

CAS IR 589
NORTH ATLANTIC AND EUROPEAN SECURITY

Semester II - Spring 2005
Tuesday & Thursday 2 - 3:30PM
Kenmore Classroom Building - 104

Professor Michael T. Corgan
Dept. of International Relations
156 Bay State Road
email: mcorgan@bu.edu

Office Hours
Tues. & Thurs. 10:00-11:30
Friday 10:30-11:30 & 1:30-2:30PM
Telephone: 353-3553

GENERAL INFORMATION ABOUT THE COURSE

This course is intended principally for **advanced** students and graduate students in an International Relations concentration within the College of Arts and Sciences, especially those selecting the Europe or the Policy and Security Studies tracks. The course is presented in lectures which are intended to establish an analytic framework, amplify and clarify required readings, and provide supplementary material not in the readings. Discussion in class will give the student an opportunity to examine concepts of the course and to receive more detailed answers to particular questions.

PURPOSE

This course is designed to study the evolution of the attempts by European states and outsiders to provide a stable security regime for the European continent. The ravages of two world wars, by no means limited to the European area itself, have made this search a matter of the highest national priority for many of the states of the world and all of the most powerful ones. This field is changing almost daily and there is a powerful dynamic now at work. There are, at present, two serious prospects for a stable security regime. One structure would consist of only European states and would likely be incorporated into the European Union. The other structure would be built around the existing NATO framework and would include non-European states such as the United States and Canada. The inevitable political, economic and cultural tensions between these two prospects will underlie much of the course.

REQUIREMENTS

You are required to attend lectures and do the readings assigned prior to the class for which they are listed. You will prepare and submit a course paper. This requirement is detailed in an appendix to this syllabus. A significant portion of your grade is the in-class quizzes. You must submit your course paper by the deadline to pass this course.

ACADEMIC CONDUCT

All students are required to know and understand the provisions of the CAS Academic Conduct Code. Any work that is adjudged to be plagiarized will receive a grade of F. Disciplinary action will follow

ABSENCES

Absences are excused when, in my judgment, there is a valid reason. If you are ill, you will need a medical professional's written excuse for more than two consecutive absences. If you are absent because of a University sanctioned function, you will need a written notification from your sponsoring activity. Note, I will announce upcoming quizzes during class sessions. University policy states that students who are "excessively absent" may be required to withdraw from the course "without credit." I consider that more than six absences from lectures, for any reason, is excessive and will seek your withdrawal from the course. Attendance is expected at all meetings of the course. Attendance is a factor in grading.

INCOMPLETES

The College policy on incomplete grades is very specific and I will follow it in all cases.

DROPPING THE CLASS

Students may drop the class **without** a "W" through Tuesday February 22 and **with** a "W" through Friday, March 18.

GRADING FACTORS AND SCHEDULES

Attendance/participation	continuous	10%	
Quizzes	(as scheduled)	25%	
Mid Term exam			25%
Course paper*	Prospectus due: Mar 25 cob	5%	
	Finished Paper due: Apr 22 cob	35%	

*See Appendix for undergraduate/graduate course paper requirements

REQUIRED TEXTS/READINGS

Lawrence S. **Kaplan**. *NATO Divided, NATO United: The Evolution of an Alliance*. Praeger: Westport, CT, 2004.

Jolyon **Howorth** and John T. S. **Keeler**. *Defending Europe: The EU, NATO and the Quest for European Autonomy*. Palgrave: New York, 2003

Thomas **Mowle**. *Allies at Odds?: The United States and the European Union*. Palgrave: New York, 2004.

Robert **Kagan**. *Of Paradise and Power: America and Europe and the New World Order*. Vintage Books: New York, 2004.

Susan **Pond**. *Friendly fire: The Near-Death of the Transatlantic Alliance*. EU Studies Ass'n: Pittsburgh, 2004

These books are **all** required and will be available at the BU Bookstore and are usually available from various online sources.

E MAIL CONTACT

I respond to all e-mails as promptly as I can, almost always within 24 hours. If I have not responded to your e-mail, you should not assume I have seen it. Though this medium is very good for brief communications, e.g. arranging meetings or asking for a point of clarification on lectures or readings, it cannot substitute for substantive discussions we should have in office hour visits.

DROPPING THE CLASS

Students may drop the class **without** a "W" until Friday February 14 and **with** a "W" until Friday, March 7.

CLASS SCHEDULE AND READING ASSIGNMENTS

Week I

Jan 18/20 Introduction. History of European Security Efforts

Week II

Jan 25/27 Kaplan, Chs. 1-3

Week III

Feb 1/3 Kaplan, Chs. 4 & 5

Week IV

Feb 8/10 Kaplan, Chs. 6 & 7

Week V

Feb 15/17 Howorth, Chs. 1-4

Week VI

Feb 22 MONDAY SCHEDULE

Feb 24 **Mid Term Exam**

Week VII

Mar 1/5 Howorth, Chs. 5-9

RECESS

Week VIII

Mar 15/17 Howorth, Chs. 10 & 11

Week IX

Mar 22/24 Mowle, Chs. 1-3

Mar 25 **Paper Prospectus due**

Week X

Mar 29/31 Mowle, Chs. 4 & 5

Week XI

Apr 5/7 Mowle, Chs. 6 & 7

Week XII

Apr 12/14 Kagan, pp. 3-103

Week XIII

Apr 19 /21 Kagan, Afterword,
Ikenberry, handout

Apr 22 **Course Paper due**

Week XIV

Apr 26/ 28 Pond, entire book

Week XV

May 3

Final Exam IR 589 Monday May 9

APPENDIX

IR 589 COURSE PAPER INSTRUCTIONS

DESIGN: This paper will be a research on a topic, selected by you and approved by me. There are several possibilities, any of which is acceptable. You may do a paper relating the security viewpoint of a single European country or group of countries to overall European security. You may do an assessment of modern technologies or the economic development of Europe and their relations to security. You may look at European and North Atlantic security in the context of existing international organizations and arrangements. What you may not do is choose a topic that is essentially one we have covered in class, e.g., the security operations in Bosnia or the ongoing war in Iraq.

THE PROSPECTUS: This will be a two to three page paper outlining the direction of your efforts, to date, in preparing your finished paper and the research questions or problems with which you are attempting to deal.

THE FINISHED PAPER: All papers will have **three** parts:

- 1) a summary of your project, (no more than one page)
- 2) the paper itself and,
- 3) an acceptable bibliography.

GRADUATE CREDIT REQUIREMENT FOR FINISHED PAPER: **18 to 20 pages.**

UNDERGRADUATE CREDIT REQUIREMENT FOR FINISHED PAPER: **10 to 12 pages**

GUIDANCE ON WRITING PAPERS

(Note: In the interest of maintaining common standards in the Department and by mutual agreement, the following guidelines are adapted in conjunction with those first developed and promulgated by Professor Grimes while on the CAS Academic Conduct Committee)

As the IR 589 course requirement states, the length of the paper should be 10-12 pages for undergraduates and 18-20 for graduate students, not including the bibliography. With this length it is essential that you focus fairly narrowly on a specific topic. One good way of choosing a sufficiently narrow (and interesting) topic is to choose something that you think is wrong, and argue against it. Once you have specified a topic, you must consider the case **both** for and against your thesis. To do this, you must assemble and organize evidence in such a way as to convince the reader (me) that your argument is sound and that the facts support it. You should have at

least 8-10 sources - more if a lot of them are short newspaper or magazine articles. How you choose to make use of your evidence is up to you. Just make sure that you make a clear argument in the paper, and that your evidence supports it better than it supports alternative explanations. (If the evidence supports different conclusions than your own, you should change your conclusions, not the evidence.)

I will not be able to review drafts, although I will be happy to speak with you about your paper at any point along the way. When you do turn it in, please make sure that it is a final draft of which you can be proud. Make sure that you say what you want to say, and that the paper moves along in a logical manner. In particular, read it over carefully (several times if necessary) for misspellings, punctuation and capitalization errors, and grammatical mistakes. You may find it useful to meet with a tutor at the Writing Center.

If you have any questions, come talk to me about them.

DEPARTMENTAL GUIDANCE ON PAPERS

I. WHAT IS A GOOD PAPER?

First and foremost, a good paper **says something**. This is a chance for you to think through a subject on your own, and then try to prove to me that your interpretation is correct. Do not simply write a polemic. I don't care how you feel about something, I want to know what you think about it.

Second, a good paper requires a **good argument**. You can be "right" and have a weak argument - if so, you have a weak paper. In general, what is "right" is a matter of dispute, so all you have is your argument. *A statement does not constitute an argument*. This is argument by assertion. An argument requires both logic and evidence. "Logic" means that your thesis makes sense on its own terms - a well-educated reader (i.e. your professor) can understand what connects one assertion to the next. Proper use of "evidence" means that you present the facts that are relevant to your case, including facts that do not support it. It also means that you do not present facts that are not relevant to your case. This sounds like an obvious point, but sometimes you may want to present evidence simply in order to show that you did research. Resist that temptation.

Third, a good paper requires **good research**. As a guideline, a 10-15 page paper should include 8-10 sources, most of which are books or longer articles. A bibliography which includes nothing more than five or six newspaper articles will not suffice. In doing your research, use reputable sources, and make sure to distinguish between facts, hypotheses, and opinions. If you have any questions regarding sources, see me or a reference librarian as soon as humanly possible.

Fourth, a good paper requires **structure**. I expect you to organize your argument and evidence in a way that is logical and clear. To be a good writer, structure is even more important than word choice. Your paper should have an **introduction**, with a clearly-stated thesis; a **body**, in which you clarify your argument and consider the evidence; a **conclusion**, in which you demonstrate why the evidence and analysis you have presented actually prove your point; and a **bibliography**.

Fifth, I expect good **proofreading**. Not everyone is a great writer, but a paper that is filled with misspelled words, grammatical mistakes, and sentence fragments is simply not acceptable for a college student. You must take the responsibility for proofreading your paper, or for consulting with the Writing Center, *before* you turn it in.

Finally, I expect **academic honesty**. This means proper citation of all sources, no fabrication of evidence, and not turning in the same paper for two classes. All three of these points are covered in the Academic Code.

II. HINTS

1. **Use an outline.** Without an outline, it is likely that you will forget something important. A good outline will give you a logical roadmap, laying out the steps that you need to prove your case. It is an essential place to work out the logic of your argument. Finally, it is useful for figuring out exactly where you will put specific evidence.

2. **Read the paper over several times.** Ernest Hemingway once said, "I am not a writer, I am a re-writer." I am not expecting Nobel Prize-level prose, but I do expect you to have read over the paper several times in order to make sure that you are saying what you think you are saying. The only way to do that is to finish your first draft well before you turn it in. My suggestion is that you not look at it for a few hours or overnight, then read it as if it were someone else's. Ask yourself the following questions: Are you convinced by the argument? How could it be more clear? The answers to those questions might be the difference between an A and a B, or a B and a C.

3. **Don't take chances with plagiarism.** Plagiarism is a serious offense in an academic community, and can get you expelled. If you are not sure whether or not to cite a fact or analysis, you should cite it - better safe than sorry. The other alternative is to check with a tutor at the Writing Center.

4. **Eliminate grammatical and spelling errors.** If I edit, it comes off your grade. The only way to reliably check your paper is to put it aside for a day or two then get back to it. Last minute work always looks like what it is and is graded accordingly.

III. SOURCES

1. **Independent research.** I expect you to rely primarily on sources that are **not** in the required readings.

2. **Foreign-language sources.** You are allowed to use foreign language sources to obtain information that is not readily available in English. However, you must use English-language sources as well. You are responsible for citing foreign-language sources in the same way as English-language sources, whether you paraphrase them or use a direct translation. Please do not use foreign-language sources as cover for fabrication - if something seems suspicious, I *will* verify it, even if it means finding a translator.

3. **Internet Sources.** You must use sources on the Internet with the greatest care. Many sites are not what they purport to be. Moreover, reliable or valid sites can be and often are changed frequently. Even the official sites of respected organizations contain much information that is little more than a carefully sanitized press release and is of little or no value when anything controversial or ambiguous is involved. When citing an Internet source, you must give day and time of your cite.

4. **Attribution.** As with all research papers, you must use acceptable scholarly practice on attributing your sources. You may use any citation method you wish but I prefer the use of parenthetical citation. Consult a good style sheet for the proper practice of the method you select. Whichever method you choose, you must be consistent. The number of sources will depend on your topic but you must have enough in order to insure that you are not merely doing a book report on one or two works. Familiarize yourself with the CAS Standards of Academic Conduct regarding plagiarism.

FINAL THOUGHTS:

General points:

Almost everyone can write well if they will take time for re-writing.

Get to know Strunk and White's Elements of Style, the best writing guide ever published. The message: simplicity is the best "style."

Anything you write will be improved by laying it aside, then returning to it and removing extraneous matter, reorganizing it for greater impact, and checking to see that all ideas are clearly expressed.

Specific points:

Format: 1" side margins, double space, Courier 12 or similar size type. In other words don't use large margins, large type and triple spacing to pad out a skimpy effort.

Do not use slang or colloquial expressions. This is formal communication and you must learn how to do it in this world unless you plan to be a rock star or can hit a left handed pitchers' s curveball.

Avoid extended historical narratives and chronologies. It is easy and common to get interested in your subject in spite of yourself. But what is wanted is our analysis of what you have read.

Use standard source citation practice (e.g., Chicago Style Manual). Whatever you use, be consistent

Submit finished work. I've been at this business since 1967 and I know a first draft when I see one.

Final point:

Know and observe the CAS Academic Conduct Code on plagiarism. Sadly enough we have one or two folk every year who think they can get away with it and find out differently.