

Jean Monnet Chair: The EU and Conflict Management in the Balkans and the Eastern Mediterranean

Marina Eleftheriadou – Efstathios Fakiolas – Nikolaos Tzifakis – Antonis Klapsis

(1) GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCES AND INTERNATIONAL RELATIONS		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	YE7	SEMESTER	2 nd
COURSE TITLE	Jean Monnet Chair: The EU and Conflict Management in the Balkans and the Eastern Mediterranean		
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
Background paper			1.8
Project Preparation and Presentation			0.2
Final Written Essay			2.9
Total			5.8
<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:	ENGLISH		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/816/		

(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 specialized knowledge and a strong theoretical background in line with the current scholarly literature on the EU's multifaceted role in conflict management efforts in the Balkans and the Eastern Mediterranean.

§ have developed a critical understanding of the production cycle of EU foreign policy, focusing on its conflict management actions in the Balkans and the Eastern Mediterranean.

§ Approach critically the main issues concerning the EU conflict analysis guidelines and their implementation in the Balkans and the Eastern Mediterranean.

§ 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 fulfill their administrative or research tasks more effectively on issues relating to the interplay between national and European policy in the realm of foreign policy interventions to manage conflicts in the Balkans and the Eastern Mediterranean.

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?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

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 course examines a core EU public policy, which is EU foreign policy, and, particularly, its manifestation in conflict settings in the Balkans and the Eastern Mediterranean. Conflict prevention, peacebuilding, mediation, and crisis management are central pillars of the European Union's (EU) commitment to act as a global actor that promotes international peace and security as the basis of a rules-based multilateral order. The course examines the EU as a sui generis foreign policy actor firmly anchored on the principle of peace. It discusses the evolution of the EU approach to conflict management and resolution across time and specific cases. It explores a series of "old" and "new" crises and conflicts focusing on the Balkans and the Eastern Mediterranean, two regions of great EU foreign policy concern and engagement, home to several—often interconnected yet disparate—examples of EU conflict management. In this context, the course traces and analyses traditional and more innovative approaches to conflict management, from conflict resolution and crisis management to supporting mediation, strengthening inclusivity, and facilitating multi-track coordination. The course is divided into four parts, each taught by a different expert. The first part (3 weeks) introduces students to the main concepts, tools, and debates on EU foreign policy in conflict management. The following three parts explore specific cases of conflicts and crises and respective EU initiatives, starting from the Balkans and moving clockwise down to the southern shore of the Eastern Mediterranean.

Themes of Lectures/Seminars

- The Evolution of integration and the dynamics of political unification in the EU
- The EU as a sui generis foreign policy actor
- The EU in world politics: from conflict resolution and crisis management to peace mediation
- The EU's mediation support in the Syrian civil war
- The EU's multi-phased and multi-faceted role in the Israeli-Palestinian conflict
- The EU's crisis management efforts during Egypt's post-Mubarak transition
- The EU and the Balkan-EastMed security complexes: between old conflicts and new security challenges
- Conflict prevention through state-building: the EU in Bosnia and Herzegovina
- The EU's mediation role in the Serbia-Kosovo dispute
- The EU's crisis management capabilities and interethnic tensions in North Macedonia
- The EU's conflict management approach to the Greek-Turkish dispute
- The EU and conflict resolution in the Cyprus question

(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 organization of seminars.
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 (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>Background paper</td><td>6 weeks x 5 hours x 1.5 = 45 hours</td></tr> <tr> <td>Project Preparation and Presentation</td><td>(1 contact hour + 3 hours preparation) = 4 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>145 hours</td></tr> </tbody> </table>	Activity	Semester workload	Lectures	12 weeks x 2 hours = 24 hours	Background paper	6 weeks x 5 hours x 1.5 = 45 hours	Project Preparation and Presentation	(1 contact hour + 3 hours preparation) = 4 hours	Final Written Essay	12 weeks x 4 hours x 1,5 = 72 hours	Course total	145 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"> • Background papers: 30% of grade. A short paper of no more than 1.500 words that outlines the key aspects and components of a specific conflict or broader issue that is of EU foreign policy concern. The backgrounder should be compiled following the EU conflict analysis guidelines and, among other things, should identify conflict drivers and their historical context, map key actors and stakeholders, and analyze recent conflict dynamics. • In-class presentations: 30% of grade. A 15' presentation (with the projection of a PowerPoint file) of an issue of EU foreign policy concern, discussing the Union's ongoing initiatives and their objectives, the adopted policies, and the attained results. The selected case study may be any specific conflict or crisis where the EU has undertaken some type of conflict management initiative. • Written Essays: 40% of grade. It concerns academic essays of around 3,000 words that examine in greater depth a specific case study focusing on the EU's decisive and/or transformative role in leading or supporting mediation efforts. Essays should fully observe academic rules of writing (e.g., structure, documentation) and should take note of the relevant scholarly literature. <p>The paper must be saved in a Word document format and it 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

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Collins, A. (2022). *Contemporary Security Studies*, 6th. ed., Oxford: Oxford University Press.

Pevehouse, J. C. W. & Joshua S. Goldstein, J. S. (2021). *International Relations* 12th. ed., Boston: Pearson.

Baylis, J. Smith, S. & Owens, P. (eds) (2020). *The Globalization of World Politics*, 8th. ed., Oxford: Oxford University Press.

Bibliography by Theme:

1. The Evolution of integration and the dynamics of political unification in the EU (E. T. Fakiolas)

Suggested Reading

Brunazzo, M. (2022). "The Politics of EU Differentiated Integration: Between Crises and Dilemmas", *The International Spectator*, 57 (1), 18-34.

Ferrara, F. M. & Kriesi, H. (2022). "Crisis Pressures and European Integration", *Journal of European Public Policy*, 29 (9), 1351-1373.

Peritz, L., et.al. (2022). "Enduing the Great Recession: Economic Integration in the European Union", *The Review of International Organizations*, 17, 175-203.

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Steiner, N.D., et.al. (2023), "Rallying Around the EU Flag: Russia's Invasion of Ukraine and Attitudes Toward European Integration", *Journal of Common Market Studies*, 61:2, 283-301

Anghel V. & Jones, E. (2023), "Is Europe Really Forged Through Crisis? Pandemic EU and the Russia-Ukraine War", *Journal of European Public Policy*, 30:4, 766-786

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Troitino, D. R., et.al. (eds) (2020). *The EU in the 21st Century. Challenges and Opportunities for the European Integration Process*, Gewerbestrasse, Cham: Springer.

Rossi, L. S. & Casolari, F (eds) (2014). *The EU After Lisbon. Amending or Coping With the Existing Treaties?* Cham: Springer

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Reus-Smit, Chr. (2012). "International Relations, Irrelevant? Don't Blame Theory", *Millennium: Journal of International Studies*, 40 (3), 525-540.

Cini, M. & Bourne, A. K. (eds) (2006). *Palgrave Advances in European Union Studies*, Houndmills, Basingstoke: Palgrave Macmillan.

Snyder, J. (2004). "One World, Rival Theories", *Foreign Policy*, 145, 52-62.

Singer David, J. (1961). "The Level-of-Analysis Problem in International Relations", *World Politics*, 14 (1), 77-92.

2. The EU as a sui generis foreign policy actor (E. T. Fakiolas)

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Piechowicz, M. & Szpak, A. (2022). "Evolution of the CSDP in the Setting of European Integration and International Relations Theory", *Comparative Strategy*, 41 (1), 60-77.

Lavery, S. & Schmid, D. (2021). "European Integration and the New Global Disorder", *Journal of Common Market Studies*, 59 (5), 1322-1338.

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Missiroli, A. (ed.) (2016), *The EU and the World: Players and Policies Post-Lisbon. A Handbook*, Paris: EUISS.

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Helwig, N. (2023), "EU Strategic Autonomy After the Russian Invasion of Ukraine: Europe's Capacity to Act in Times of War", *Journal of Common Market Studies*, 61: Annual Review, 57-67

Gstohl, S. & Schunz, S. (2023), "Insights for Foreign Policy Analysis from European Union External Action Studies", *Foreign Policy Analysis*, 19:1.

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3. The EU in world politics: from conflict resolution and crisis management to peace mediation (E. T. Fakiolas)

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- Svendsen, O. (2019). "Brexit and the Future of EU Defence: a Practice Approach to Differentiated Defence Integration", *Journal of European Integration*, 41 (8), 993-1007.

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4. The EU's mediation support in the Syrian civil war (M. Eleftheriadou)

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- Pierini, M. (2025). The Europeans Return to Syria. Carnegie Endowment for International Peace. <https://carnegieendowment.org/middle-east/diwan/2025/02/the-eu-returns-to-syria?lang=en>
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5. The EU's multi-phased and multi-faceted role in the Israeli-Palestinian conflict (M. Eleftheriadou)

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6. The EU's crisis management efforts during Egypt's post-Mubarak transition (M. Eleftheriadou)

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Pinfari, M. (2018). EU Mediation in Egypt: The Limits of Reactive Conflict Management, International Negotiation, 23(2), 199-217

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7. The EU and the Balkan-EastMed security complexes: between old conflicts and new security challenges (M. Eleftheriadou)

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8. Conflict prevention through state-building: the EU in Bosnia and Herzegovina (N. Tzifakis)

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Tolksdorf, D. (2014). "Incoherent Peacebuilding: The European Union's Support for the Police Sector in Bosnia and Herzegovina, 2002-8", *International peacekeeping*, 21(1), 56-73.

Sweeney, S. (2018). "The European Union and EUFOR Althea's Contribution to a Dysfunctional Peace in Bosnia and Herzegovina: Bureaucratic Politics, Emergent Strategy?", *Journal of Regional Security*, 13(1), 3-38.

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9. The EU's mediation role in the Serbia-Kosovo dispute (N. Tzifakis)

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Related academic journals:

British Journal of Middle Eastern Studies, Communist and Post-Communist Studies, Croatian Review of International Affairs, Ethnopolitics, East European Politics, 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 Palestine Studies, Journal of Slavic Military Studies, Mediterranean Politics, Middle East Policy, Nationalities Papers, Problems of Post-Communism, Romanian Journal of Political Science, Journal of Regional Studies, Romanian Journal of European Affairs, Southeast European and Black Sea Studies, Southeastern Europe, Südosteuropa, The Middle East Journal

Most of these journals are freely available via the Hellenic Academic Library Network (HEALink) that 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, New York Times, Le Monde, The Guardian και 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).

Further, students can refer to publications by specialized research centers 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/>

Centre for Mediterranean, Middle Eastern and Islamic Studies (CEMMIS)
<https://www.cemmis.edu.gr>

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

European Institute of the Mediterranean (IEMed)
<https://www.iemed.org>

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/>

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

Institut de Prospective Economique du Monde Méditerranéen – IPEMED
<http://www.ipemed.coop>

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

Institute for Studies on the Mediterranean (ISMed)
<https://www.ismed.cnr.it>

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<http://www.crisisgroup.org/>

International Institute for Middle East and Balkan Studies
<http://www.ifimes.org/>

Italian Institute for International Political Studies (ISPI)
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Middle East Institute
<https://www.mei.edu/>

PRIO-Eastern Mediterranean
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