GOALS OF THE COURSE
Among the most important goals of the course are the following:
  a) To familiarize students with the main security challenges facing Europe
  b) To problematize the concept of ‘security’ and its boundaries
  c) To learn about the EU’s security strategy, its origins, motivations, and influences
  d) To understand the main security structures, policies, and practices in the EU
  e) To relate EU security structures and processes to other security organizations and actors
  f) To analyze the relationship between EU and EU Member state approaches to security

The course will be run seminar style. Students are expected to play an active role in the life of the class. Completion of course readings, participation in class discussions, class presentations, and a course paper will be required.

Requirements for 4000-level students:
Seminar participation 25%
Term paper proposal (due July 20 at noon) 10%
Term essay (due August 15) 35%
Short class presentation on weekly readings 15%
Position paper and its presentation (3 pages) 15%

Requirements for 5000-level students:
Seminar participation 20%
Term paper proposal (due July 20 at noon) 5%
Term essay (due August 15) 35%
Expert presentation (with extra readings and power point slides) 20%
Position paper (5 pages) 20%
1. **Seminar participation.** Students are expected to attend all class sessions unless they present a valid medical or equivalent excuse. Participation will be graded on the basis of attendance and the quality of regular contributions to the class discussion; familiarity with required course readings will be considered an important criterion of evaluation. Please consult CULearn regularly, where discussion questions for class sessions may be posted. Please consult with instructor if you are concerned about this element, as we will try to assist in facilitating your participation.

2. **Class presentations:** Each student will make a class presentation. Requirements differ for students registered at the 4000 or 5000 levels. A schedule of dates for presentations will be decided at the first class session.

   **4000 level:** The presentation will address the readings for the week, focusing on a one or two designated question from the list of discussion questions circulated through CULearn. The presentation should be about 8 minutes in total and should not simply summarize the course readings, but also present the student’s viewpoint and reflection on the course material. You should avoid reading a text for your presentation, but also focus on effective delivery. No extra reading, beyond the required readings, is expected for these presentations. They are intended to encourage seminar participation and reflection on the course readings, and to kick-start the week’s discussion.

   **5000 level:** Each student will make a presentation on a topic relating to the week’s theme. This ‘expert presentation’ will be about 15 minutes in length and should draw on at least three additional academic readings as well as other sources for empirical information, as appropriate. The presentation should be accompanied by a powerpoint presentation. A list of additional sources consulted should be provided at the end of the powerpoint. The topic of the presentation will be determined in consultation with the course instructor, based on a list of proposed topics. Other topics may be suggested but they must be approved in advance.

3. **Term essay proposal** (2 pages, double-spaced): The term essay topic must be approved. The proposal is a brief description of the topic and thesis you will explore in the paper, along with a preliminary bibliography. You should meet with one of the instructors to discuss your topic at some point early in the semester. The Term essay proposal should be submitted to the CULearn Assignment Dropbox no later than July 18. Failure to gain approval of the proposal may also adversely affect your term paper mark.

4. **Term essay (12 pages for 4000-level, 15 pages for 5000-level):** The term essay should address a specific problem related to course topic in more detail. You should have a question and a particular thesis (hypothesis) or theses that forms the framework of analysis for the paper. Additional research materials are required for this paper, including academic writings (articles, books, chapters) and, where appropriate, primary source documents (e.g., EU documents). The paper will be evaluated on the basis of the quality of the research, the analysis, and the presentation. The paper should be handed in in hard copy and through the CULearn Assignment drop-box. Students may be asked to provide a short summary of the term essay (~4-5 minutes) for
discussion in the final class session and should be prepared to do so. The course instructor(s) also reserve the right to request an individual meeting to discuss your completed paper.

5. **Position paper**: Each student is required to write one position paper related to a question relevant to a particular class session, which will be assigned early in the term. The length differs depending on your student registration: 3 pages (double-spaced, 12 point font) for students registered at the 400-level; and 5 pages for students registered at the 5000 level. The paper is due by 9 a.m. on the day of the relevant class, handed in through the CULearn Assignment box. Each paper will argue a position, supported by evidence and sources from the required readings. The course instructors will suggest a question for the paper for each week. You may suggest a different question for your paper, but it must be approved in advance. The paper should demonstrate familiarity with the course readings for the week but be focused around your own conclusions and insights. You should be present your argument from the paper orally in class. A bibliography of works cited should be included, and in-text citations should be used for direct quotes or specific references to the readings. (References are not included in the page length). It is not expected that you include readings beyond the required readings for the week, but optional readings may be included if desired. The position paper should NOT be a summary of readings and should be prepared for a class different from the class in which you make your other oral presentation. Papers will be evaluated based on the cogency and clarity of the argument, as well as evidence brought in support of it (including references to course readings). Students may replace their first mark with the mark on a second paper, if desired.

**Due Dates and Penalties**

Please note the following important rules associated with this course:

- Any student who fails to hand in the term essay will receive a failing mark in the course. Penalties for late assignments will be as follows (waived with a valid medical or equivalent excuse):
  - **Term essay**: Two points (of a 100% scale) for each day late (excluding weekends). No papers accepted after August 22.
  - **Failure to hand in the proposal for the term essay**: will result in a 5% deduction from the overall mark on the term essay, or a 2% deduction if handed in more than one week late. Failure to receive approval of the proposal may also affect the mark on the essay itself.
- **Position papers**: If handed in late (without a valid excuse) but by the beginning of the relevant class session, the paper will receive a maximum mark of 80% (of 100%). Papers handed in later than that will receive a maximum mark of 60% (out of 100%). Papers not handed in will receive a “0”.
- **Students absent on a date of an oral presentation**: will receive a “0” unless a valid medical (or equivalent) excuse is provided. Students who are not able to be present for a presentation must inform the instructor as far as possible in advance of the class so that the presentation can be rescheduled.
READINGS:  Please note that readings are available through ARES on CULearn. Some readings are not available electronically and must be accessed in hard copy through library reserves, to please check in advance to allow adequate time. If you have any difficulty finding readings, please contact the relevant instructor as soon as possible so that the problem can be corrected. Unless indicated as ‘optional’ or ‘additional’, all readings are required.

Session 1 Wednesday, July 4 (DeBardeleben)
INTRODUCTION TO THE COURSE
Background on the EU
The EU as an international actor

Background readings (Please read unless you have a strong background in EU studies):

Session 2 Monday, July 9 (DeBardeleben)
THE CHANGING NATURE OF SECURITY CHALLENGES AND RESPONSES
The context of EU security policy
Concepts of security
Soft vs. hard power responses
Security communities and strategic policy culture
International relations theory and security issues

Required:

Additional readings:
Arnold Wolfers,' "National Security" as an Ambiguous Symbol', Political Science Quarterly, 67 (1952), p. 483

Session 3 Wednesday, July 11 (DeBardeleben)
SECURITY CONCEPTS AND THE EUROPEAN SECURITY STRATEGY
In the 2nd hour, we will have a guest speaker from the Delegation of the European Union to Canada: Mr. Brice De Schietere, Deputy Head of Delegation and Delegation Security Coordinator
The 2003 European Security Strategy
The 2016 Global Strategy
The place of security in the EU’s larger global strategy
Changing security priorities
Changing security identities and geopolitical change

Required
• Sten Rynning, :The European Union: Towards a Strategic Culture?” Security Dialogue vol. 34, no. 4, December 2003, : 479–496

Optional readings:
• European Union Institute for Security Studies, After the EU global strategy – consulting the experts: security and defense (Paris, 2016)
Session 4: Monday, July 16 (Kaim)
THE TRANSATLANTIC BARGAIN 1949-2018
The role of the US in European security and transatlantic relations
NATO and the EU: cooperation, boundaries, and responsibilities
Areas of tension and areas of congruence
A question of burden-sharing: The 2%-Debate

Required:
- Stanley Sloan  *Defense of the West. NATO, the European Union and the Transatlantic Bargain* (Manchester University Press, 2016), Ch. 1 and Ch. 10

Session 5 Wednesday, July 18 (Kaim)
EMERGENCE OF A COMMON FOREIGN AND SECURITY POLICY
National foreign policy traditions and approaches (Case Studies: France/ UK/ Germany/ Poland)
Motivations for a European approach and first steps (EPC)
EU and Member State competences in the area of security
Main steps and obstacles in developing a European approach: The Coherence Problem

Required:
- Fraser Cameron, *An Introduction to European Foreign Policy*. 2nd ed., (Routledge, 2012), Ch.3
- Stephan Keukeleire and Tom Delreux, *The Foreign Policy of the European Union*, 2nd edition (Palgrave: Basingstoke, 2014), Ch.2
Session 6: Monday, July 23 (Kaim)
EU IN THE WORLD – TWO CASE STUDIES

a) Enlargement and Neighborhood Policy
Required:

b) The Middle East (MEPP/ Arab Spring/ JCPOA)
Required

Session 7 Wednesday, July 25 (Kaim)
EU AS CRISIS MANAGER – THE EMERGENCE OF THE COMMON SECURITY AND DEFENCE POLICY

Historical background
Political and Security Committee
EU Military Committee, EU Military Staff
Crisis Management and Planning Directorate
Major EU missions: Achievements and challenges
Case studies (student presentations)

Required:

Session 8 Monday, July 30 (Kaim)
TERRORISM, FAILED STATES AND THE ISLAMIC STATE AS SECURITY CHALLENGES

Definition of terrorism
Reasons for European vulnerability
EU anti-terror policy
The risks of failed states and EU responses
ISIS as a security threat

Required:
- Teemu Sinkkonen, ‘War on Two Fronts: The EU Perspective on the Foreign Terrorist Fighters of ISIL ’ (Finnish Institute of International Affairs) Helsinki 2015: https://www.files.ethz.ch/isn/187029/bp166.pdf

Session 9 Wednesday, August 1 (Kaim)
THE FUTURE OF EUROPEAN FOREIGN POLICY
Challenges from the outside
The end of the liberal world order
New power structures, new institutions, new norms

Required:

Challenges from within
The Rise of Populism
Growing Rifts in the EU

Required:

Session 10: Wednesday, August 8 (DeBardeleben)
RUSSIA AS A SECURITY CHALLENGE?
Russia’s geopolitical interests and security concepts
Lessons from the Georgian and Ukraine crises
Stealth influence and ideological offensives
Common interests between Russia and the EU
Past cooperation and potential for the future
European and Russian reactions to frozen conflicts
Required:


Session 11. Monday, August 13 (DeBardeleben)
CANADIAN POLICY AND EUROPEAN SECURITY (In the first hour we will have a guest speaker from Global Affairs Canada, Ms. Anne Therrien, from the section on Europe Bilateral and EU Institutions)
Points of contradiction and interface with European approaches
Canadian participation in CSDP missions
Coordination inside and outside of NATO
Canada’s NATO role
Arctic issues

Required:


Session 12. Wednesday, August 15 (DeBardeleben)
POSSIBILITIES FOR A NEW EUROPEAN SECURITY STRUCTURE?
Is a solution acceptable to the EU, Russia (and the US?) possible?
The OSCE as a European security organization
Presentation of summaries of student research papers
Required:


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**Academic Accommodations:**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [www.carleton.ca/csas](http://www.carleton.ca/csas).

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the instructor your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable).*

**Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).
Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an
Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an
appointment to discuss your needs with the instructor at least two weeks prior to the first
academic event in which it is anticipated the accommodation will be required.

Plagiarism:

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas,
expression of ideas or work of others as one’s own”. This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished
  material, regardless of the source, and presenting these as one’s own without proper
  citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment
  written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas
  without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s
  works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once
  without prior written permission of the course instructor in which the submission occurs.

All suspicions of plagiarism will be dealt with according the Carleton’s Academic Integrity
Policy (http://carleton.ca/studentaffairs/academic-integrity/). The Associate Dean of the Faculty
will conduct a rigorous investigation, including an interview with the student. Penalties are not
trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the
course.

Student or professor materials created for this course (including presentations and posted notes,
labs, case studies, assignments and exams) remain the intellectual property of the author(s). They
are intended for personal use and may not be reproduced or redistributed without prior written
consent of the author(s).

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions
in the course outline. If permitted in the course outline, late assignments may be submitted to the
drop box in the corridor outside room 3305 Richcraft Hall. Assignments will be retrieved every
business day at 4 p.m., stamped with that day's date, and then distributed to the instructors. For
written assignments not returned in class please attach a stamped, self-addressed envelope if you
wish to have your assignment returned by mail. Final exams are intended solely for the purpose
of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with
corresponding grade points is:
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<th>Percentage</th>
<th>Letter grade</th>
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<th>Percentage</th>
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<td>67-69</td>
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Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:** All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and university information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

**Official Course Outline:** The course outline posted to EURUS website is the official course outline.