



# Europe in the Global World

Academic Year 2022-2023

Prof. Angela Romano and Prof. Valeria Zanier

## ASSESSED GROUP WORK

### Topic: “Embargoes and sanctions”

One of the recurring features of government’s foreign policy is the use of embargoes and/or sanctions to try and force another country(ies) into a desired behaviour. An embargo or the adoption of sanctions require that a significant group of states would join in to maximise the likelihood of it having effects. The consequences on the global governance, though, are very much relevant, both in terms of practical effects, trust-building, disposition towards cooperation.

A hugely important aspect of such actions is how they are narrated to the general public, who will inevitably have to endure the economic consequences and limitations on either side. In other words, the propaganda aspect accompanying the decision and implementation of embargoes and sanctions is an integral part of the action itself and will affect its possibility of success to a significant extent.

Each group shall:

- select one case study of embargo or sanctions occurred in the period explored in the course (1945–2001) – explain the case
- **assess how it was reported to the public and/or analysed by experts and/or discussed by political parties/personalities at that time.**

## A) HOW TO PROCEED

### 1) Form the groups

- The class will divide in 8 groups.
- 4 groups will focus on embargos/sanctions to China and present with Prof. Zanier on 17 October
- The other 4 groups will select case studies that fall within the scope of Prof. Romano’s part and will present on 18 October.
- Each group will consist of 5 students (if necessary, one group may have 6 students)
- **Class Rep. Maristella will gather the list of groups and their members, check they respect the above instructions and send the files to Prof. Romano and Prof. Zanier.**
- **Deadline for communicating the groups: Monday 10 September at 14:00**



## 2) Each group will choose its case study – AS SOON AS POSSIBLE!

The 1945-2001 period gives us several excellent examples of embargoes and sanctions: CoCom; ChinCom; sanctions after the Soviet invasion of Afghanistan in 1979; sanctions to China after Tian An Men Square massacre...

Cold War-motivated sanctions and embargoes come to mind, but we shall not forget other cases, for example against South Africa for its policy of Apartheid.

You are welcome to pick your case study from the above-mentioned cases or explore international history (textbooks, for example) and find other ones.

**As soon as the group has selected the case study, a student from the group shall email the professor and communicate the choice.**

**From that moment on, the group may interact with the professor if they need any help or guidance while preparing the presentation (for example on sources...).**

## 3) PREPARE THE GROUP PRESENTATION

Each group will work as a unit: group members shall organise their group autonomously in order to fulfil the following tasks:

**– First of all, find an academic article/book chapter that explain the case study → you must inform the professor about your choice and check if source is OK.**

**Note: NO Wikipedia or alike!**

- **Find** written/audio/video material that presented/discussed the topic at that time (e.g. newspapers, documentaries, leaflets, IOs or NGOs reports).
- **Explore** the material (read/listen/watch)
- **Contextualise** the material:
  - What is the specific topic of the material you have found?
  - When has the material been produced/published/aired?
  - Who has authored/produced the material?
  - Why has the material been produced – what is the declared intent of it?
  - To whom is the material addressed/what is the targeted audience of readers/listeners/viewers?
  - Where has it been distributed (nationally, regionally, worldwide)?
- **Assess** their contents critically:
  - What is the message/interpretation/argument that is presented in the material?



- Do you think there are any additional intents behind what the author/producer has explicitly stated?

- Can you detect any bias?

(Attention: These can be ideological, political, social, racial, gender...; they can be evident and acknowledged, or hidden and perhaps even not known to the authors themselves)

- Is the material acknowledging different points of view? How?

(Attention: This does not mean they are respected/accepted/shared by the authors).

- Is there any place for a historical analysis of the roots of the event/process/decision under scrutiny in the material?

- Is there something missing from the “story” presented in the material?

- Had you been in the author’s place and produced the material, what would you have done differently?

#### 4) PRESENT YOUR GROUP WORK TO YOUR PROFESSOR AND CLASSMATES

- You are free to select the medium you want to use for your presentation, e.g. just talk to the audience, use a PowerPoint or similar tool, assemble a short video... we will not impose any limits to your creativity.
- **Your group presentation must stay within 20 minutes.**
- You will then address questions from the audience (5-minute Q&A session)

#### B) HOW WE ASSESS GROUP WORK

We assess the performance for research, coherence and relevance of content, addressing all points in the instructions, presentation skills (clarity of voice, speaking notes, time keeping), and Q&A session.

**The grade is given to the group as a whole**, which means that each member of the group will have the same grade.

We do not judge who has taken responsibility for which task; all steps lead to the final performance and all of the group members will have contributed to that.

This requires each of you to behave as an honest team member: participate, contribute, respect, accept the other group members’ ideas and initiatives, be cooperative, work together to achieve the best result (and have fun!).

You know that we at Global Governance care about team working and cooperation and we believe in its outstanding value as a means to shape a better world. We know you joined GG because you believe it too!