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 classroom discursions and student presentations 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 area of IR is changing almost daily and there are extraordinarily powerful dynamics now at work; Brexit, US elections, Turkey’s troubles, to name just some. 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 classes and do the readings assigned prior to the class for which they are listed. You will prepare and submit a course paper. Another significant portion of your grade is the in-class presentation. The method and subject of presentations and the course paper requirement is detailed in appendices to this syllabus. 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.

Undergraduate students:
http://www.bu.edu/academics/resources/academic-conduct-code/ or the GRS Academic Conduct Code
ABSENCES

Absences are excused when, in my judgment, there is a valid reason. If you are ill, you will normally need a medical professional's written excuse for more than three consecutive absences. If you are absent because of a University sanctioned function, you will need a written notification from your sponsoring activity. University policy states that students who are "excessively absent" may be required to withdraw from the course "without credit." I consider that more than three 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 as well as participation is a factor in grading.

INCOMPLETES

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

GRADING FACTORS AND SCHEDULES

<table>
<thead>
<tr>
<th>Attendance/participation</th>
<th>continuous</th>
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<tbody>
<tr>
<td>Presentations*</td>
<td>As pe schedule</td>
<td>15%</td>
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<tr>
<td>Quizzes</td>
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<td>15%</td>
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<tr>
<td>Course paper*</td>
<td>Prospectus due: Nov 22 NOON</td>
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<td>Finished Paper due: DEC 15 NOON</td>
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* See Appendix I for information on presentations
**See Appendix II for undergraduate/graduate course paper requirements

REQUIRED TEXTS/READINGS


These books are all required and will be available at the BU Bookstore and , if available, on reserve at the Mugar Library or at the Library’s online service. They are usually available from various online sources also.

Given the nature of North Atlantic/ European security issues in today’s world you may expect that from time to time important journal articles will be added to readings in the syllabus. They will be available at the sites indicated or will be given as handouts.

EMAIL 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.

CLASS SCHEDULE AND READING ASSIGNMENTS

Week I
Sep 6/8  Introduction: Elucidation of course subject, requirements and policies
         Handout - Corgan, “European Security Overview,” also on course web site

Week II
Sep 13/15 The Background for NATO
           Thies, Chs. 1 & 2

Week III
Sep 20/22 Creating a Different Kind of alliance, NATO
           Thies, Chs. 3 & 4

Week IV
Sep 27/29 NATO Out of Area vs. The USSR
           Thies, Chs. 5 & 6

Week V
Oct 4 & 6 Non-Military Issues and NATO
         Thies, 7 & 8
         Handout - Corgan, “Iceland’s Cod Wars,” also on course web site

Week VI
Oct 11  MONDAY SCHEDULE

Oct `13  The US NATO Debate: Introduction
          Petersson, Ch. 1

Week VII
Oct 18/20 The Case of Libya
            Petersson, Ch. 2

Week VIII
Oct 25/27 The Case of Syria
            Petersson, Ch. 3
Week IX  
Nov 1/3  The Case of Ukraine/Conclusions  
        Petersson, Ch. 4

Week X  
Nov 8/10 The European Approach to Security  
        From Hill and Smith, *IR and the EU*, Chs. 1, 2, 7 Handout  
        Burgess, Peter, “There is No European Security, Only European Securities,”  

Week XI  
Nov 15/17 The EU and the CSDP  
        From Hill and Smith, *IR and the EU*, Chs. 9, 10, 17 Handout

Week XII  
Nov 22  The ESDP  
        Howorth, Chs. 1 & 2

Nov 22  PAPER PROSPECTUS DUE

Week XIII  
Nov 29/Dec 1 EU Capacities and US Reactions  
        Howorth, Chs.3 & 4

Week XIV  
Dec 6/8 The EU in Action / Post US Election Assessment  
        Howorth, Chs. 5

DEC 15 - COURSE PAPER DUE

APPENDIX I
CLASS PRESENTATIONS

The aim of these presentations is to present back ground and more detailed information on material we cover in class. These presentations will be informed by official government policy statements (i.e., White Papers), leadership statements, budget allocations, academic and academic or think tank studies and the like.

Presentations will be for ten to fifteen minutes and the presenter(s) will be prepared to answer questions about the subjects presented.

Volunteers will be either accepted or designated.

The schedule for presentations:

Sep 20 - German Security policy

Sep 27 - French Security policy

Oct 4 - Danish and Norwegian Security policy

Oct 13 - Libyan Revolution (2 presenters)

Oct 18 - Syrian Civil War (2 presenters)

Oct 25 - Ukraine/Crimea Crisis (2 presenters)

Nov 1 - Canadian Security policy

Nov 8 - Polish and Hungarian Security policy

Nov 15 - Finish and Swedish security policy

Nov 22 - Icelandic Security Policy

Nov 29 - Czech and Slovakian Security policy

Generally there will be one presentation per week although scheduling may sometimes require a modification. You may volunteer for a particular presentation or, alternatively, I will select students by a hidden and entirely arbitrary process.
APPENDIX II

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 (but not ones for your class presentation). 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 essentially covered in class, e.g., the security operations in Bosnia or the ongoing crisis in the Ukraine.

THE PROSPECTUS: This will be a one to two 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 two parts:

1) the paper itself and,

2) an acceptable (i.e., scholarly) 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

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 finished product 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.
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 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 a draft, wait overnight, then read it as if it were someone else's work. 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 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. Some, like Wikipedia, depend upon an informal process of validation and correction. Google searches are directed toward those with whom Google has a business relationship. Moreover, even reliable or valid sites can be and often are changed frequently. When citing an Internet source, you must give **day and time** of your cite. 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.

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.

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 your 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.

And, again: 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 plagiarism but find out differently.