



The EU and Non-Western Regions

Fall 2025/2026

Course times:	Wednesday 10:30-11:50, Strašnice
Instructor:	Mgr. Kateřina Březinová, Ph.D.
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Consultation hours:	Tuesdays 15:00-15:45 office 303 Strašnice, Wednesdays 12:45-13:30 office 807 Jarov.

Course Description

The great sociologist, Stuart Hall, once stated, 'Our ideas of "East" and "West" have never been free of myth and fantasy, and even to this day they are not primarily ideas about place and geography'. Following Hall, in this course we will ask: How did ideas about a reified world – of the civilized and uncivilized, deserving and undeserving – shape our world of a privileged 'West' and an underdeveloped 'Rest'?

This semester-long survey course will address these questions by exploring ideas about 'the West' and 'the Rest'. What is "the West"? Where and what is "non-Western"? What meanings are attributed to these categories?

The course has three main objectives which are mutually overlapping: One, we explore the birth of the ideas about the West in Europeans' interaction with and conquest over peoples and lands in the New World. How did "the West" come to dominate the "Rest"? How has the so-called discourse about the "West and the Rest" been formed? How Western and non-Western societies came to be represented?

Second, we inquire into the rise of non-Western notions of politics as well as non-Western readings of European concepts. What were the intellectual and political responses to the power and influence of Europe and North America? Introducing examples of Asian, Latin American and African political thinking and action, we ask how the non-Western notions of politics shape the post-colonial period within the so-called Third World? What is the Global South? What were the strategies and objectives of the Third World movement? What is the concept of 'underdevelopment'? What is orientalism? Is there a non-Western international relations theory?

Three, we take the tour-de-force of the EU Foreign policy vis- a-vis non Western regions of the world. Recent rise of non-Western regions of the world is witness to the fact that genuine global dialogue is necessary. This dialogue has been, however, shaped by the non-hegemonic, postcolonial position of many of the so-called non-Western regions: in full consciousness of being both different from, yet partly constituted by Europe. We focus on selected EU strategic partnerships with the world, its players and policies post-Lisbon to ask, among others: How the concepts of power, modernity, statecraft, cooperation, multilateralism, dependence, identity or human rights paved the notions of the political world as we know it? How does the EU „worlding” beyond the West look like? In what ways does the current EU Foreign policy depart from the discourse of the West and the Rest?

Learning outcomes: as a result of this course, students are capable to competently respond these questions:

- What is the usefulness of the concept of ‘the West and the Rest’?
- What is discourse? What is the power of knowledge production?
- What were the strategies and objectives of the Third World movement?
- How did the non-European regions respond to European imperialism?
- What are the concepts of underdevelopment, orientalism, Third World, Global South?
- Is there non-Western International Relations theory?
- What is the current EU Foreign policy engagement with the non-Western regions of the world?

Office hours policy: Students are welcome to meet with me to discuss any concerns or questions they may have. See schedule above. Students who cannot meet at that time are free to email me so that we can find alternatives.

Academic integrity: Students are expected to maintain the highest standards of academic and personal integrity throughout the course. We will be covering a number of contentious topics in this course and I expect students to engage in discussion in a way that is respectful of both the class environment and their peers.

Syllabus policy: This syllabus will serve as the guiding document for the class. I reserve the right to edit the syllabus throughout the semester but will alert students of any changes.

Teaching methodology

The course will be taught in the form of a seminar, encouraging students to actively participate in discussions. We will approach our topic in a way that is both engaging and informative, using an array of source materials, including films and documentaries, paper clippings and personal. Introductory lectures are combined with debate and case analysis with an active participation of students. If possible, one of the sessions will be organized as a field excursion – exact date and place to be specified. No prior knowledge is expected.

Students are required to attend each class and master the assigned readings prior to the class. Please note that the order of the lessons included in the syllabus may change along the course of the semester.

Course Requirements and Evaluation:

- a. **Attendance and quality participation in the class** (25% of the mark) The course attendance and quality participation in classroom debates are a compulsory component of course. Two absences are allowed
- b. **Presentation of case studies** (30% of the mark, team assignment presented in class) – Students form teams to present one case study during one of the sessions of the course. The case studies are meant to illustrate the specific case study. In their presentation of 15-20 minutes, students are encouraged to use creative and diverse formats and meaningful didactic material to stimulate learning among their colleagues on the given topic. They are also encouraged to draw on a wide set of sources, including policy literature. Students are expected to do their own bibliographic research to include academic and non-academic sources to prepare their intervention. It is mandatory for the students to discuss their ideas one session before with the lecturer. We will proceed to arrange the order of the team presentations between the second week of class.

- c. **Final critical review** (45% of the mark) tests students' ability to apply the concepts discussed in the course. Details will be provided in the opening session.

Grading Scale:

88–100%	Excellent (1)
74-87%	Very Good (2)
64-73%	Good (3)
0–63%	Failed (4)

Rules for students with approved Individual Study Plan:

Any missed lecture must be compensated by a written assignment based on the lecturer's instructions (500 words min.). You will also have to compensate for the team presentation assignment by making your own, based on the lecturer's instructions. All these assignments must be submitted no later than the last day of the course in Week 12.

AI Policy in this course:

Permissible Use Students may employ AI tools in the following limited ways: Idea Development: Generating potential research questions, brainstorming approaches, or clarifying conceptual frameworks. Language Refinement: Improving clarity, grammar, or organization of writing. Analytical Support: Assisting with data visualization, coding support, or exploring alternative problem-solving strategies, provided students fully understand and can explain the work submitted.

Prohibited Use The following uses of AI are not permitted in this course: Authorship Substitution: Submitting AI-generated text, code, or problem set solutions as one's own original work. Intellectual Shortcuts: Employing AI to circumvent the critical thinking, reasoning, or analysis expected in assignments. 3. Transparency and Citation Any substantive use of AI in the preparation of coursework must be disclosed in writing. Students should provide a brief note (e.g., "This assignment was assisted by ChatGPT in clarifying the structure of my argument on [topic]").

Failure to disclose AI use constitutes a violation of the course guidelines.

Accountability Students are solely responsible for the accuracy, originality, and integrity of submitted work, regardless of AI involvement. As AI tools may generate errors, omissions, or biases, students are expected to verify and critically evaluate any material derived from such systems.

Academic Integrity Any misuse of AI that compromises academic integrity will be treated as a serious violation and referred for review.

Weekly Schedule and Readings:

Week 1 (15 Oct): Introduction to the Course

Introduction to the course and course proceedings. Students' assignments. Communication with the instructor. Grading system. Opening remarks.

Week 2 (22 Oct): Where is the “West” and what is “the Rest”?

The discourse of the West and the Rest. What is the discourse and what are some of its lasting consequences for international relations. Discourse and power. Colonial legacy.

Compulsory reading:

- Hall_Stuart_The West and the Rest. Duke UP, 2019, pp. 140-184 (SIS)
- Said, Edward: Orientalism Reconsidered. The Geopolitics Reader, sis

Week 3 (29 Oct): Western Theory, Global World. Is there no non-Western IR theory?

Compulsory reading

- Western Theory, Global World: Western Bias in International Theory
Author(s): ALEX YOUNG Source: Harvard International Review, SUMMER 2014, Vol. 36, No. 1, pp. 29-31 SIS
- Why is there no non-Western international relations theory? An introduction.
Author(s): Amitav Acharya and Barry Buzan. International Relations of the Asia-Pacific, 2007, Vol. 7, No. 3 (2007), pp. 287- 312 Oxford University Press SIS

Week 4 (5 Nov): What did the West Do to Dominate? Part I

Student Presentations

TOPIC 1 COMPETITION - TOPIC 2 SCIENCE - TOPIC 3 PROPERTY

For details, see the SIS: TOPICS FOR PRESENTATIONS

- What did the West do to dominate the rest of the world in the last 500 years?
- What happened that Western civilization became the dominant civilization?

Compulsory:

Watch: Civilization BBC Series Niall Ferguson

part 1-2-3 COMPETITION Competition-Science-Property

<https://www.youtube.com/watch?v=LQfmv9ffu0>

<https://www.youtube.com/watch?v=PPEmaVJ9L-Q>

<https://www.youtube.com/watch?v=ZlGxiq7omj0>

Week 5 (12 Nov) What did the West Do to Dominate? Part II

Student Presentations:

TOPIC 4 MEDICINE - TOPIC 5 CONSUMERISM - TOPIC 6 WORK

For details, see the SIS: TOPICS FOR PRESENTATIONS

- What the the West do to dominate the rest of the world in the last 500 years?
- What happened that Western civilization became the dominant civilization?

Compulsory:

Watch: Civilization BBC Series with Niall Ferguson

Parts 4-5-6

<https://www.youtube.com/watch?v=oVICNU7Cpi0>

<https://www.youtube.com/watch?v=7hewtklR3iQ>

<https://www.youtube.com/watch?v=U-W8cUD6Gd4>

Week 6 (19 Nov): Other ways of Understanding Western Dominance?

Wrap up of the 1st part of the course. Points to remember.

Reading: additional reading tbd

Week 7 (26 Nov): Is there no non-Western international relations theory?

International Relations discipline between the “center” and “periphery”. IR theories and the “rest” of the world?

Are some IR key concepts such as authority/state, secularism, globalization, power, and security conceived differently in distinct geocultural settings?

Compulsory:

- Grovogu, G. „Global South in International Relations“ in *The Global South*, Vol. 5, No. 1, Special Issue: The Global South and World Dis/Order (Spring 2011), pp. 175-190. SIS
- Selected thinkers: Fanon, Nehru, Gandhi tbd

Week 8 (3 Dec): EU Foreign Policy vis-à-vis the “rest” of the world

The EU and its outermost regions geographically distant from the European continent; EU’s Indo-Pacific strategy; The Cotonou agreement and the Joint Africa-EU strategy: initial survey and discussion.

Compulsory:

- Missiroli, A. (Ed.), 2016. *The EU and the world: players and policies post-Lisbon. A handbook*, EU Institute for Security Studies (Paris, France). Introduction, Chapter 1 and Chapter 2.
https://www.iss.europa.eu/sites/default/files/EUISSFiles/EU_Handbook.pdf
- European Union Institute for Security Studies (EUISS) (2006): *The New Global Puzzle. What World for the EU in 2025? Latin America*. Pp. 177-185.
<https://www.iss.europa.eu/sites/default/files/EUISSFiles/NGP.pdf>

Week 9 (10 Dec):

EU “Foreign Policy” and the “rest” of the world: Partnership between the EU and Latin America. A case study of Cuba, Venezuela and Dominican Republic.

Compulsory:

European Union Institute for Security Studies (EUISS) (2006): *The New Global Puzzle. What World for the EU in 2025? Latin America*. Pp. 177-185.

<https://www.iss.europa.eu/sites/default/files/EUISSFiles/NGP.pdf>

- IV.6. The Geographical Reach – LATIN AMERICA in Missiroli, A. (Ed.), 2016. *The EU and the world: players and policies post-Lisbon. A handbook*, EU Institute for Security Studies (Paris, France).
https://www.iss.europa.eu/sites/default/files/EUISSFiles/EU_Handbook.pdf

Recommended (not compulsory)

- Tickner, A. Latin America: Still policy dependent after all these years? In: Ole Wæver and Arlene B. Tickner: *International Relations Scholarship around the World*, London: Routledge, 2009. pp. 32-51. SIS
- Ruano, L. Dealing with diversity. The EU and Latin America today. European Institute for Security Studies Report 145: 2018. Read Chapter 1 (pp. 8-17), Chapter 3 and Conclusion (pp. 28-45).
https://www.iss.europa.eu/sites/default/files/EUISSFiles/CP_145_LAC.pdf

Week 10 (17 Dec): EU's Foreign Policy vis-à-vis the "rest" of the world: Africa

Compulsory:

- Ole Wæver and Arlene B. Tickner: *International Relations Scholarship around the World*, London: Routledge, 2009. Introduction Geocultural Epistemologies pp. 1- 32. SIS
- ISS paper 158 European and global approaches towards sub-Saharan Africa By Giovanni Faleg and Carlo Palleschi, June 2020. Read: Summary, Introduction and Chapters 1, 2 and 3.
https://www.iss.europa.eu/sites/default/files/EUISSFiles/CP_158.pdf
- IV.4 SUB-SAHARAN AFRICA - The Geographical Reach in Missiroli, A. (Ed.), 2016. *The EU and the world: players and policies post-Lisbon. A handbook*, EU Institute for Security Studies,
https://www.iss.europa.eu/sites/default/files/EUISSFiles/EU_Handbook.pdf

Week 11 (7 Jan): EU's Foreign Policy vis-à-vis the "rest" of the world: Asia. Case study: China / EU.

Guest lecture: tbc

Week 12 (14 Jan): Wrap up of the course and a final discussion. Q&A. Closure of the course.

The syllabus is subject to change

Background reading (selection)

- Acharya, A. (2021): *Re-imagining International Relations*, Cambridge University Press.
- Acharya, A., Buzan, B. (2019): *The Making of International Relations*. Cambridge University Press,
- Al-I Ahmad, J. (1983) *Occidentosis: A Plague From the West*. Berkeley, CA: Mizan Press Berkeley.
- Drulák, Petr, Moravcová, Šárka (eds.), *Non-Western Reflection on Politics*, Peter Lang, 2013.
- Hall, Stuart, *Essential Essays*, vol. 2, Duke University Press, 2019.
- Fergusson, Niall, *Civilization: The West and the Rest*, Penguin, 2011.
- Freire, P. (1976) *Pedagogy in Process: The Letters to Guinea-Bissau*. New York: The Seabury Press
- Kissinger, Henry, *The Diplomacy*, Simon & Schuster, 1994

- Kolmasova, S. and Reboledo R. (eds.) Norm Diffusion Beyond the West Agents and Sources of Leverage (Springer, 2023).
- Memmi, A. (1991). The colonizer and the colonized. Boston: Beacon Press, pp 119-141 only.
- Mishra, P. From the Ruins of Empire: The Revolt Against the West and the Remaking of Asia, Penguin Books 2013.
- Mishra, P. (2011). 'Watch this man'. London Review of Books 33(21): 10-12. Available here: <http://www.lrb.co.uk/v33/n21/pankaj-mishra/watch-this-man>
- Missiroli, A. (Ed.), 2016. The EU and the world: players and policies post-Lisbon. A handbook, EU Institute for Security Studies (Paris, France).
- Prebisch, R. (1980). 'North-South Dialogue'. Third World Quarterly 2(1): 14-20.
- Said, E. W. (1993) Culture and Imperialism. New York: Alfred A. Knoff.
- Said, Edward, Orientalism, Vintage, 1997.
- Smith, K.E., 2014. *European Union foreign policy in a changing world*, 3rd edition. ed. Polity, Cambridge Malden.
- Wæver, Ole, Tickner, Arlene B., *International Relations Scholarship around the World*, London: Routledge, 2009.