Džankić, J. (2023). Wartime EU: consequences of the Russia–Ukraine war on the enlargement process. *Journal of European Integration*, 45(3), 487-501.
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- Hasenpflug, H. (1977). Consolidation vs. Enlargement – the issue for the European community. *Intereconomics*, 12(3-4), 59-64.

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- Tzifakis, Nikolaos (2007). EU’s Region-Building and Boundary-Drawing Policies: The European Approach to the Southern Mediterranean and the Western Balkans. *Journal of Southern Europe and the Balkans*, 9(1), pp. 47-64.
- Wallace, W. (1976). Wider but Weaker: The Continued Enlargement of the EEC. *The World Today*, 32(3), 104-111.

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Parr, H. (2006). Saving the Community: The French response to Britain's second EEC application in 1967. *Cold War History*, 6(4), 425-454.

2. Actors, procedures, and instruments of EU enlargement policy

Suggested Reading

Νικόλαος Τζιφάκης, (2019). “Η πολιτική της διεύρυνσης διαχρονικά: Μια αποτίμηση”, στο Σ. Μπλαβούκος, Δ. Μπουραντώνης και Π. Τσάκωνας (επιμ.), *Οι Εξωτερικές Σχέσεις της Ευρωπαϊκής Ένωσης*, Αθήνα: Εκδόσεις Ι. Σιδέρης, σελ. 233-255.

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Türkes, Mustafa and Göksu Gökgöz, (2006). The European Union's Strategy towards the Western Balkans: Exclusion or Integration?, *East European Politics & Societies*, 20(4), pp. 659-690.

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3. Theoretical Approaches to EU Enlargement: Accession Conditionality and Social Learning

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4. Serbia's EU Accession

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Economides, S., & Ker-Lindsay, J. (2015). 'Pre-Accession Europeanization': The Case of Serbia and Kosovo. *JCMS: Journal of Common Market Studies*, 53(5), 1027-1044.

Radeljić, B., & Özşahin, M. C. (2023). The inefficiency of EU leverage in Serbia during the Russia-Ukraine war. *Southeast European and Black Sea Studies*, 23(4), 697-716.

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5. The Macedonian Question and North Macedonia’s EU Accession

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- Συρίγος, Α. & Χατζηβασιλείου, Ε. (2019). *Η Συμφωνία των Πρεσπών και το Μακεδονικό*, Αθήνα: Εκδόσεις Πατάκη.
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Further Reading

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10. Greece and the Western Balkans

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Related academic journals:

Communist and Post-Communist Studies, Comparative Southeast European Studies, Ethnopolitics, East European Politics and Societies, European Foreign Affairs Review, Europe-Asia Studies, European Security, International Peacekeeping, Journal of Balkan and Near Eastern Studies, Journal of Communist Studies and Transition Politics, Journal of Intervention and Statebuilding, Journal of Regional Security, Journal of Slavic Military Studies, Mediterranean Politics, Nationalities Papers, New Balkan Politics, Problems of Post-Communism, Romanian Journal of Political Science, Romanian Journal of European Affairs, Southeast European and Black Sea Studies, Southeastern Europe, Südosteuropa, Transition Studies Review.

Most of these journals are freely available via the Hellenic Academic Library Network (HEALink), which can be accessed at PSIR's IT lab or through the university-provided VPN service. Detailed instructions on the use of VPN are available at the following link: <http://library.uop.gr/images/odigos-vpn.pdf>.

Other (online) sources

Students are encouraged to keep themselves updated on recent developments through non-academic journals (e.g. Economist and Le Monde Diplomatique), newspapers (e.g. Politico, EU Observer, Euractiv, The New York Times, Le Monde, The Guardian, and The Washington Post) and news agencies/portals (e.g. Euronews, AFP, Reuters, BBC, DW, Al Jazeera, CNN, Al-Monitor, Middle East Eye, Middle East Monitor).

Local news agencies and websites focusing on developments in the Western Balkans are also useful, such as:

Balkan Insight, <http://www.balkaninsight.com/>

N1, <https://rs.n1info.com/english/>

European Western Balkans, <https://europeanwesternbalkans.com/>

Radio Free Europe/Radio Liberty, <http://www.rferl.org/>

Transitions Online, <http://www.tol.org/>

Le Courrier des Balkans, <http://balkans.courriers.info/>

Independent Balkan News Agency, <https://www.balkan.eu.com/>

Exit News, <https://exit.al/>

Albanian Daily News, <https://www.albaniandailynews.com/>

Sarajevo Times, <https://www.sarajevotimes.com/>

Federal News Agency, <http://www.fena.ba/>

B92, <http://www.b92.net/>

Tanjug Agency, http://www.tanjug.rs/index_en.aspx

Meta News Agency, <http://meta.mk/en/>

Skopje Diem News, <https://skopjediem.com/>

KosovaPress, <http://www.kosovapress.com/en/>

Prishtina Insight, <https://prishtinainsight.com/>

Kosovo Sever Portal, <https://kossev.info/english/>

Kosovo 2.0., <https://kosovotwopointzero.com/en/>

Further, students can refer to publications by specialised research centres providing timely, in-depth analysis and reports:

Balkans in Europe Policy Advisory Group
<https://biepag.eu/>

Belgrade Centre for Security Policy
<https://bezbednost.org/en/>

Democracy for Development
<https://d4d-ks.org/en/home-en/>

European Union Institute for Security Studies
<http://www.iss.europa.eu/>

European Centre for Minority Issues
<http://www.ecmi.de/>

European Council on Foreign Relations
<https://ecfr.eu/>

European Policy Centre
<https://epc.eu/en/>

European Stability Initiative
<http://www.esiweb.org/>

Institute for Democracy "Societas Civilis" – Skopje
<https://idscs.org.mk/en/>

International Crisis Group
<http://www.crisisgroup.org/>

Centre for European Policy Studies
<https://www.ceps.eu/>

Netherlands Institute of International Relations
<https://www.clingendael.org/>

Royal United Services Institute
<https://www.rusi.org/>

Istituto Affari Internazionali
<https://www.iai.it/en>