Honours Class

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

Syllabus 2022-2023

Universiteit Leiden
Faculty of Governance and Global Affairs

Level: 400

Credits: 5 ECTS

Time: Semester 1, Blocks 1 & 2

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

Co-funded by the European Union

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I. Course Description

This unique EURISGA Jean Monnet Chair course offers highly motivated Honours Class student teams the opportunity to be trained for - and participate in - the international EuroSim Model European Union, taking place each year at a European or American partner university. The EuroSim event challenges students to take on the role of key policymakers and member states in order to negotiate core policy proposals and outcomes during a four-day intensive simulation with over 200 participants from more than 20 universities. Each EuroSim has a specific theme related to the real-world policy agenda of the EU, helping students to deepen their knowledge of the EU and hone their public speaking, negotiating, leadership and diplomatic skills.

This course provides in-depth training for selected students and the exploration of core EU policy challenges and real-life negotiation skills in order to prepare the Honours Class student teams for their successful participation in the EuroSim simulation.

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 four-day Model EU simulation on the legislative process. 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 policy maker and negotiating a legislative proposal with 200 peers from the EU and the US.

Students will also delve deeply into the policy challenges related to the EU and major European, transatlantic, 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 among an international and transnational cohort of learners.

The course is part of the course offerings of the Jean Monnet Chair on the European Union's Role in Security and Global Affairs (EURISGA – see www.eurisga.eu)

II. Timetable

Monday 5 September	18:15 – 19:15 19:45 – 21:00	Session 1: • Welcome, aims of the course and planning. • Introduction to European integration: Concepts & Context Practical Session 1: • Finding the common denominator: approaches to studying and negotiating the EU • Public speaking exercise
Monday 12 September	17:15 – 19:15 19:15 – 21:15	Workshop 1: Governance of the EU / Negotiation Skills Professor Antoaneta Dimitrova
Monday 19 September	18:15 – 19:15 19:45 – 21:00	Session 2: Seminar – understanding national positions and individual negotiating tactics (including research on alter egos)
Monday 26 September	17:15 – 19:15 19:15 – 21:15	Workshop 2: Diplomacy and Decision-Making Dr. Jan Melissen
Monday *3 October*		*No Class*
Monday 10 October	18:15 – 19:15 19:45 – 21:00	Session 3: • Lecture: Negotiating in the European Union – actors, decision-making, and influence Practical Session 3: • Networking exercise • Negotiation exercise follow-up • Public speaking follow-up
Monday *17 October*		*No Class*
Monday *24 October*		*No Class*
Monday 31 October	18:15 – 19:15 19:45 – 21:00	Session 4: • Lecture: Policymaking in the European Union: The European Green Deal Practical Session 4: • Negotiation strategy presentation • Alter Ego assignment
Monday 31 October	12:00	*Assignment Deadline: Negotiation Strategy* *(Paper + Presentation)*

Monday 7 November	18:15 – 21:15	**Inaugural Jean Monnet Lecture "How to negotiate successfully in the EU?" (Bert Koenders, former Minister of Foreign Affairs, The Netherlands)**
Monday 14 November	18:15 – 19:15 19:45 – 21:00	Session 5: • Lecture: Lobbying in the EU – interest, representation, and political integrity Practical Session 5: • Lobbying strategy workshop
Monday *21 November*		*No Class*
Monday 28 November	18:15 – 21:00	Session 6: Final Practice Session
Monday *5 December*		*No Class*
Monday *5 December*	*12:00*	*Assignment Deadline: Position Paper*
Monday 12 December	18:15 – 19:15 19:45 – 21:00	Study Trip to Brussels: • Guided visit to the European Parliament • Meeting with policy stakeholders and networking
Wednesday *4 January 2023* *–* *Saturday* *7 January 2023*		*36th EuroSim Model EU – UK* *ICC Wales (TBC)*
13 January	*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 172 hours:

- Contact hours: 21 hours
- Model EU simulation: 32 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 4-day simulation game (hosted at one of the EuroSim consortium members in Europe or the US).

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

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

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

A. Negotiation Strategy (2500 words)

- 30% of the final grade
- Paper Due: Monday 31 October 2022 (12:00 CET) via Turnitin on Brightspace
- Followed by a 5-minute presentation in class on 31 October (19:00-21:00)
- Prerequisite for attending the EuroSim Model EU

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. **Develop a puzzle**

   Explain in the introduction the situation or scenario that requires negotiation, the parties involved and the one you offer advice to. Why is the topic/theme you focus on relevant and significant, how does it link to the overall objective of the assignment, and how does it contribute to the overall outcome of the Honours Class? Why is your topic relevant? Your puzzle should focus on international negotiations (EU or international organisations). It can be an existing situation (e.g. ongoing negotiations in the Council of the European Union) or a fictive one.

2. **Formulate your goals**

   Indicate in detail the aims your side would count as wins. Why do they matter? 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? 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. What is your preference profile? 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).

4. **Write your recommendations and conclusion**

   Reflect on your negotiation strategy. What are its strong points? What are its limits of its applicability? Write a conclusion identifying also your lessons learned in this process and potential new gaps identified.

5. **Make sure you write your NS with a practical dimension in mind**

   You will need to strike the right balance in your main body between puzzle description (mapping key facts/correlations/issues) strategy design and analysis. A 400-level briefing paper should never just consist of assembling facts and opinions, but rather in-depth critical analysis of what these facts mean, and how they explain or support your approach.

6. **Wide use of sources - Academic, think tank reports, up-to-date quantitative data**

   As a reminder, a 400-level paper needs to rely on a wide range of in-depth sources – so please ensure you use a wide range of sources to substantiate your arguments. A list of 15 - 20 references items (book chapters, journal articles, newspaper articles, think tank reports, figures from key reference books) would be expected standard for a 400-level report.

7. **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 2,500 words (+/- 10%), excluding footnotes and bibliography. Please refer to the course Rules and Regulations and the Academic Writing handout for further information on argumentation, structure, and referencing.

Referencing is of the upmost importance in writing a paper. Please pay close attention to this and use **APA (7th edition)** in-text referencing. Papers that do not fulfil the requirements, are turned in late, or exceed/fail to meet the word limit by 10% will **not** be graded.

B. Position Paper and Participation in the Model EU (4000 words)

- 50% of the final grade
- Due: Monday 5 December 2022 (12:00 CET) via Turnitin on Brightspace
- Prerequisite for attending the EuroSim Model EU

The final output product of the Honours Class is a position paper on your EuroSim alter ego. The aim of this position paper is not only to state and support your own position on the given policy area of focus, but also to explain how your stance relates to other positions. 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.

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 given policy. 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. Read the room: who is your audience? 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 five arguments). For each argument you are required to provide a short background, your position on the issue, and provide extensive support.

4. Counterclaims

Once you have outlined your main arguments, you should anticipate potential objections or counter arguments. Provide supporting information for each potential counterargument, refute each counterclaim, and provide supporting evidence for it.

5. Plan of action

In this section you are expected to bring together your negotiation strategy whit your core policy goals. Group your proposed solutions according to multiple scenarios and evaluate them according to feasibility. Include a compiled list of improvements applicable to the issue which could be resolved if the proposals were completely implemented.

6. Future direction / Long-term focus

This section allows you to look forward to the future of the discussed policy. You can engage in more philosophical "blue-sky" debates and provide some avenues for future policy making.

7. Conclusions

This section should consist of the main conclusions of your position paper as a whole – bring all parts together here and point towards future developments or link with other policy areas.

8. List of References

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

9. Appendices

You can add any supporting data sheets or graphs here.

10. Layout and Language

Last but by no means least: remember that a convincing position paper is only as convincing as its layout: make sure you have a professional editing process – use graphs and tables to highlight your main points. Ensure that your report is void from any grammatical or spelling mistakes.

The word limit of this paper is 4000 words (+/- 10%), excluding footnotes, bibliography, and appendices. Please refer to the course Rules and Regulations and the Academic Writing handout for further information on argumentation, structure, and referencing. Referencing is of the upmost importance in writing a recommendation report. Please pay close attention to this and use **APA (7th edition)** in-text referencing. Papers that do not fulfil the requirements, are turned in late or exceed/fail to meet the word limit by 10% will **not** be graded.

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

- 20% of the final grade
- Due: Friday 13 January 2023 (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 EuroSim MEU
    - 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.

Students are required to participate in class by means of questions and interactions with the lecturers. Students must also prepare for each class by:

- completing the key readings and preparation listed in the syllabus,
- answering **one short question on the key readings** (available on Brightspace one week in advance under Assignments > Lecture Preparation), and
- submitting at least **one question for the guest speakers** (available on Brightspace one week in advance under Assignments > Questions for Guest Speakers).

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 EuroSim 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. Textbook

European Union Politics. Seventh Edition. Edited by Michelle Cini and Nieves Pérez Solórzano Borragán. Oxford University Press March 2022

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. Programme

Monday 5 September:

Introduction to European integration: Concepts & Context

Session 1:

- Introductions and aims of the course
- Session planning, course structure and methods; assessment strategy
- What is EuroSim?
- Lecture: Introduction to European integration: Concepts & Context

Practical Session 1:

- Finding the common denominator: approaches to studying and negotiating the EU
- Public speaking exercise

➔ Key reading: Part 1 from the textbook: "The Historical Context" (pages 7-51)

➔ Further reading: Liberal intergovernmentalism A Moravcsik, F Schimmelfennig European integration theory 2, 64-84 link

Key concepts: European integration, (liberal) intergovernmentalism, national interest, supranationalism, spillover, Europeanization, enlargement policy

Monday 12 September (please note, we meet from 17.15 to 21.15)

Practical Workshop 1:
Governance of the EU / Negotiation Skills

Professor Antoaneta Dimitrova

Negotiation exercise and public speaking exercise follow-up

- ➔ Key reading: Part 2 from the textbook: "Theories and Conceptual approaches" (pages 99-139)

Further reading:

Dimitrova, A.L. (2020) Grand Challenges in Studying Comparative Governance. *Frontiers in Political. Science*. 2:3, available via this link.

Tallberg, J. (2004). The power of the presidency: Brokerage, efficiency and distribution in EU negotiations. *JCMS: Journal of Common Market Studies*, *42*(5), 999-1022. link

About the Workshop Leader

Professor Antoaenta Dimitrova is Professor of Comparative Governance at ISGA. *Antoaneta Dimitrova's research brings together different lines of inquiry relating to governance transfer across national borders. An enduring theme in her work has been the effect of the European Union on the democratic and market transformations of the post-communist states of Central and Eastern Europe. Other key themes are EU enlargement, currently focusing on the EU's strategy towards the Western Balkan candidates. Another theme in her research inquires into the causes of democratic backsliding and especially role of state capture. With various colleagues she has been investigating the European Union's Neighbourhood policy towards its Eastern neighbours – Belarus, Ukraine and Moldova in particular. She has extensive experience in policy advice to, inter alia, the European Commisson and European Parliament*

Monday 19 September:

Monday 26 September :

Practical Workshop 2
Diplomacy and Decision-Making

Dr. Jan Melissen

Situating negotiaitons and outcomes in the wider field of diplomatic studies. Practical exercises on diplomatic decision-making.

➔ Key reading: Case studies will be distributed during class.

About the Workshop Leader

Dr. Jan Melissen *is Senior Fellow International Relations and Diplomacy at ISGA and a full Professor in the Department of Political Science, University of Antwerp. He is also Faculty Fellow with the Centre for Public Diplomacy at the University of Southern California, LA. Jan is founding Editor-in-Chief of The Hague Journal of Diplomacy and Series Editor of Brill Diplomatic Studies. In 2022 he received the International Studies Association Distinguished Scholar Award in Diplomatic Studies. Earlier in his career Jan held various management positions at the Netherlands Institute of International Relations 'Clingendael' and he was Director of the Centre for the Study of Diplomacy at the University of Leicester. He was a visiting professor at China's Foreign Affairs University and the Korea Institute of International Economic Policy. Jan has done commissioned research on change and innovation in diplomacy for governments in Europe and the Asia-Pacific. He has published more than ten books and after 2010 his work has appeared in Asia & the Pacific Policy Studies, Global Affairs, Global Policy, The Hague Journal of Diplomacy, International Affairs, International Studies Review, and European Foreign Affairs. His main publications can be found here.*

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Monday 10 October:

Lecture: Negotiating in the European Union – Actors, Decision-making, and Influence

Guiding questions: To what extent can the Commission be compared to national governments? How influential is the Commission in the EU policy process? Is the Council system intergovernmental or supranational? What role does the rotating presidency play in EU governance? How and why have the EP's powers increased? Do MEPs vote according to nationality or political ideology?

Practical Session 3: Networking exercise, negotiation exercise follow-up

- ➔ Key reading: Part 3 from the textbook: "Institutions and Actors" (pages 139-187)
- ➔ Further reading: The origins of EU legislation: agenda-setting, intra-institutional decision-making, or interinstitutional negotiations? T Laloux, T Delreux - West European Politics, 2021 - Taylor & Francis link

Key concepts: European institutions, European Commission, Council of the EU, European Council, European Parliament, Council configurations, rotating presidency

Monday 31 October

Lecture: **Policymaking in the European Union: The European Green Deal**

Guiding questions: What are the main differences between the EU's competences? What role do national parliaments play in EU policy making? Has the balance of power between EU institution changed, and if so, how and why? What are the main goals of the EU Green Deal?

Practical Session 4: Negotiation Strategy presentation

- ➔ Key reading: Part 4 from the textbook: "Policies and Policy-making" (Chapters 16 – pages 235-250, and 20 – 293-307)
- ➔ Further reading: A European Green Deal (EC) link
- ➔ Further reading: Claeys, Gregory; Tagliapietra, Simone; Zachmann, Georg (2019) : How to make the European Green Deal work, Bruegel Policy Contribution, No. 2019/13, Bruegel, Brussels link
- ➔ Further reading: Leonard, Mark; Pisani-Ferry, Jean; Shapiro, Jeremy; Tagliapietra, Simone; Wolff, Guntram B. (2021): The geopolitics of the European Green Deal, Bruegel Policy Contribution, No. 04/2021, Bruegel, Brussels link

Key concepts: EU competence, policy cycle, legislative procedures, policy coordination, economic governance, policy objectives, ordinary legislative procedure, special legislative procedure, codecision, comitology, conciliation

Monday 7 November

Inaugural Jean Monnet Lecutre: "How to negotiate successfully in the EU? Lessons learned as a former Foreign Minister and from the Dutch EU Presidency 2016"

Bert Koenders

- How to effectively negotiate in an EU context – a view from the inside
- Lessons learned from the 2016 Dutch EU Presidency
- Q&A Session

About the speaker

Mr. Koenders *joined the World Bank Group in 2019 as the Special Envoy on Fragility. Currently, he focuses on supporting the World Bank in strengthening its engagement in Fragile States mainly in the Middle East and Africa regions. Mr. Koenders holds the Kooijmans Chair at the University of Leiden. During the first half of 2016 when the Netherlands held the Presidency of the Council of the EU, Mr. Koenders served as the Minister of Foreign Affairs until 2017 before which he was the Under-Secretary-General of the United Nations and headed the UN peacekeeping mission in Ivory Coast as the UNSG Special Representative. Mr. Koenders has previously held numerous positions, including being the Dutch Minister for Development Cooperation from 2007 to 2010 (5 billion euros budget), Deputy Chairman of the Netherlands Atlantic Association, Member of the Supervisory Council of the Institute for Multiparty Democracy, President of the NATO Parliamentary Assembly, Member of the French-Dutch Cooperation Council, Founder of the Parliamentary Network on the World Bank and IMF and served the Board of the International Crisis Group and was Commissioner of the International Commission of Missing Persons. Mr. Koenders studied Political and Social Sciences, International Economics and African Studies at the Free University of Amsterdam, the University of Amsterdam and the Johns Hopkins University SAIS in Washington, DC.*

Monday 14 November

Lecture: Lobbying in the EU – interest, representation, and political integrity

Guiding questions: How do interest groups exert their influence on EU institutions? How does the institutional setting of the EU impact upon interest mediation? In what way do interest organisations benefit the European Union? Why are there more business than non-business interest present in the EU? On what issues are diffuse interests more likely to succeed as lobbyists than business interests?

Practical Session 5: Lobbying strategy workshop

- ➔ Key reading: Part 3 from the textbook: "Institutions and Actors" (Chapter 14 "Interest Groups and the European Union" pages 202-218)
- ➔ Further reading: EU Lobbying: A view from the US, FR Baumgartner - Journal of European Public Policy, 2007 - Taylor & Francis link

Key concepts: interest groups, business interest representation, lobbying, institutional setting, mediation, democratic deficit, transparency, interest mediation

Monday 28 November

Final Preparation session

Monday 12 December

Study trip to Brussels

- Students will come as a group for a one-day trip to Brussels
- Visits include the European Parliament or the Council (depending on availability)
- Students will have the opportunity to see the functioning of the EU in practice
- Students will meet and discuss with policy-makers
- The study trip will include a visit to the House of European History

4 – 7 January 2023

Model EU Simulation in Cardiff

13 January 2023

Final Debrief Session

IX. Main Lecturers

Joachim A. Koops is Jean Monnet Chair on the European Union's role in Security and Global Affairs (EURISGA) and Professor of Security Studies and Scientific Director of 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 Senior Grant Manager at the Institute of Security and Global Affairs (ISGA), and Head of the Research Support Team (RST). He advises the Institute's academic staff on grant acquisition strategy, portfolio management, outreach and valorisation, and advances the implementation of ISGA's overall research strategy. Silviu has been working for more than a decade with and for academic institutions and consortia across Europe and the US on a wide array of international research projects, experiential learning exchanges, internationalisation, and teaching excellence grants. He also conducts his doctoral research that focuses on the education – diplomacy nexus, by evaluating the European Union's emerging role as a diplomatic actor in global higher education. Silviu is a Board Member of the Global Governance Institute in Brussels, as well as a Faculty Advisor for the EuroSim Model European Union organised by the Transatlantic Consortium for European Union Studies and Simulations (TACEUSS). He co-organises the biennial European Conference on Teaching and Learning Politics, International Relations and European Studies (EuroTLC) and is the Chair of the ECPR's Teaching and Learning Politics (TLP) Standing Group.