

SAMPLE SYLLABUS

EUS 348: The Comprehensive Notion of European Security Fall 2013

Center for European Studies
The University of Texas at Austin
Unique ID: 36825

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Course location: BUR 116
Course time: TTh 1100 am-12:15 pm
Office hours: W 0900 – 1115
(and by appointment)

Course concept

International security, a subfield of international relations, examines the nature of the international states system. It specifically focuses on what is known as the ‘security dilemma,’ the idea (or myth, depending on your theoretical predilection) that states in the international system desire above all to remain secure and extant, and will do whatever necessary to avoid becoming less secure or even disappearing entirely. Questions of how or whether it is necessary or even possible to cooperate to achieve security were seen as peripheral.

Recently, many scholars and practitioners have begun to question the state-centric approach to international security, as well as its focus on power, rivalries, and conflict. Instead, these scholars and practitioners have begun to speak of ‘comprehensive’ security, or the ‘comprehensive approach’ to international security. Besides being a good catchphrase, what does comprehensive security mean? What does it entail? “Comprehensive security” has a variety of connotations, depending on the context in which the idea is presented, but generally most agree on the idea of a more all-encompassing, holistic understanding of ‘security’ than that embraced by traditional international relations theories. Part of the rationale for this course is to unpack some of the themes underpinning the various ‘flavors’ of comprehensive security, (among others, its human, economic, environmental dimensions).

One of the regions of the world where the notion of ‘comprehensive’ security has been most explicitly theorized and implemented is in Europe. Thus the course pays special attention to this region of the world and examines the practical aspects of comprehensive security via the institutions charged with implementing it: the European Union (EU), the North Atlantic Treaty Organization (NATO), and the Organization for Security and Cooperation in Europe (OSCE).

Part One: Theories of international security (three weeks)

This part of the course investigates the underlying theoretical premises of international security, with special emphasis on:

- Theories of conflict and cooperation, covering topics such as realism, institutionalism, constructivism, democratic peace theory.
- Theories of influence, covering topics such as soft power, deterrence & coercion, domestic politics and influence, credibility, norms and institutions as influencers of behavior.

Part Two: The idea of comprehensive security (three weeks):

This section of the course takes the theoretical precepts gained from Part One and applies them to the newly emerging idea within international security that true international (and regional) security must take into account factors beyond mere state survival. To that end, the idea of 'comprehensive' security is raised, bringing into play a more nuanced view of international security. In this section, we will examine various ways in which comprehensive security has been thought about. Primarily, we will explore the idea of 'human' security that developed out of the 1994 UN Human Development Report, which has seven constituent elements:

1. Economic security
2. Food security
3. Health security
4. Environmental security
5. Personal security
6. Community security
7. Political security

The section will begin with a survey of the general concept of human security, then move to a treatment of four of its components: economic, health and environmental, and community security. The section will conclude with a discussion of security sector reform as the means to establishing lasting peace in post-conflict societies, a key facet in any discussion of post Cold War comprehensive security.

Part Three: The practice of comprehensive security in Europe: case studies (ten weeks):

In Part Three of the course, we look at ways in which comprehensive security has been implemented in Europe. We look specifically at European notions of comprehensive security, focusing on the North Atlantic Treaty Organization (NATO), the Organization for Security and Cooperation in Europe (OSCE), and the European Union (EU).

Readings:

There is no required textbook for this course. Rather, each week has a series of readings assigned that are to be read before the class meets each day. The readings will be accessible via Blackboard and the average reading load per class is between 40 and 60 pages.

Assignments and grading

Your course grade will consist of a midterm exam grade, a take-home final exam grade, a short paper grade and a discussion/participation grade:

Exams: 50%

As this class is an upper-division course, a major portion of the grade for the course will consist of exams, consisting of a midterm exam and a take-home final exam. Both the midterm and the take-home final exam will be worth 25% of your course grade.

Paper: 30%

The paper for this class will be a short (2000 word) exploratory paper on the topic of your choice (within the framework of the materials covered in class). Such a paper should be a reasonably thorough treatment of the topic chosen, including a clear thesis statement, logical consistency in the arguments used to show the validity of the thesis, and a clear and concise conclusion that effectively summarizes your argument. The paper should be no more than 2000 words in length. Soon after the beginning of the semester, I will meet with each of you individually to discuss your choice of paper topic and your approach chosen to address it. The paper will comprise 30% of your total grade for the course. The paper grade itself will be divided into four sections:

- a) Topic proposal: due 20 September. Worth 10% of paper grade (3% of course grade).
- b) Topic outline and list of references: due 27 September. Worth 20% of paper grade (6% of course grade).
- c) First draft of paper: due 25 October. Worth 20% of paper grade (6% of course grade).
- d) Final draft of paper: due 20 November. Worth 50% of paper grade (15% of course grade).

Discussion Leading / Participation / Discussion Questions: 20%

Class discussion in a an upper-level seminar is more than expected; it is a given. Everyone has his or her own style of discussion, and I do not expect to turn those who prefer not to speak often in class into debate champions. Nevertheless, I do expect that each of you will at some point in the semester lead a course discussion on the topic of your choosing. You will have your classmates' questions to serve as a point of departure (see below), which you may use as you wish. There will be a sign-up sheet distributed at the first and second class sessions for you to sign up to lead a discussion. The discussion leadership and general course participation will comprise 10% of your course grade.

So that we can discuss points raised in the online postings in Thursday's class, discussion questions for the week on which I am lecturing will be due by 5:00 pm every Wednesday (unless directed otherwise). They should be drawn from the readings and should reflect any questions, comments, or cries of outrage you may have regarding the arguments set forth by the authors. They most definitely will help you get the most from the class. I will prepare the first set of discussion questions as a template for future assignments.

Important Information

Plagiarism / academic misconduct:

Don't do it. Minimum penalties for cheating are zeros on quizzes or exams where the cheating takes place, and a grade of F on a paper that has been plagiarized. Questions about what constitutes academic misconduct should be brought to my attention.

Undergraduate Writing Center:

The Undergraduate Writing Center, FAC 211, 471-6222: <http://www.uwc.utexas.edu/> offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

University of Texas Honor Code:

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Any student found guilty of scholastic dishonesty may receive an "F" in the course and be remanded to the appropriate University of Texas authorities for disciplinary action. For more information, view Student Judicial Services at <http://deanofstudents.utexas.edu/sjs>.

Religious Holidays:

According to UT-Austin policy, students must notify the instructor of an impending absence at least 14 days prior to the date of observance of a religious holy day. If a student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the student will be given an opportunity to complete the missed work within a reasonable time after the absence.

Student Privacy:

The Family Educational Rights and Privacy Act (FERPA) requires that student privacy be preserved. Thus the posting of grades, even by the last four digits of the social security number, is forbidden. All communication will remain between the instructor and the student, and the instructor will not be able to share details of the student's performance with parents, spouses, or any others.

Documented Disability Statement:

The University of Texas will make reasonable accommodations for students with documented disabilities. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations.

Emergency Evacuation Policy:

In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside. Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of Texas at Austin Police Department, or Fire Prevention Services office. Students should familiarize themselves with all the exit doors of each room and building they occupy at the university, and should remember that the nearest exit routes may not be the same as the way they typically enter buildings. Students requiring assistance in evacuation shall inform their instructors in writing during the first week of class. Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.