

# DESCnet

Jean Monnet Network DESCnet  
Developing European Studies in the Caucasus  
Newsletter 3/2018

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# 1 – Editorial

Dear colleagues and friends!

I am honoured to address you in this final Newsletter that will be published under the DESCnet aegis. As you know, the Jean Monnet Network DESCnet is coming to a close, and we look very much forward to continuing our activities in the framework of the Association of European Studies for the Caucasus (AESC). AESC is entirely membership-driven. Irrespective of university affiliation, ethnical or political background everybody is welcome to join. As some of you may know, we have been placing an emphasis on inviting students and young researchers to join us, and the scheme whereby membership is free for all applicants from the wider Caucasus region is solidly in place.

Just a few months ago, AESC won a Jean Monnet Support to Associations grant to cover its activities for 2018 to 2021. With co-financing from the EU, we are now able to reliably host our next annual conventions in Odessa (2019), Baku (2020) and Tbilisi (2021). Conference proceedings for the 2018 Tbilisi Convention are under preparation, and the AESC Working Paper Series will shortly be unveiled. Last but not least, we are about to launch a project to develop a new textbook on European integration in the Caucasus for bachelor students, to be translated into the Georgian, Armenian and Azerbaijani languages.

Together, let us become a reliable partner in the transformations that are under way. Sometimes painfully slow, sometimes overwhelming in geopolitical proportions, the future of the wider Caucasus (including Turkey and Russia) is taking shape now. For a scholarly association it is perhaps more important than ever to look three-ways: follow the changing tides within the EU itself, become an active player in the cooperation schemes that the EU is proposing for its neighbourhood, but be also vigilant in the internal transformations of the countries as well.

I hope that AESC will enjoy the continued support from the universities which are now partners of the DESCnet consortium, and that new universities will come forward to co-sponsor AESC activities. Finally, let me use this opportunity to thank my outstanding colleagues in the AESC management board.

Despite their full agendas, heavy teaching loads and pressing publication deadlines, they have found the time to dedicate themselves to advancing European Studies in our region. Please spread the word and become active in the many collaboration opportunities that we hope to offer to our members.

As for DESCnet, when the idea of preparing a Jean Monnet Network application was taking shape in 2014, the University of Graz' Russian East European & Eurasian Studies Centre was taking the lead. Based on a series of winter schools on European law in the North Caucasus with North Caucasus Federal University in Stavropol and summer schools on European Law in the South Caucasus with Batumi Shota Rustaveli State University, we managed to create a larger whole. When the University of Tartu took over and finalized the application, we were probably the only consortium to cover ALL countries of the region. This legacy will help us, no doubt, in promoting AESC further.

Finally, a heart-felt thank you to all collaborators and colleagues in the region who I had the privilege to meet and work with. The DESCnet Newsletter closes. See you all at the AESC Newsletter soon!

*Thomas Kruessmann  
Johan Skytte Institute  
of Political Studies  
University of Tartu  
and  
Senior Research  
Fellow  
Global Europe Centre  
University of Kent*



## 2 — Upcoming DESCnet events

### **Panel discussion "Georgia In Europe, Europe In Georgia" Tbilisi (Georgia) 24 October 2018**

On October 24, 2018 the Ilia State University and the University of Tartu convene a discussion session "Georgia in Europe, Europe in Georgia" in the framework of the Jean Monnet Network "Developing European Studies in the Caucasus".

The event is based on two recent publication projects – a special issue of the journal "Region: Regional Studies of Russia, Eastern Europe and Central Asia" (Slavica Publishers, Indiana University, US) and the forthcoming Yearbook of Association of European Studies in the Caucasus (ibidem Verlag, Germany). The discussion will be focused on the various dimensions of Georgia's communication and interaction with the EU and its member states in a situation of the ongoing conflict with Russia, and different ways of using European experiences for the sake of domestic reforms.

*Moderator and chair:* Olga Bogdanova (University of Tartu)

*Panelists and authors:* Mikheil Shavtvaladze (Javakhishvili State University), Olga Dorokhina (Caucasus International University), Givi Gigitashvili (International Development Division, Warsaw), Andrey Makarychev (University of Tartu).

*Discussant:* Oliver Reisner (Ilia State University)

***Location:*** Ligamus Book store, Ilia State University, Chavchavadze av. 32

***Time:*** 24 October at 15:00

### **Final DESCnet consortium meeting Dedoplistsqaro (Georgia) 25-26 October 2018**

The final meeting is not only a concluding event of the project and the last consortium meeting, but also a brainstorming seminar to ensure sustainability of the project and AESC. DESCnet consortium partners will come together to draw up ideas for future cooperation, report the results and visibility of the network.



After that there will be no more DESCnet events coming up, as the project will be ending by 31 October 2018.

## 3 — Disseminating DESCnet

### Summer School “Modern Integration Processes: European Integration and the Rivalry between Regional Integration Systems in the South Caucasus” Yeditepe University, Istanbul (Turkey), 9 – 13 July 2018

This summer, the DESCnet Summer School hosted by Yeditepe University (YU) in Istanbul brought together about 20 participants from different countries. The participants of the School had a chance to experience the vibrant culture of Istanbul while exploring modern integration theories and processes in the context of the South Caucasus.

The Summer School enriched the students with comprehensive knowledge on the key challenges for regional co-operation in the Caucasus in the context of comparative regionalism. The students had an opportunity to meet recognised local experts from the South Caucasus area, and to receive lectures from the prominent academics and well-established practitioners.

The programme covered such topics as integration theories, regional identities and foreign policy of the three South Caucasus countries, so-called frozen conflicts in the South Caucasus and cross-border co-operation. Another aspect covered in the programme was the South Caucasus countries and the EU's policy towards them, the Eurasian Union, Russia and Turkey's policies towards South Caucasus, as well as the global future of the South Caucasus.

The school's academic programme was a joint effort of Yeditepe University with the DESCnet consortium universities who were represented by their teaching staff. The school started on 9 July with a welcome session led by the Rector and the Dean of YU, followed with an introduction by the Head of Department and the Academic Coordinator of the school. The students had an opportunity to put their knowledge into practice by taking part into several study trips, including to the Permanent International Secretariat of the Organization of the Black Sea Economic Cooperation (BSEC) and the International Secretariat of the Parliamentary Assembly of the Black Sea Economic Cooperation (PABSEC).



The students were generally very satisfied with the programme, as their expectations from the academic and cultural programme have been totally or mostly fulfilled. The organisational part of the school, including all logistical aspects and organisers' attitude and communication with participants, have been praised by the participants. One of the highlights of the programme was the boat tour around Istanbul where students could informally engage with the lecturers and organisers, and to learn from their peers outside the classroom, while exploring Istanbul's cultural landscape.





## 3 – Disseminating DESCnet (cont.)

### **Summer School "EU Law and European Integration in the South Caucasus" Batumi Shota Rustaveli State University, Batumi (Georgia), 27 July – 3 August 2018**



As the South Caucasus region seeks to integrate into a larger European space, the population of this region is willing to share the values and benefits that the EU has already established. Georgia, being the leader of the region on the way to European integration, has signed an Association Agreement with the EU and has been enjoying visa liberalisation for more than two years now. The knowledge about integration processes and the challenges is very important for the South Caucasus region. Exactly for this purpose, on the base of Batumi Shota Rustaveli State University, the sixth summer school entitled "EU Law and European Integration in the South Caucasus" (EULEISC), has been held from 27 July to 3 August.

The summer school was organised as a side event of the Network for Developing European Studies in the Caucasus (DESCnet) and in partnership with Kiev University of Law of National Academy of Science of Ukraine. It hosted 24 students from six countries: Georgia, Azerbaijan, Ukraine, Kazakhstan, Russia and Italy. Lectures were delivered by lecturers and experts with high qualifications and practical experience in the field of EU from Austria, Georgia, Lithuania and Ukraine.

Within the scope of the School, issues of European integration, progress that was achieved and future challenges were discussed. It should be noted that, like last year, the Chairman of the Supreme Council of Adjara Autonomous Republic, Mr. David Gabaidze, was actively involved in the Summer School.

He welcomed the students at the opening ceremony and invited Summer School participants to the Supreme Council where he delivered a lecture on regional policy in the context of European integration. At the closing ceremony of the School the Rector of Batumi Shota Rustaveli State University – Merab Khalvashi – participated along with the Rector of Kiev Law University of the Ukrainian Academy of Sciences – Yuri Boshitski – and the organiser, Dean of Law Faculty of Batumi Shota Rustaveli State University Adam Makharadze. Rector Khalvashi thanked the organisers, professors and the students of the School. He expressed his special gratitude to the EU for allocating appropriate funds and noted that summer schools have become a tradition in our region and that for Batumi Shota Rustaveli State University it is necessary and desirable to continue these schools in the future. Rector Boshitski as one of the co-organisers expressed the desire to host such schools in Ukraine and mentioned that he is ready to host not only the summer but a winter school on February 1, 2019, on its university bases. Professor Boshitski also stressed that the knowledge gained by Ukrainian students will be positively reflected in their country's European integration. Thus, the summer school held this year seems to have found a new foundation for summer and winter schools in future.



## 4 — Related upcoming events

### **Workshop and Conference "Between a Rock and a Hard Place? Georgian, German and French Perspectives on European Values and Euro-Atlantic Integration #GEOEUvalues" Tbilisi (Georgia), 17 – 20 September 2018**

Polis180, the [Georgian Institute of Politics](#) (GIP, Tbilisi) and [Argo](#) (Paris) announced a call for applications for participation in the German-Georgian-French workshop & conference "Between a Rock and a Hard Place? Georgian, German and French Perspectives on European Values and Euro-Atlantic Integration #GEOEUvalues", taking place in Tbilisi from 17-20 September.

#GEOEUvalues aims at discussing European values and ways of better anchoring them in the Georgian and the EU's societies. What are the main challenges to European values in states with EU ambitions, such as Georgia, as well as within the EU? What are European values in the first place? How can we foster those values in the EU and in the EU neighbourhood?

The following is planned:

- Bringing together 24 German, Georgian and French young experts for a three-day workshop in Tbilisi (17-19 September 2018) in order to reflect on European values and the foreign and domestic challenges of Georgia's Euro-Atlantic integration with local experts. The workshop will include an open policy lab where we will develop scenarios for the EU-Georgia relationship in 2030.
- Convening for a one-day public conference in Tbilisi on 20 September 2018, involving the young as well as senior experts from Georgia, Germany and France. The conference will discuss our scenarios and policy recommendations with the public.

- Publishing a joint policy paper and blog articles which reflect our discussions and the results of the workshop and conference. Contributions from the workshop participants are strongly encouraged!

Application is open for highly motivated advanced students and young professionals from Georgia, Germany and France. Interested applicants must:

- be citizens or residents of either Germany, Georgia or France
- be between 20 and 35 years old
- demonstrate a proven interest in European values, the Eastern Partnership, or (human) security dynamics in the post-Soviet space and/or the South Caucasus
- have a (proven) very good command of English
- be able to take part in ALL sessions of the workshop and conference (17-20 September, arrival & departure days 16 & 21 September)

Please write a cover letter in which you provide answers to the following questions (max. 200 words each): What is your motivation for participating in the project? What are European values? How can European values be fostered? Where does Europe end and why?

The project is funded by the German Federal Foreign Office in the framework of the programme "Expanding Cooperation with Civil Society in the Eastern Partnership". The application deadline was 22 July 2018.

## 4 — Related upcoming events (cont.)

### **Autumn School on Digitalisation and Automatisation in the Countries of the Eastern Partnership Friedrich Ebert Stiftung, Odessa (Ukraine), 16 – 21 October 2018**

The Regional Office "Dialogue Eastern Europe" of the Friedrich-Ebert-Stiftung invites young progressive leaders aged 25-35 to apply for the Autumn School on Digitalization and Automatization in the countries of the Eastern Partnership which will take place from **16th till 21st of October 2018 in Odessa, Ukraine**. The School will emphasise the challenges and opportunities that labour markets are facing in Eastern Europe in the context of global labour market transformation. Special attention will be paid to the social dimension of digitalisation and automatisisation.

The carefully balanced 5-day-programme includes lectures and discussions with experts, trade unions, university professors and activists from countries of the Eastern Partnership, Germany and Russia. Furthermore, participants will get first-hand information about the benefits and shortcomings of digitalisation from a company in the manufacturing sector. The practical part of the School will include a simulation game on modern labour market policies in times of digitalisation and automatisisation.

#### **Goals of the program:**

- The FES Autumn School 2018 is primarily aimed at 16 candidates who are committed to social democratic values, and who are interested in strengthening the political dialogue between their nations and the other countries of the region as well as the European Union.
- The School aims at sensitising the changes and threats to the labour market which are brought by the digitalisation and automatisisation of the industries worldwide. It comes to inform the social activists of the states from the region and to empower them to prevent and/or tackle the identified threats of the processes on the labour market.

Closing date for applications was 25 September 2018. For more information, please see <http://edu-active.com/camps/2018/sep/16/call-applications-autumn-school-2018-odessa-ukrain.html>

### **Model European Council ADA University and European Azerbaijan Club, Baku (Azerbaijan), 10 – 11 November 2018**

ADA University will host a "Model European Council" simulation exercise dedicated to the topic "Turkey-EU Relations Within the Framework of the Turkish EU Accession Bid: Is there Light at the End of the Tunnel?". Participation is free for students from all HEIs. Please fill in the registration form, available at

[https://docs.google.com/forms/d/e/1FAIpQLSen-dr7yD-\\_OR9TzUqCEYvwDw00vFAYrFdvFRBOGkwePRvDetw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSen-dr7yD-_OR9TzUqCEYvwDw00vFAYrFdvFRBOGkwePRvDetw/viewform)

### **Marmara Conference on European Studies**

**Marmara University, Istanbul (Turkey),  
23 – 24 November 2018**

The European Union Institute of Marmara University is organising an international conference which aims to present an academic discussion platform for EU studies. The theme of this year's conference is "Europe under Challenge", and the conference will be held on November 23-24, 2018 in Istanbul.

Eligible full papers presented at the Conference will be considered for publication in special issues of the peer-reviewed Marmara Journal of European Studies and Journal of German-Turkish Studies.

The deadline for submission of abstracts was 10 September 2018. For more information, please see <http://etkinlik.marmara.edu.tr/en/mces#counter>

## 4 — Related upcoming events (cont.)

### **Annual CETEUS Conference Centre for Turkey and European Union Studies (CETEUS), University of Cologne (Germany), 13 – 14 December 2018**

The next CETEUS Conference will be held on 13 and 14 December 2018. It will be set up under the question "Full Steam Ahead? Reflections on the Future of the EU and Developments in EU-Turkey Relations". More information will follow shortly at the CETEUS website <https://www.ceteus.uni-koeln.de/>



### **Foreign Policy and Security Winter School Wise Men Center for Strategic Studies (BILGESAM), Istanbul (Turkey), 13 – 17 March 2019**

The Foreign Policy Winter School is organised by the Wise Men Center for Strategic Studies (BILGESAM), one of the leading think tanks of Turkey. BILGESAM is a private, non-profit research centre that co-operates with well-known international research centres and institutions. The Winter School will include all aspects of Turkish foreign policy, main actors of policy-making processes, institutes and Turkey's relations with regional and global powers. Regional security topics such as Turkey's role in Middle Eastern security, Black Sea security, security in the South Caucasus are also on the agenda. Furthermore, courses on regional energy security issues and Turkey's energy policies will also be covered.

By attending the BILGESAM Foreign Policy Winter School, students will:

- get a deep understanding of contemporary Turkish foreign policy;
- become familiar with key trends in the Middle East, Black Sea and South Caucasus regions;
- become familiar with Turkey's policies and strategies in regional and global conflicts and crises;
- get a deep understanding of current energy projects in the region and their global influence.

The courses will be taught by professional experts both from Turkey and abroad such as university lecturers, high-ranking think tank research fellows and Turkish and international diplomats.

BILGESAM Winter School is aimed at bachelor, master and PhD degree students from Turkey and throughout the world. Professionals and non-professionals who are interested in Turkish foreign policy and security issues in the wider region with a particular focus on the issues mentioned above can also apply



**WISE MEN  
CENTER FOR STRATEGIC STUDIES**

More information is available at [elnurismajil@gmail.com](mailto:elnurismajil@gmail.com). The registration deadline is 20 January 2019. Please see also <http://www.bilgesam.org/en/incele/7841/-foreign-policy-and-security-winter-school-13-17-march-2019/#.W6Nqdm77TIX>.



## 5 — News and ongoing

### **Online certificate course “Promises and Disruptions of Global Flows” Center for Global Politics and Dresden International University**

Global flows of capital, trade and services, information and people are dramatically altering the nature of politics and the opportunities for nation-states to deal with or influence events. The traditional nation-states approach is no longer sufficient for explaining the developments in today's globalised world. Therefore, innovative approaches are necessary. The Certificate provides you with the tools you need to navigate the complexities of these dynamic developments. It introduces you to the concept of global flows and global governance.

#### **Starting Date: September 2018**

Length of study: 9-12 months, online, part-time

ECTS credits: 30

Language of instruction: English

Degree: certificate

Tuition: 3.900 EUR (3.500 Euro for DIU and CGP students and alumni)

For more information, please visit <https://courses.global-politics.org/promises-and-disruptions-of-global-flows-online-certificate/> and contact [info@global-politics.org](mailto:info@global-politics.org)

### **AESC Working Paper Series ready to be launched**

As a result of the Second Annual AESC Convention earlier in April 2018, the long-awaited AESC Working Paper Series is now ready to be launched. The first working paper will be authored by Justin Tomczyk and it will be devoted to the topic “Looking East: CEPA and the Armenian Digital Economy”. Next authors in line are Tiffany Williams and Yelda Karadag, both also recent AESC members.

The reason for having a Working Paper Series is to offer to our members, esp. to young researchers, some critical support in finalising research papers. Most international peer-reviewed journals will insist on accepting only original content, but are fine with the publication of earlier versions in working paper series. Although this condition needs to be checked in every case, it is by and large the rule. Therefore, encouraging our AESC members and offering them free peer-review service by the members of the AESC management board may be a critical intermediary step towards a “big” international publication.

## 6 — Reports

EXCELLENCE IN TEACHING EUROPEAN STUDIES:

### Applying a learner-centred approach to teaching Turkish-EU relations<sup>1</sup>

By Selin Türkeş-Kiliç

#### *Introduction*

In the last few decades, considerable research has elaborated on the constructivist approach to learning, leading to a paradigm shift from teacher-based towards a more learner-centred approach (LCA) in higher education (Zophy 1982; Meece, Herman, and McCombs 2003; McCombs and Whister 1997; Weimer 2002; Blumberg and Weimer 2012; Doyle 2011; Pillay 2002). The LCA changed the traditional roles in a classroom as instructors “are no longer the sole determinants of the learning process” but they share this role with students who take on increased responsibility in learning and become active participants (Lone and Burroughs 2016, 33). The instructor thus assumes the role of guiding and facilitating learning processes according to the individual needs of students. Notwithstanding the vast academic literature on the benefits of addressing individual learners’ needs through LCA, the research suggests that in practice the teacher-centred style of learning still dominates universities, pointing to a discrepancy between theory and practice (Liu, Qiao, and Liu 2006). This article aims to provide the literature with an example of applied LCA to teaching Turkey-European Union (EU) relations by drawing upon the experiences from “PSIR 433 Turkey-EU relations” course at Political Science and International Relations department at Yeditepe University, İstanbul. An account of the learning tools that are embedded in the course and how these tools address the objectives of LCA will be elaborated on and substantiated with relevant student evaluations. PSIR 433 is an elective course open for enrolment to fourth-year Political Science and International Relations students as well as any interested student from other departments.

The undergraduate curriculum of Political Science and International Relations department contains a third-year compulsory course on EU institutions and policies. The majority of students taking the

class already have a background on what the EU is and how it works. This enables the elective course to specialise further on the EU’s relations with Turkey in line with the LCA that shifts the focus from the instructor to learners by applying methods that would develop academic, creative and critical skills of students. Two major objectives of the course are to challenge students’ preconceptions of Turkey-EU relations with an academic approach and to equip students with analytical and academic skills to assess the relations. In so doing, the content of the course is used first to build a knowledge base and secondly to foster learning skills in a way to promote self-awareness and confidence in students’ ability to tackle learning tasks (Weimer 2002, 51). To reach these goals, course requirements are set in line with a deep approach to learning. That is, students are encouraged “to use the most appropriate cognitive activities for” learning (Biggs and Tang 2011, 26) via four major learning tools: pre-lecture discussion sessions, analysing the primary sources, in-class simulation exercises and individual research papers. The tools are introduced in a constructive classroom climate in which students are motivated to take up more responsibility for learning.

The long-standing Turkey-EU relations, mainly due to the complicated nature of the enlargement process, have resulted in crystallising particular views among the Turkish public opinion about the EU in general and about the state of Turkey’s relations with the EU in specific. A 2016 poll reveals that while 75% of the respondents support Turkey’s EU membership aspirations, only 35% expect Turkey to become a member of the Union in the next five years. Despite the clear position about the status of Turkey-EU relations, 85% of the respondents declared that they have ‘none’ or ‘little’ knowledge of the EU (Economic Development Foundation 2016).

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<sup>1</sup> The article is a slightly revised version of the VIADUCT Teaching Paper, originally published at [https://www.viaduct.uni-koeln.de/sites/viaduct/user\\_upload/VIADUCT\\_Teaching\\_Paper\\_no.1\\_final.pdf](https://www.viaduct.uni-koeln.de/sites/viaduct/user_upload/VIADUCT_Teaching_Paper_no.1_final.pdf). Permission to re-print this article is kindly acknowledged.

## 6 — Reports (cont.)

The data thus suggest that a significant majority of the Turkish public holds a perception of Turkey-EU relations despite the lack of information about the content of the EU. The low level of information on what the EU can be regarded as an indicator of the low level of information on Turkey-EU relations, as the *sui generis* nature of the EU is essential to understand its relations with Turkey. This situation is not significantly different with students of Political Science and International Relations despite their background information on the EU. According to a survey that I conducted at the beginning of the semester with the 4<sup>th</sup> year undergraduate students taking Turkey-EU relations class, 40% of students evaluate their level of information on Turkey EU relations as less than moderate while none of them perceives themselves as well-informed about the relations. The course content thus seeks to challenge the students' preconceptions by equipping them with the tools that are needed to make an analysis of the relations in an informed manner.

For this purpose, the syllabus is designed in two parts: The first weeks are devoted to critically assessing Turkey's accession process to the EU in context: that is, not by solely focusing on the bilateral relations but also by considering the relations parallel to the evolution of the EU, the developments in Turkey and in the world in relation to historical context. The second part of the syllabus focuses on exploring the policy areas in which Turkey's and EU's interests converge. In this way, the course shifts to evaluate the multidimensional aspects of relations, emphasising that the relations are not restricted to accession path but rather that there is substantial partnership going on between the two parties including energy, trade and immigration policies.

### The learning tools

#### *Pre-lecture learner-centred discussion sessions*

Each week starts with a discussion session led by a teaching assistant (TA) in the presence of the instructor. Students, TA and the instructor sit in a circle and the TA starts the discussion with an introductory, open-ended question. The discussion then develops under the TA's leadership as students continue the conversation by raising their arguments and questions and also by

encouraging each other to support their arguments with textual evidence. The instructor contributes to these discussions as a "senior partner" for the purpose of destabilising the traditional teacher-student dyad of teacher-centred classrooms (Zophy 1982, 186). In such a setting, students feel like they are organic parts of the classroom and feel more confident to participate in the learning process. As such, they do not only develop their own learning skills but also contribute to each other's learning processes. In the words of a student:

*"Personally, I find the discussions at the beginning of lectures very beneficial. It makes me feel like we are working as a team to tackle the contents of the class rather than struggling alone."*

Having the discussion session before the lecture has three important advantages: Firstly, giving the floor to students before the instructor allows the discussion to be driven by arguments genuinely developed by students rather than students discussing with the arguments derived from the instructor's lecture. Participating in the pre-lecture discussion in an informed manner requires students come to class well-prepared to defend their arguments. Their preparation phase is guided by discussion questions which are sent to students via email one week before the class and provide them with a framework to elaborate on the week's readings. In line with the questions, students are required to write short response papers on the assigned readings.

The response papers are intended to facilitate their assessment of academic articles in a structural manner. In addition to the response papers, students are invited to bring in news articles on the week's theme to class. In this way, they conduct an independent research through the newspapers to find an interesting article related to the academic material.

The exercise provides them with the opportunity to link the academic information with practical, factual content. By incorporating the news articles into the sessions, it is possible to enrich the academic discussions with current developments. Discussing academic articles together with news coverage is also useful for developing critical reading skills among students.

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## 6 — Reports (cont.)

During the discussion, students sometimes criticise the news coverage with the academic information they obtain from the readings, sometimes use the news article to substantiate the academic discussion, and sometimes to test the academic propositions of the readings with the current developments between Turkey and the EU. Further, the weekly research stimulates interests among students about the recent developments in the EU. Secondly, pre-lecture discussions put students at the centre of the course and move them away from a passive-learner status. The discussion participation reveals students' strong and weak points in understanding the week's theme so that the lecture can elaborate more on their weaknesses rather than delivering a strictly pre-structured package of straightforward information. The following lecture is thus shaped according to students' needs, by responding to the questions students pose during the discussion session and linking their arguments to the academic debates and theoretical approaches.

Lastly, preparing for active participation in discussions rather than for listening to instructor-based lectures gives a more concrete incentive for learning as students know how they can use the information. LCA emphasises the importance of understanding how the learning experience will serve the learner (Pillay 2002, 95): a premise which is fulfilled by pre-lecture discussions. As one student states:

*"I find it very pleasant to share my opinions about the articles or listen to other opinions. I think doing this at the beginning of the class works as an ice-breaker and also motivates me to listen to the class more eagerly so that I can improve my arguments in the next discussion."*

In this sense, the students become more willing and thus more receptive to learning. Once knowing how the learning experience can be useful to them, students gain self-confidence in contributing to an interactive learning process.

*"These discussions help us be more productive and confident in the topics. As without these discussions, I believe most of us wouldn't be so interactive in this course."*

### *Analysing primary sources*

Discussions are followed by a lecture through which the instructor contributes to the knowledge base by linking the pre-lecture discussion to the theoretical approaches and factual data. Rather than summarising the week's assigned readings, the instructor introduces excerpts from relevant primary sources to support each week's theme. For instance, while Turkey's accession process is evaluated parallel to the EU's changing enlargement strategy, in comparison to other candidates' accession processes, the Negotiating Framework of Turkey is introduced together with the Negotiating Framework of Croatia; the two documents that were signed on the same day. Such comparisons enable students to assess the coherence of the EU's approach towards the candidates and evaluate Turkey-EU relations on a more legitimate basis and develop their analytical skills.

Incorporating primary sources into the lectures serves to unravel the established myths in Turkey-EU relations; such as Turkey waiting for membership at the EU's door since 1958 although, in reality, Turkey started to seek membership with the 1987 official application. Further, the official language used in primary documents is instructive for students in terms of how diplomacy is conducted. As one student puts it,

*"Using primary documents rather than secondary ones has improved my understanding of EU and its policies a lot because I could see the language they used and their choice of words. This helped me to see how much is actually said and how much scholars infer from them."*

### *In-class simulation exercise*

One of the main evaluation tools of the course is a two-staged in-class simulation exercise in which students actively engage in role-playing of an EU decision making processes with regard to Turkey. Simulation is an asynchronous physical learning tool (Singh 2003) that brings together knowledge and theory component with a practical component of Turkey-EU relations. The simulation participation enables students to reflect what they have learned in class in a real-world scenario.

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## 6 — Reports (cont.)

Students are expected to think and act like the country that they are assigned to, and in this way, are prompted to assess Turkey's relations with the EU from a different perspective than that of their own. One student explains how playing the role of the President of the European Council (Donald Tusk) changed her preconceptions of Turkey-EU relations as follows:

*"Due to our long process of accession to the EU, we have been learning and hearing about Turkey-EU relations since we are children. However, before this class and simulation, I have never put myself in the shoes of EU countries and the European Council President and analyse their thinking and decisions. In my opinion, understanding the other side and making empathy is very important in communication."*

The Spring 2016 class simulated the European Council voting on Turkey's entry to the Union. The Spring 2018 class is simulating a decision-making process in the European Council on the opening of Chapter 23: Judiciary and Fundamental Rights. The 2011 Enlargement Strategy set Chapter 23 to be among the first to be opened and the last to be closed, however, in the case of Turkey, the chapter cannot be opened due to Republic of Cyprus veto. Thus, the topic brings together the discussions on democracy; which is one of the issues at the core of Turkey's official accession negotiation process and political consideration of member states in such a way to provide students with a ground for experiencing major problems in Turkey's accession.

Simulations are conducted at two stages. At the first stage, students are expected to come to class with a negotiation position brief, in which they provide specific information on the strategy that their "countries" will pursue during the simulation. The task of preparing a negotiation position brief is intended to guide their pre-simulation study phase. In the brief, they explain their key and additional objectives, the things they cannot agree to, the other country/-ies they are planning to approach for support as well as the country/-ies that can potentially block them achieving their objectives, and their overall strategy to deal with opposition. Once the simulation starts, the representatives are asked by the instructor to read their initial positions on the topic, in an alphabetical order.

Once each negotiation position is stated, the floor is given to representatives to meet, negotiate, strike deals and debate in a non-structured atmosphere. If need be, the non-structured negotiations are facilitated by the TA and the instructor. They try to form alliances for their positions, convince the opposition and/or mediate between different parties for a common decision. At the end of the first session, students are given the task of preparing a follow-up brief in which they shortly describe their position during the first round of negotiations, the challenges and/or opportunities they encountered, whether or not they needed to revise strategy and their main objectives for the second round. Simulation exercises can be successful learning tools to 'divorce students' idealism from the complexities of real-life political conflicts' (Hatipoglu, Müftüler-Baç, and Murphy 2014, 395; Youde 2008). The follow-up brief serves this purpose by providing students with an opportunity to assess the effectiveness of their initial strategy by comparing it to their revised strategy.

The second stage of simulation starts with the countries briefly presenting their revised positions. Then a more structured pre-voting discussion takes place in which the countries sit around the table and respond to each other when the instructor gives them the right to speak. The simulation is concluded with a voting session.

The simulations are unique tools for students to experience the practical functioning of Turkey-EU relations by distancing them from their personal perspectives. The two-stage setup of the simulations facilitate their engagement with their roles and help them to develop a multi-dimensional perspective on Turkey-EU relations. One student describes her perception of how simulation exercise contributed to students as follows:

*"The achievements were so unique that the students were able to make relevant comments regarding their country profiles. To illustrate, while Cyprus and Austria were making negative comments, Germany became the mediator to this critic issue. By this way, students developed their abilities to think from multi-perspectives. Hence, those simulations provided an interactive way of learning while it was enhancing the characteristic of students as team players."*

## 6 — Reports (cont.)

Such a multi-dimensional approach is crucial in developing one's own analytical perspective on Turkey-EU relations.

*"As a student, who had benefitted from European Union in-class simulations, I would like to say, today I can make clear statements about Turkish integration in European Union thanks to those activities."*

Students' engagement with the decision-making process in the EU is also helpful in terms of stimulating interest and thus facilitating their understanding of how the EU works.



*"The simulation attracted my attention to a subject which is in my opinion quite straightforward and plain for many students. Rather than sitting and memorising the roles and procedures of the EU, the simulation made me understand how institutions interact and make decisions by helping me become a part of a "miniature" EU in our class. The least I can say is that it gave me a clearer picture of how things work in the EU and sparked my interest to study EU politics and institutions in further detail."*

### Research paper

Lastly, students are required to write an individual research paper on a topic they choose on Turkey-EU relations. Students are encouraged to formulate a research question with a clear methodology so that they will collect their data and make a genuine analysis. The writing of a research paper by drawing on data analysis can be an intimidating task for the undergraduate student this is why two support mechanisms are introduced to their research processes; namely, the post-lecture discussion in which they receive instructor and peer feedback and assigned writing coaches. The week before the submission of the research questions, a post-lecture discussion session is held in which the students receive feedback from the instructor and exchange views with their peers on how to design their research. Traditionally, students formulate their research questions and choose their methodologies by consulting with their instructors individually. Bringing a collective approach to constructing individual research papers enables students to benefit from the instructor feedbacks given to other

students, to inspire research ideas among their peers, and to learn from each other. Furthermore, it accomplishes the LCA goal of making students active at all stages of learning. During the semester, two more post-lecture discussion sessions are held to discuss students' progress in their research. Students share their achievements as well as difficulties they go through in their research. In this way, a dynamic research group is established through which students exchange ideas and improve their research skills by learning from their peers' experiences. Further support is provided to students in the process of writing their papers as two TA's are available as "writing coaches" to guide students in tackling structural and technical complications. Also, a writing center is available for students' inquiries about references and format of essays.

The course is concluded with a final panel discussion in which each student has 10-15 minutes to present his or her research and lead the following discussion. The concluding remarks of the semester are thus made in the panel discussion in which the students are encouraged to evaluate the course, their own progress as well as each other's research.

*"Prior to the class, I did not have a strong methodological background in research. It was a challenging task for me but in the end, tracing and analysing the e-archives helped me to experience a small part of how qualitative research is being done. With this research assignment incorporated in the class increased my interest in academic research and methods."*

### Conclusion

The learning tools that are incorporated in PSIR 433 Turkey-EU Relations favour an approach which put the students at the centre of learning activities by giving them extended responsibility in learning. Applying LCA to teaching Turkey-EU relations has a strikingly positive impact on students' engagement with the subject for two basic reasons. First and foremost, students enjoy the learning process and they become the main determinants of their own learning process; a skill they would carry beyond the classroom. Thus, the learning tools used for this course help to operationalise the idea that "learning is not just a one-time event" but "a continuous process" (Singh 2003).

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## 6 — Reports (cont.)

Following an approach in which the teaching is not only about facts, concepts and principles facilitates the building of an analytical understanding of different dynamics underpinning the relations. In the words of one student:

*"I expected only to have a historical description of Turkey-EU relations and definitely got more than I expected. This class has helped me to improve my understanding of not only EU and Turkey but also the decision-making mechanisms in individual and state levels from material and normative perspectives."*

In this sense, any preconceptions that students have prior to taking the class are challenged by the academic approach and replaced by an analytical understanding. The LCA methods which upgrade students' status from passive receivers to active participants facilitate their learning processes and can be very effective mechanisms to understand complex issues. Student evaluations reveal that students are aware of the difference that the LCA creates on their learning processes:

*"Rather than having the environment where the teacher only talks and students listen (what we generally had throughout the bachelor) these methods encouraged (or forced in a positive way) me to engage with the topic directly, be more attentive during class activities and understand complex processes more clearly (especially when we think of decision-making process in the EU)."*

Secondly, actively participating in the course stimulate students' interests in following Turkey-EU relations not only academically but also in their daily lives:

*"I had little interest in EU - Turkey Relations. (...) I have started to enjoy reading articles about EU. I have started to follow news alike."*

The experience suggests that the stimulated interest in Turkey-EU relations has an impact on shaping students' future careers. Five out of seventeen students enrolled in the Spring 2016 class continued their graduate studies in a European Studies programmes. The knowledge base and the learning skills they acquire in this class equip students with the necessary abilities required to pursue a career related to the EU. In the words of one graduate student:

*"I study in Brussels now for my Master and I can say that almost every programme or job in Brussels was somehow related to the EU, so you are already expected to know something about the EU. In this case, PSIR 433 was a really useful course for me to understand the EU master classes and to follow the current debates live at the heart of the EU. I also use my EU knowledge at my internships in Brussels, especially while I was working on the EU projects and EU lobbying."*

Last but not the least, as the instructor of the course and as an academic working on Turkey-EU relations, applying LCA to teach Turkey-EU relations tremendously contributes to my lecturing and researching skills. At the outset, the dynamic classroom climate makes me more attentive to students' needs and guides me on the development of my teaching techniques. But more importantly, the course gives me the chance to learn from and to be challenged by "my junior partners." Their continuous inspiration motivates me with further research ideas and provides me with new perspectives to re-evaluate what I have learned so far.

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## 7 – Opinions and comments

### Europe-Asia Connectivity 2.0. The View from the EU Commission

By: Thomas Kruessmann

On 19 September 2018, HR/VP Federica Mogherini unveiled a Joint Communication entitled “Connecting Europe and Asia – Building Blocks for an EU Strategy”.<sup>2</sup> As the title acknowledges, the document is meant to contain mere “building blocks”, designed to support the 12<sup>th</sup> Asia-Europe Meeting (ASEM) that will be held in Brussels later in October 2018. However, the ambitions behind this process are more far-reaching, on the one hand aiming at an EU Strategy on Connecting Europe and Asia, on the other hand providing some key ideas for the Multiannual Financial Framework for 2021-2027.<sup>3</sup>

In the following comments, I would like to raise two issues which may be helpful in understanding the scope of the Commission’s connectivity initiative. First of all, contextualisation, i.e., how the proposal will fit into already existing schemes for Europe-Asia connectivity. And secondly, why the Commission’s proposals are qualitatively different and how they will capitalize on the existing achievements.

#### *Contextualisation*

For several years now, we are seeing China pushing its One Belt One Road (OBOR) Initiative forward. In a geopolitical transformation that has been unthinkable only two decades ago, Central Asia (primarily Kazakhstan), Azerbaijan, Georgia and Turkey have collectively re-defined themselves as a transport corridor to connect Caspian oil and gas, but also container freight from China to Europe. While the accessibility of oil and gas from the Caspian Sea has been fairly central to the EU’s diversification and energy security strategy, the combined rail/road/ship traffic that is now possible with the Baku-Tbilisi-Kars railway as its centre piece does not yet feature in the EU Commission’s understanding of transport corridors, as expressed in the Trans-European Transport Network ([TEN-T](#)). The scramble to find more efficient ways of transporting goods from Asia (primarily China) to

Europe is also intensified by first successful attempts to use the Northern Sea Route for commercial shipping purposes. So, while from the perspective of the wider Caucasus groundbreaking developments have been taking place over the past couple of years, it is only now that the EU is waking up to the notion of EU-Asia connectivity. This appears to be strange at first sight.

Indeed, one may ask how the EU chose to present its ideas and what exactly the EU Commission’s vision is. Perhaps the most striking feature of the Joint Communication is the disregard of the processes that have been taking place so far and that have been mainly revolving around China. The Joint Communication, by comparison, emphasizes “Asia” as a diverse region, roughly distinguishing between China, Japan and South Eastern Asia. South Korea, despite its economic weight, is not specifically addressed. This approach is likely to raise an eyebrow or two. What drives the EU Commission is obviously not the business logic of bringing down costs, shortening shipping time and creating spin-offs for manufacturing, but a political goal: to foster “a more cooperative approach to world politics, global stability and regional economic prosperity” (para 1). The emphasis is clearly on the political, possibly with a slightly veiled distaste for the “less cooperative approach” that others (presumably Eurasian integration initiatives) practice, and using “the European way” as a tool for branding. EU-Asia connectivity therefore does not seem to be primarily driven by the logic of business, but by the logic of finding political friends in Asia when the world has become a rougher place.

No doubt, “connectivity” has become the Commission’s new buzzword when it comes to justifying the proposed 30 % increase for the EU’s external action budget. While OBOR is driven by the simple commercial logic of “selling”, the EU’s proposal is driven by the logic of “investing”.

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<sup>2</sup> JOIN(2018) 31 final.

<sup>3</sup> See Communication „A Modern Budget for a Union that Protects, Empowers and Defends – The Multiannual Financial Framework for 2021-2027”, COM(2018) 321.



## 7 – Opinions and comments (cont.)

From a Caucasus point of view this may not be good news. Of course, transport corridors require enormous investments. Much has been shouldered by the countries concerned, but now that the basic infrastructure is in place, there will be additional huge demands for investment to create e-governance to simplify border-crossing procedures, “flow security” to protect the critical infrastructure against (cyber-) attacks, etc. Countries in the wider Caucasus understand that the OBOR initiative with its focus on “selling” is beneficial to them because it is not merely about channeling final products to end customers in the wealthy markets of the EU, but also about bringing semi-products to the countries which have tariff-free access to the EU internal market (e.g. Georgia, Turkey) and to foster value-adding manufacturing along the transport routes, e.g. in special economic zones.

The EU proposal, by contrast, is largely ignoring what amount of connectivity has already been achieved and what critical benefits could be derived from strengthening it. In the press conference in which the Joint Communication was unveiled,<sup>4</sup> HR/VP Mogherini emphasized that “our approach is confident enough (...) not to measure our proposals as reactions to others”. And adding “There might be differences, there might be points in common.” Certain benefits for the Caucasus are explicitly mentioned in the Joint Communication, e.g. promoting the digitalisation and administrative simplification of maritime transport in the Black Sea countries as well as adopting the Rotterdam Rules. The Communication also explains that it was agreed to extend the TNE-T to the six Eastern Partnership countries including Armenia, Azerbaijan and Georgia. So, there will definitely be additional benefits for the Caucasus countries in store, but the main thrust of the initiative is about promoting investment for infrastructure projects in Asia, thereby pulling EU companies along and giving them additional business opportunities.

Spending public money on critical infrastructure while creating incentives for private business to move along is not a new strategy and it could probably be tried with many other places in the world which have high investment needs and which are sympathetic to the European spirit of building global partnerships.

However, it must be realized that the given initiative is a long-term project with fairly distant benefits, launched at a time when a nearly identical geo-political project is changing the face of Europe-Asia relations. It will be left to political decision-makers to weigh the costs and benefits, but at a time when Europe-Asia connectivity is beginning to bring strong benefits to the “in-betweens” of the European Neighbourhood as well as to Turkey, the Commission’s current approach sets its sight on the rather distant Asian countries, treating the “in-betweens” merely as secondary recipients of technical assistance. One thing does not exclude the other, but in a world of opportunity costs the EU Commission would be well-advised not only to discuss its proposals with Asian countries (who are naturally delighted and welcome the initiative), but also with the countries that present the land link between Asia and Europe.

### *Capitalisation*

The second point to be raised is the idea of building connectivity “the European way”: sustainable, comprehensive and rules-based. In a situation in which competing connectivity initiatives have already significantly advanced, one cannot help but ask what exactly this message is designed to convey. Is it just branding an initiative to find favour with potential partners, or is there indeed a qualitative difference, indicating some superior solution? As mentioned earlier, one may read the announcement even as if it expressed some veiled distaste for other “rogue” attempts of building connectivity. But, in the light of VP/HR Mogherini’s explanations at the press conference, the initiative is really framed in a stand-alone fashion and perhaps simply communicated in a poor way.

In substance, however, the Joint Communication’s message is rather disturbing. In describing what is meant by “the European way”, the text starts out by praising the EU’s internal market as a connectivity project par excellence. In other words, what the free flow of people, goods, services and capital is for the internal market, this shall be achieved through connectivity globally.

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<sup>4</sup> See <[https://eeas.europa.eu/headquarters/headquarters-homepage/50736/remarks-high-representativevice-president-federica-mogherini-press-conference-joint\\_en](https://eeas.europa.eu/headquarters/headquarters-homepage/50736/remarks-high-representativevice-president-federica-mogherini-press-conference-joint_en)>

## 7 – Opinions and comments (cont.)

*"The EU internal market has led to increased productivity and competitiveness and can be a source of inspiration globally. EU's connectivity policies aim at promoting efficiency in the EU single market and enhancing connectivity on a global scale."<sup>5</sup>*

In other words, there is connectivity between EU member states which is normally understood to be the internal market, and there is connectivity on a global scale for which we don't have a fitting term yet. This brash assumption is indeed mind-boggling. True enough, if the Commission is serious about its proposal, it is no longer discussing trade, but an integration of economic spaces based on the four freedoms. Promoting trade alone will have its spill-over effects, e.g. in standard-setting, common rules and simplification of procedures. But it is not nearly equal to the spill-over effects that the four freedoms in their totality create and as a result of which the EU is now not merely an economic union and an internal market, but a partly integrated political player. Ironically, in a situation in which the EU has not even been able to standardise power plugs, the EU Commission is dreaming about connectivity EU-Asia on a grand scale. And while there is nothing wrong with dreaming, the mere agenda of facilitating trade in the light of climate change and decarbonisation in the years to come is surely tall enough. Going beyond bears a heavy risk of over-stretching and killing off a welcome initiative by unrealistic goals. To give just one example: due to the land-locked geography of Europe and the geographical proximity of member states there is a compelling case for harmonising safety and security rules, e.g. by prescribing maximum work hours for lorry drivers.

But in announcing this internal market rule to be a feature of connectivity per se and proclaiming that "connectivity has a crucial human dimension and people's interests and rights should be at the core of any policy", the EU Commission risks finding itself in a debate about Kazakh lorry drivers' working hours when it should be establishing an intelligent infrastructure for intermodal freight transport first.

To conclude, the problem with this Joint Communication is not that it is proposing "building blocks" that could be picked and combined in any possible fashion. Instead, it is placing these building blocks into an overall policy direction that is misguided, creates the wrong emphasis and misses the opportunity to capitalise on the already existing developments towards Europe-Asia connectivity.

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This contribution is based on the author's earlier blog post "[A Missed Opportunity: Assessing the EU's Strategy for Europe-Asia Connectivity](#)", London School of Economics EUROPP Blog.

<sup>5</sup> Para 2. (ibid.).

## 8 — New publications

- **Abbasov, Namig / Siroky, David**  
Joining the Club: Explaining Alliance Preferences in the South Caucasus  
*Caucasus Survey*, published online 3 September 2018
- **Axyonova, Vera / Gawrich, Andrea**  
Regional Organizations and Secessionist Entities: Analysing Practices of the EU and the OSCE in Post-Soviet Protracted Conflict Areas  
*Ethnopolitics*, published online 30 July 2018
- **Bayev, Pavel K.**  
What Made Russia Indifferent to the Revolution in Armenia  
*Caucasus Analytical Digest* No. 104 of 23 July 2018, pp. 20-23
- **Berg, Eiki / Vits, Kristel**  
Quiet for Survival and Recognition: Insights into the Foreign Policy Endeavours of the Post-Soviet de facto States  
*Ethnopolitics*, published online 23 July 2018
- **Braghiroli, Stefano / Hoffmann, Thomas / Makarychev, Andrey**  
How to Study and Teach Anew EU–Russia Relations: A Methodological Conclusion in Seven Points  
in Hoffmann / Makarychev (eds.), *Russia and the EU. Spaces of Interaction*, Routledge 2019
- **Braun-Dorrell, Taylor / Kastetter, Annika / Manoli, Panagiota / de Pedro, Nicolás**  
EU-Turkey Relations: Security Drivers from the Eastern Neighbourhood  
*FEUTURE Online Paper* No. 23 July 2018, available at <[https://www.feuture.uni-koeln.de/sites/feuture/user\\_upload/D4.4.\\_upload\\_final.pdf](https://www.feuture.uni-koeln.de/sites/feuture/user_upload/D4.4._upload_final.pdf)>
- **Caspersen, Nina**  
Recognition, Status Quo or Reintegration: Engagement with de facto States  
*Ethnopolitics*, published online 1 August 2018
- **Coppieters, Bruno**  
'Statehood', 'de facto Authorities' and 'Occupation': Contested Concepts and the EU's Engagement in its European Neighbourhood  
*Ethnopolitics*, published online 23 July 2018
- **Coppieters, Bruno**  
Three Typs of Forgetting: On Contested States in Europe  
*Journal of Balkan and Near Eastern Studies* 2018 Vol. 20 No. 6 pp. 578-598
- **Darchiashvili, David / Scott Mangum, Ronald**  
Georgian Civil-Military Relations: Hostages to Confrontational Politics  
*Caucasus Survey*, published online 5 July 2018
- **Delcour, Laure**  
Political Changes in Armenia: a Litmus Test for the European Union  
*Caucasus Analytical Digest* No. 104 o 23 July 2018, pp. 17-20
- **Entin, Kirill / Pirker, Benedikt**  
The early Case Law of the Eurasian Economic Union Court. On the Road to Luxembourg?  
*Maastricht Journal of European and Comparative Law*, published online 13 August 2018, available at <<http://journals.sagepub.com/doi/abs/10.1177/1023263X18781193?journalCode=maa>>
- **Entin, M. / Entin L.**  
Evropeyskoe pravo. Osnovy integratsionnogo prava Evropeyskogo Soyuza i Evraziyskogo ekonomicheskogo soyuza  
*Norma: Moscow* 2018
- **Entin, M. / Entin L.**  
Evropeyskoe pravo. Otrastli prava Evropeyskogo Soyuza i Evraziyskogo ekonomicheskogo soyuza  
*Norma: Moscow* 2018
- **Grigoryan, Aleksandr / Khachatryan, Knar / Ter-Matevosyan, Vahram**  
Armenia-Turkey Border Opening: What Determines the Attitude of Armenians  
*Caucasus Survey*, published online 19 July 2018
- **Guliyev, Farid**  
Armenia's Velvet Revolution in the Discourse of the Azerbaijani Elite  
*Caucasus Analytical Digest* No. 104 of 23 July 2018, pp. 8-14
- **Hajizada, Mukhtar**  
Challenges and Opportunities for Establishing a Security Community in the Wider Black Sea Area  
*Southeast European and Black Sea Studies*, published online 20 September 2018
- **Harpaz, Guy**  
The European Union's Conflict-Resolution Policy in Georgia: The Way Forward  
*European Foreign Affairs Review* 2018 Vol. 23 No. 2 pp. 243-261
- **Hoffmann, Thomas / Chochia, Archil**  
The Institution of Citizenship and Practices of Passportization in Russia's European Neighbourhood Policies  
in Hoffmann / Makarychev (eds.), *Russia and the EU. Spaces of Interaction*, Routledge 2019
- **Ismayilov, Kamran**  
The European Union and Russia in the Contested South Caucasus: How to Move Forward  
in Hoffmann / Makarychev (eds.), *Russia and the EU. Spaces of Interaction*, Routledge 2019

## 8 — New publications (cont.)

- **Ismayilov, Murad**  
The Dialectics of Post-Soviet Modernity and the Changing Contours of Islamic Discourse in Azerbaijan  
*Lexington Books: Lanham, MD* 2018
- **Ker-Lindsay, James**  
The Stigmatisation of de facto States: Disapproval and 'Engagement without Recognition'  
*Ethnopolitics*, published online 23 July 2018
- **Ker-Lindsay, James / Berg, Eiki**  
Introduction: A Conceptual Framework for Engagement with de facto States  
*Ethnopolitics*, published online 23 July 2018
- **Korosteleva, Elena A.**  
Paradigmatic or Critical? Resilience as a new Turn in EU Governance for the Neighbourhood  
*Journal of International Relations and Development*, published online 25 July 2018
- **Kuşku-Sönmez, Eda / Türkeş-Kilic, Selin**  
Dynamics of Technical Progress Towards the EU Accession: New Rules, Vetoes and Power Asymmetries  
*European Foreign Affairs Review* 2018 Vol 23 No. 2 pp. 263-280
- **Lindgaard, Jakob / Dessì, Andrea / Tassinari, Fabrizio / Özel, Soli**  
The Impact of Global Drivers on the Future of EU-Turkey Security Relations  
*FEUTURE Online Paper No. 24 July 2018*, available at <[https://www.feuture.uni-koeln.de/sites/feuture/user\\_upload/D4.6\\_upload\\_final.pdf](https://www.feuture.uni-koeln.de/sites/feuture/user_upload/D4.6_upload_final.pdf)>
- **Manners, Ian / Rosamond, Ben**  
A Different Europe is Possible: The Professionalization of EU Studies and the Dilemmas of Integration in the 21st Century  
*Journal of Common Market Studies*, published online 22 July 2018, available at <<https://onlinelibrary.wiley.com/doi/pdf/10.1111/jcms.12771>>
- **Manukyan, Violetta**  
Keeping Up with Armenia: The Key Developments of the Post-Revolutionary Period  
*EUCACIS In Brief No. 3*, August 2018, available at <<https://www.cife.eu/Ressources/FCK/Manukyan%20EUCACIS%20in%20Brief%20No%203.pdf>>
- **Markarov, Alexander**  
Armenia's Foreign Policy Priorities. Are There Any Major Changes Following the Spring 2018 Political Transformation?  
*Caucasus Analytical Digest No. 104 of 23 July 2018*, pp. 3-7
- **Nodia, Ghia**  
What Georgians Think about the Armenian Revolution  
*Caucasus Analytical Digest No. 104 of 23 July 2018*, pp. 14-17
- **Rojo-Labaïen, Ekain**  
The Baku 2015 European Games as a National Milestone of Post-Soviet Azerbaijan  
*Nationalities Papers*, published online 10 August 2018
- **Spina, Nicholas**  
Threats to National Security and Public Support for Integration: The Case of Armenia and Nagorno-Karabakh  
*Caucasus Survey*, published online 1 August 2018
- **Tulmets, Elsa / Vieira, Alena / Ferreira-Pereira, Laura C.**  
Competing Conditionalities? Eastern Europe and the South Caucasus between the European Union and Russia  
*European Politics and Society* 2018 Vol. 19 No. 4, pp. 451-470
- **Zhirukhina, Elena**  
Protecting the State: Russian Repressive Tactics in the North Caucasus  
*Nationalities Papers* 2018 Vol. 46 No. 3 pp. 374-399

*List of new publications relevant for DESCnet and AESC composed by: Thomas Kruessmann*



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