Honours Class

Model European Union Simulation:
Policies, Negotiations and Transatlantic Experiential Learning

Syllabus 2023-2024

Universiteit Leiden
Faculty of Governance and Global Affairs

Level: 400

Credits: 5 ECTS

Time: Block 3

Instructors: Prof. Joachim A. Koops (j.a.koops@fgga.leidenuniv.nl)
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EURISGA The European Union's Role in Security and Global Affairs

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I. Course Description

This course provides in-depth training for students and the exploration of core EU policy challenges and real-life diplomatic skills. It is part of the range of courses related to the Jean Monnet Chair on the European Union's Role in Security and Global Affairs (EURISGA – see www.eurisga.eu) The course seeks to explore negotiation, diplomatic tactics and techniques, and in-depth knowledge of EU policymaking in an active and experiential manner, and place students at the centre of the learning process, by continuously engaging them through practitioner sessions, negotiation workshops, and an immersive two-day Model EU simulation on the European Council negotiations in Brussels. Students will understand the nature and functioning of major EU institutions, their power and role in the policy making process from a historical and theoretical perspective and will have the opportunity to put their knowledge into practice, by taking on the role of a head of state or government and defend their position in a simulation game in Brussels.

Students will also delve deeply into the policy challenges related to the EU and major European and global policy challenges. As a result of this practical experience students will become better problem-solvers and will have the chance to hone not only their negotiation skills, but also their inter-personal and inter-cultural skills and establish stimulating networks in international and transnational learning environments.

The Brussels trip will also include exchanges with EU policymakers and visits to EU institutions.

II. Timetable

Monday 5 February	18:15 – 19:15 19:45 – 21:00	Session 1: • Welcome, aims of the course and planning. Explanation of Practical Exercises • Finding the common denominator: approaches to studying and negotiating the EU • Public speaking exercise
Monday 12 February	18:15 – 19:15 19:45 – 21:00	Session 2: • EU institutional Lecture: Negotiating in the European Union – Core actors, decision-making, and influence • Policy Focus Lecture: Birds-eye overview of Belgian Presidency Priorities Practical Session: • Public speaking exercise follow-up
Monday 19 February	18:15 – 19:15 19:45 – 21:00	Session 3: "Promoting a Global Europe": The European Union in Global Affairs Practical Session • Elements of your Position Paper / Diving into your EU member state alter ego
Monday 26 February	17:15 – 19:15 19:45 – 21.15	Workshop 1 Governance of the EU / Negotiation Skills Professor Antoaneta Dimitrova
Monday 4 March	18:15 – 19:15 19:45 – 21:00	Session 4: • Lecture: "Defending Rule of Law, Democracy and Unity" Practical Session • Refinement of Position Paper
Monday 11 March	17:15 – 19:15 19:45 – 21:15	Workshop 2: Diplomacy and Decision-Making Dr. Jan Melissen Practical Session: • Presentation of your Position Paper
Friday 15 March: Submission of your Position Paper		

Monday 18 March	17:15 – 19:15 19:45 – 21:15	<u>Session 6: Final Preparations before Simulation</u> • "How to negotiate successfully in the EU?" Prof. Bert Koenders <u>Practical Session:</u> • Negotiation strategy presentation
<u>Wednesday 20 March: Submission of your Negotiation Strategy</u>		
Thursday *21 March* *–* *Friday* *22 March*		*Brussels EU Simulation and visit to EU Institutions*
29 March	*12:00*	*Assignment Deadline: Debrief & Self-reflection Assignment*

III. Learning Objectives

By the end of this course, students will have acquired the following knowledge, insights, and skills:

- ✓ Understand core historical, theoretical, and practical aspects of the European integration process
- ✓ Understand the role of the EU in tackling major policy issues from a European, transatlantic, and global perspective
- ✓ Understand the set-up and functioning of the EU's major institutions and their role in the policy-making process
- ✓ Have a good knowledge of the mechanisms and procedures that guide the legislative process
- ✓ Identify and support the position of a given persona (alter ego) in the legislative process
- ✓ Further transfer academic insights and research on relevant literature into real-life scenario and for real-life problem solving
- ✓ Develop own negotiation strategies, by identifying and engaging with relevant stakeholders under time constrains
- ✓ Develop collaborative, inter-personal and inter-cultural skills by working with large and diverse groups of students towards a common goal
- ✓ Self-evaluate, reflect, and contribute to group debrief sessions after the Model EU simulation

IV. Course Load, Organisation, and Assessment

This course is worth 5 ECTS, which means the total course load amounts to 121 hours:

- Contact hours: 18 hours
- Model EU simulation: 16 hours
- Self-study hours (reading, preparing lectures, assignments, self-reflection, etc.): 87 hours

The course will be delivered through a mix of lectures, practitioner sessions, thematic workshops, and will end with a 2-day simulation game and study visit in Brussels.

The assessment for this course is based on **three written assignments**:

A. Position Paper and Participation in the Model EU (50%)
B. Negotiation Strategy (30%)
C. Debrief & Self-reflection Assignment (20%)

In addition, there are **attendance and participation requirements** to pass the course (see the following section V)

A. Position Paper and Participation in the Model EU (3.000 words)

- 50% of the final grade
- Due: Initial Draft Presentation: 11th March
- Final Submission: Monday 15 March 2024 (12:00 CET) via Turnitin on Brightspace
- Prerequisite for attending the Model EU

The initial written basis for your country's and alter ego's negotiation position and strategy is a position paper on your alter ego. The aim of this position paper is to outlline your country's / alter ego's initial position on the three policy areas. You will have to articulate your claim, develop an argument backed by solid evidence, and support your position in line with you alter ego's real-life position on the three topics of

-"Promoting a Global Europe": The European Union in Global Affairs

- "Defending Rule of Law, Democracy and Unity"

- "Protecting People and Borders" – the internal-external security nexus"

After your draft presentation of 11th March 2024, you also need to take into consideration the potential counter-arguments or counter-positions of other country's alter ego's by listening to your peers' presentation of their initial positions. You can then revise your own position statement for the final draft and also inform your negotiation strategy based on the counter-arguments you have already noticed during presentation day.

1. **Opening Statement / Executive Summary**

   The Executive Summary should summarize in one or two pages the main elements of your position, give a good overview of your core arguments and defining points regarding the three policy areas. It should also include your expectations and or recommendations. It should be easily readable for your peers who need to get the main essence of your arguments in a very limited time.

2. **Introduction and positioning**

   Consider the main departure points for your position paper. What does your country and your alter ego think about the given policy area. Carry out background research on your country's / alter ego's stance. Where do they stand on the issue? Who are likely to be your allies and who will you need to persuade? What evidence is likely to work? What initial strategy should you use? What does you audience know about you?

3. **Core arguments**

   In this section you will need to elaborate your main arguments (at least 2 arguments per policy issue, hence 6 arguments in total) for each of your position on each of the three policy areas. For each argument you are required to provide a short background, your position on the issue, and provide extensive support in terms of factual evidence.

4. **Counterclaims**

   Once you have outlined your main arguments, you should anticipate potential objections or counter arguments. Jot down already some of the counter-positions you are likely to encounter. Carry out research on other countries' positions and statements on the three policy areas. During the presentation of 11th March 2024, listen carefully to the positions of your peers and jot down those claims that might be countering or contradicting yours and try to address them for your final draft on 15th March and in your final negotiation strategy (see second assignment)

5. **Potential compromise and red lines**

   In this section (only to be submitted in the final draft of 15 March and not shared during your presentation) you draft potential avenues for a compromise position between your starting position and some of the positions of your peers that might directly contradict yours. What red lines are you drawing in the sand, where are you willing to compromise? How could a compromise look like?

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6. **Conclusions / Closing Statement**

   This section should consist of the main conclusions of your position paper as a whole and should already read like a closing statement: bring together your own starting position, potential objections and a basis for compromise.

7. **List of References**

   Provide here all the references you used for the position paper – please ensure you cite and write up the references correctly!

8. **Appendices**

   You can add any supporting data sheets or graphs here.

9. **Layout and Language**

   Please ensure you present your paper in a clear layout and observe spelling and citation rules.

The word limit of this paper is 3000 words (+/- 10%), excluding footnotes, bibliography, and appendices. Please use **APA (7th edition)** in-text referencing..

B. Negotiation Strategy (2000 words)

- 30% of the final grade
- Paper Due: Monday 20 March 2024 (12:00 CET) via Turnitin on Brightspace
- Preceded by a 5-minute presentation in class on 18 March 2024 (19:00-21:00) to gather feedback for final version
- Prerequisite for participating in the simulation game

Negotiations are a form of interaction between two or more agents that have conflicting interests and, at the same time, a desire to cooperate and reach a mutually acceptable agreement. Negotiation strategies must therefore involve a clear understanding of the specific mechanisms and tactics that other people can use to get their own way in a given situation. It is therefore essential to know from the onset all the details and intricacies of the problem at hand, and what the competition wants. The major goal of a negotiation is to solve

the problem in such a way that both parties are happy, but at the same time it's important to master the tricks that others might employ on you to get ahead in the negotiation process, as well as their red lines, or the issues that cannot be compromised on.

On this backdrop, the Negotiation Strategy assignment seeks to equip you with the tools and tactics used in designing a negotiation strategy by tasking you to write a comprehensive briefing paper addressed to a senior policy official on an ongoing EU-negotiation situation. To do this you will need to:

1. **The starting position and lines of disagreement**

Explain in the introduction the situation or scenario that requires negotiation, the different countries / alter egos involved (between 2-3 opposing countries) and the main lines of disagreement. Refer back to your own position paper for this and the contradicting views that emerged out of the position paper presentations.

2. **Formulate your goals and negotiation space**

Indicate in detail the aims and objectives you want to advance based on your own position on the three policy areas and the opposing views you identified. How large is the "agreement gap"? Recall your own red lines and your room for compromise. What are negotiable goals and what are your red lines? What are you willing to trade for what? Who are your potential allies in the negotiation (i.e. reflect on those countries that expressed similar postions to yours)? Why would they support you and what could they want in return?

3. **Develop your negotiation strategy**

Outline your modus operandi. This section should include a pre-negotiation phase and the actual negotiation strategy. Which policy are and policy outcome if your priority? What will be your negotiation style? What are the steps you advise to be taken to achieve your goals? What strategies can be employed and why are they deemed to be effective? What pitfalls can be encountered? Your negotiation strategy should include an offering strategy (what to bid when), and an acceptance strategy (when to accept or reject offers, and when to stop negotiating altogether and walk away). Refer in this section also to some negotiation strategy literature you encountered and used and justify why you chose the specific negotiation strategy you adopted.

4. **Write your recommendations and prediction of negotiation outcomes**

Reflect on your negotiation strategy. What are its strong points? What are its limits of its applicability? Write a conclusion that identifies the likely outcomes – where will you and the

negotiation "opponents" most likely land in the negotiation space? Which countries can you enlist as "allies" on what precise positions? Which policy position do you want to trade and which ones do you want to safeguard in negotiations? Think also about potential issue linkages and trade-offs for reaching compromises. I.e., where would you be willing to give way on your positions in return for what compromise from the other side?

5. **Conclusion and foresight of unresolved issues**

List any areas and opponents where you think agreement will be unlikely. Reflect on how such unresolved issues could be addressed.

6. **Concise and Correct Language and Layout**

All usual requirements to the correct use of English and an appropriate layout (Headings for sections and sub-headings for sub-sections) apply.

The word limit of this paper is 2,000 words (+/- 10%), excluding footnotes and bibliography.

C. Debrief & Self-reflection Assignment (20%)

- 20% of the final grade
- Due: 29 March 2024 (12:00 CET) via Turnitin on Brightspace
- Followed-up by a short group meeting (*online/offline TBD*)

Students are required to keep track and evidence of their simulation experience throughout the semester in their individual Portfolio, which should include:

1. a reflected summary (±500 words) of:
    - your participation in the simulation game
    - initial assumptions
    - outcomes of the event
    - impact on knowledge and skills development

2. reflections on your personal learning process in this class (±500 words), including key take-aways from the course, personal strengths and weaknesses, difficulties encountered and how they were overcome, avenues for self-improvement in the spirit of life-long learning, and lessons learned.

A good/excellent reflection report approaches all issues in a **(self-)critical** manner with due attention paid to all perspectives.

V. Rules and Regulations

Attendance and Participation

Attendance and participation will be checked and are mandatory. Failure to comply with the attendance and participation requirement more than once will result in an **automatic fail** for the course. Arriving 15 minutes late or leaving the class before the instructor has dismissed the class will be counted as absence.

Communication and Language

Students are required to use the **official university e-mail** to correspond individually with tutors and lecturers. When corresponding with university staff or practitioners, please ensure you are using professional language as your conduct will reflect on the course.

The working language of the course is **English**. This means that English is the only language to be spoken in the classroom and every correspondence with your lecturers and fellow classmates. All group work, at whichever stage, should also be carried out in English (inside and outside of the classroom). In addition, students should use primarily sources in English for their assignments.

Written Assignments

- Please use the following format for your written assignments: Times New Roman, size 12, double-spaced, text justified, page numbers and no bullet points or numbering in text. All assignments need to include a cover page with the name of the course, name of the assignment, title of the assignment, student number(s), instructors' names, word count and date.
- Deadlines are deadlines. Assignments submitted past the deadline without good reason will not be graded and will count as not submitted. Written assignments must always be submitted through Brightspace. Emailing assignments to tutors is only allowed when the portal is not working. Technical difficulties are not valid reasons for handing in assignments past the deadline.

- Students will be permitted to re-sit the individual paper if they have a mark below 5.5 for that paper/for the overall course or with permission of the Board of Examiners.
- Only assessments with the weight of 30% and lower are compensable. This means that one does not have to pass an assessment if it weighs less than 30% in order to pass the course, if the average of all assessments combined is higher than 5.5. Assignments worth less than 30% of the final grade are not eligible for a re-sit: if one failed an assessment of 30% or less, one is not allowed to redo it.
- Class attendance, participation and submitting all assignments are prerequisites for attending the final Brussels simulation event.
- For all course-related matters, we expect students to interact with their fellow students and their instructors in a respectful and professional manner as outlined in the University's Codes of Conduct.
- Use in-text and end of text references according to APA standards (7th edition). Assignments that include plagiarised text (including text that is copied verbatim without quotation marks even if the reference is provided) will be submitted for review. Severe cases of plagiarism will be referred to the Board of Examiners. Self-plagiarism, the recycling of one's own words, goes against academic standards and students should avoid it at all times.

VI. Reading Materials

Reading Materials for each session will be posted on Brightspace.

VII. Think Tanks to follow

Center for Strategic and International Studies (CSIS) http://csis.org
Clingendael Institute https://www.clingendael.org
Danish Institute for International Studies (DIIS) https://www.diis.dk/en
Brookings - http://www.brookings.edu
Chatham House http://www.chathamhouse.org
Council on Foreign Relations http://www.cfr.org
RAND Corporation http://www.rand.org
Stockholm International Peace Research Institute (SIPRI) http://www.sipri.org
Norwegian Institute of International Affairs (NUPI) https://www.nupi.no/en
International Institute for Strategic Studies (IISS) http://www.iiss.org

Centre for European Policy Studies (CEPS) www.ceps.be
European Council on Foreign Relations (ECFR) https://ecfr.eu
Egmont Institute www.egmontinstitute.be
Stiftung Wissenschaft und Politik https://www.swp-berlin.org/en/
Konrad Adenauer Stiftung https://www.kas.de/en/home
Friedrich Naumann Foundation https://www.freiheit.org
Heinrich Boell Foundation http://www.boell.eu/
Carnegie Europe http://carnegieeurope.eu/
Global Governance Institute www.globalgovernance.eu
EU Institute for Security Studies (EUISS) http://www.iss.europa.eu
International Crisis Group http://www.crisisgroup.org
Bruegel https://www.bruegel.org
Human Rights Watch https://www.hrw.org/fr
Institut Français des Relations Internationales https://www.ifri.org
Transparency International https://www.transparency.org/en
Elcano Royal Institute http://www.realinstitutoelcano.org/

VIII. Convenors

Joachim A. Koops is Professor of Security Studies and Jean Monnet Chair on the European Union's Role in Security and Global Affairs (EURISGA) at the Institute of Security and Global Affairs (ISGA) at Leiden University in The Hague. Previously, he was the Dean of Vesalius College of Global Affairs of the Vrije Universiteit Brussel (VUB) and Director of the Global Governance Institute (GGI), Brussels. Joachim holds a BA in Philosophy, Politics and Economics (PPE) from the University of Oxford (UK), an MSc in European Politics, Economic and Law from the University of Turku, a Postgraduate Diploma/Common Professional Exam in Law from Oxford Brookes (UK), the Postgraduate Diploma in Legal Practice (LPC) from the Oxford Institute of Legal Practice and a PhD in Political Science from the University of Kiel (Germany).

Joachim's research focuses on Global Security Governance, European foreign policy and diplomacy and inter-organizational relations in peace and security (including peacekeeping, peacebuilding, crisis management and the responsibility to protect) with particular emphasis on the role of the European Union, NATO and United Nations. In the area of higher education policy and management, he is interested in academic reform, innovative teaching, quality assurance and the future of global education.

Between 2009 and 2012 Joachim held several advisor positions at international organizations. In 2009, he served as the Lessons Learned Advisor of the Chief of Staff of the Standby High Readiness Brigade for United Nations Operations (SHIRBRIG), in 2012 he worked at the partnership unit of the UN's Department of Peacekeeping Operations in New York as well as the United Nations Liaison Office for Peace and Security (UNLOPS) in Brussels. In addition, he served as a member of the Dual Use Expert Group of the European Commission's Ethics Committee.

Silviu Piros is the Managing Director of the Global Governance Institute in Brussels. He has been working for more than a decade in Brussels and in The Hague with and for think tanks, academic institutions, and organisations from across the EU, Eastern Partnership countries, and the US ,on devising and implementing a wide array of research and education strategies, building institutional capacity in grant acquisition and fundraising, internationalisation, teaching excellence and resilience. In 2018 he co-founded the Global Education and Innovation section of the Institute and has been overseeing the development of new educational formats and the implementation of grants on transnational higher education, adult education, and VET training. He has taught courses on EU negotiations, EU institutional dimension and functioning mechanisms, Global Ethics, or Research Methods at universities in Belgium (VUB, Vesalius College) and the Netherlands (Leiden University, Erasmus University Rotterdam). He conducts his doctoral research at Leiden University in the Hague, focusing on the education-diplomacy nexus, by evaluating the European Union's emerging role as a diplomatic actor in global higher education. Silviu has been involved in different capacities with transnational education and research associations such as the Transatlantic Consortium for European Union Studies and Simulations – TACEUSS (Faculty Advisor), the European Consortium for Political Research (Consultant and Chair of the Teaching and Learning Politics Standing Group), the European Conference on Teaching and Learning Politics, International Relations, and European Studies – EuroTLC (Chair).