Syllabus

Israel the EU and the Mediterranean: a political economy perspective - 58725

Last update 09-10-2016

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: international relations

Academic year: 0

Semester: 1st Semester

Teaching Languages: English

Campus: Mt. Scopus

Course/Module Coordinator: Prof alfred tovias

Coordinator Email: mstovi@mail.huji.ac.il

Coordinator Office Hours:

Teaching Staff:
Prof alfred tovias
Course/Module description:
The course provides the student with tools to grasp the profound reasons for, as well as implications derived from the complex relations prevailing between Europe and Israel since the creation after 1945 of pan-European integration projects first and foremost the European Economic Community in 1958, but also the OEEC in 1948 and EFTA in 1959. These relations are embedded since the 1970s in the context of Europe’s special relations with its non-European Mediterranean neighbors. Why is the Mediterranean so important for the EU? Why is the EU so important for its Mediterranean neighbors? The place that the development of the Israeli-Palestinian conflict has in the state of bilateral Israel-EU relations and in the EU’s foreign policy will also be addressed. Since Israel has recently joined the OECD (the successor organization of the OEEC) and the Union for the Mediterranean, its relations with these two regional IOs will also be reviewed for comparative purposes.

Course/Module aims:

Learning outcomes - On successful completion of this module, students should be able to:
- current policy debates taking place among the member states of the EU, as well as in the EU Commission regarding Israel and other Mediterranean Non Member Countries from a political economy viewpoint, including energy, rules of origin, open sky and mobility issues; understand Israeli policy perspectives regarding Europe and the Mediterranean over the last 60 years (including a thorough analysis of possible institutional links with the EU)

Attendance requirements(%):

Teaching arrangement and method of instruction:

Course/Module Content:
- Mapping European economic and political integration since the 1950s
- Main developments in the Israeli political economy
- Evolution of institutional relations of the EU with Mediterranean non-members
- A chronology of Israel-EU relations
- Impact of internal EU developments on Israel (e.g. the Internal market; the euro
crisis; Open Sky policies)
- Impact of the successive EU enlargements on Israel (e.g. the 2004 enlargement)
- Normative Power Europe, the Middle East and Israel
- Impact of the Arab Spring on EU-Israel relations
- Israel and the OECD
- Israel and the UfM
- Israel, the Mediterranean and Brexit

Required Reading:


Greilsammer, I. and J. Weiler (eds.) (1988), Europe and Israel: Troubled Neighbours, Walter de Gruyter (for the European University Institute, Series C: Political and Social Sciences. 9)


Hirsch, M., Inbar E. , Sadeh T. (1996), The Future Relations between Israel and the European Communities-Some Alternatives, Bursi, selected chapters


Nathanson, R. and S. Stetter (2008), Renewing the Middle east. Climate Change and Energy and the New Challenges for EU-Israel Relations, IEPN, Ebert Stiftung, selected readings


Tovias, A. (1980), Israel and a Community of Twelve: Challenges Ahead in H. Giersch (ed.), The Economic Integration of Israel in the EEC, Mohr (Paul Siebeck), 69 88.


Tovias, A. (2010), A Deeper Free Trade Area and Its Potential Economic Impact, in the series "10 Papers for Barcelona 2010", jointly published by the ISS (Institute for Security Studies) and the IEMed (European Institute of the Mediterranean), Number 10, September.


**Additional Reading Material:**
Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 0 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 100 %
see additional information

Additional information:
The grading for the course will be based on three main criteria: 1) Attendance10%;
2) Team assignment (presentation of a subject based on readings)30% and 3)
Presentation of an essay in English (6 to 8 pages)60%