**Course Syllabus POL121G**

**EUROPEAN PEACE & SECURITY STUDIES: A BRUSSELS PERSPECTIVE**

**Number of ECTS credits:** 6

**Contact Details for Professor**
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Tel: +32-2-6148183 - E-mail:

**Course Description**

This is a course on European peace and security. It will provide an understanding of the key security challenges that the EU faces, together with a thoroughly description of theoretical and conceptual features, and major differences, between security and peace studies. The course is made up of three parts: the first will provide a historical overview of developments in European security. Part two will focus on the differences between the three major theoretical IR paradigms in dealing with peace and security. It will also provide some elements to understand the intellectual history of the study of security and peace. Part three reviews the European security through a number of major thematic and area-focused case studies.

**Learning Objectives:**

After this course, the student should be able to:

**In terms of knowledge:**
1. Acquire substantial background knowledge of the historical evolution, features and challenges associated with European peace and security;
2. Develop a clear understanding of the approaches of security studies and peace studies to core problems, issues and challenges of security and peace;
3. Understand the role and significance of key IR theories in studying and analyzing international peace and security issues, how to use these approaches to core security issues and how apply theories of international relation to the study of European peace and security;
4. Assess critically the current trends in European peace and security;
5. Understand the differences existing between peace studies and security studies and how they apply to the EU;

**In terms of skills:**
1. carry out independent research using a wide range of sources
2. apply scholars scholarship to understand, synthesize and analyze issues in European peace and security;
3. Learn how to differentiate between empirical, analytical, prescriptive and normative statements
4. Understand how to recognize a valuable and reliable source of information;
5. Develop a capacity to understand the roots of contemporary European peace and security issues;
6. Communicate effectively key research findings on core issues of European peace and Security
7. Work in a team.

**Course schedule**

**Week 1 – Introduction to the Course**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic of the Lecture</th>
<th>Activities and in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1</td>
<td>Introduction to the course</td>
<td>Discussion on the course and assignments for the simulation</td>
</tr>
<tr>
<td>W2</td>
<td>Reading Week</td>
<td>Setting the scene</td>
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</table>

**Approaches to Peace & Security**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic of the Lecture</th>
<th>Activities and in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>W3</td>
<td>Security vs. Peace Studies: Different Perspectives and Core Issues</td>
<td>Debate of the papers of the reading week, lecture on the different approaches on Peace &amp; Security, debate on the major issues of the week in European peace &amp; security.</td>
</tr>
<tr>
<td>W4</td>
<td>IR Theories: the theoretical debate.</td>
<td>Debate of the papers of the reading week, lecture on the different IR approaches, debate on the major issues of the week in European peace &amp; security.</td>
</tr>
<tr>
<td>W5</td>
<td>The pluralization of the post-Cold War Security Agenda</td>
<td>Debate of the papers of the reading week, lecture on the different approaches on Peace &amp; Security, debate on the major issues of the week in European peace &amp; security.</td>
</tr>
<tr>
<td>W6</td>
<td>Security-Development Nexus: between economy and security</td>
<td>Debate of the papers of the reading week, lecture on the different approaches on Peace &amp; Security, review of the first part of the class.</td>
</tr>
<tr>
<td>W7</td>
<td>Rehearsal session / Mid-term Exam</td>
<td>Case studies</td>
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<tr>
<td>W8</td>
<td>The EU and WMD proliferation</td>
<td>Debate of the papers of the reading week, lecture on topic of the week</td>
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<tr>
<td>W9</td>
<td>The EU and the Ukrainian crisis</td>
<td>Debate of the papers of the reading week, lecture on topic of the week</td>
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<tr>
<td>W10</td>
<td>The EU and Terrorism</td>
<td>Debate of the papers of the reading week, lecture on topic of the week</td>
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<tr>
<td>W11</td>
<td>The EU and the Sahelian crisis</td>
<td>Debate of the papers of the reading week, lecture on topic of the week</td>
</tr>
<tr>
<td>W12</td>
<td>The EU and cybersecurity</td>
<td>Debate of the papers of the reading week, lecture on topic of the week.</td>
</tr>
<tr>
<td>W13</td>
<td>Advising the policymakers: Conclusions</td>
<td>Review of the class, presenting the papers.</td>
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</table>
The Course Material ranges from chapters of core textbooks, journal articles by key International Relations (IR), Peace Studies (PS) and International Security Studies (ISS) scholars and excerpts from original monographs.

These materials will be collated in form of an Online-Reader, which you can access free of charge on a Dropbox folder. To this end, you need to sign up to Dropbox. An email will be sent out in Week 2 at the latest.

W1 - Intro to European Peace & Security Studies – Core Organizations, Core Approaches:

Main readings:
Familiarize yourselves with the websites of the European Union (http://europa.eu/index_en.htm), NATO (www.nato.int), the OSCE (www.osce.org) and the Council of Europe (http://hub.coe.int/).

W2 – Reading Week Setting the scene

Main readings:


W3 – Security vs. Peace Studies: Different Perspectives and Core Issues

Main readings:


Questions:

What do we mean by ‘security’ and by ‘peace’? Are there more understandings than just one definition?

How does ‘security’ differ from ‘peace’?

What, in your opinion, are the most striking differences between security studies and peace studies in the way both disciplines understand ‘peace’?

Peace, then, has been defined as a holistic continuum from negative to positive, reducing and/or eliminating direct and structural violence not only by solving conflicts, but also by building positive, harmonious relations.” – Explain

W4 – International Relation Theories: the theoretical debate.

Main readings:


Steve Smith and Patricia Owens (2008) ‘Alternative Approaches’ in idem, pp.176 - 190

Questions:

Explain Realism’s, Liberalism’s and Constructivism’s world view of peace and security;
Explain the main differences and the main similarities between Realist, Liberal and Constructivist approaches to International Security;

Is it foolish to believe in international cooperation and international law?
Is there a way to reconcile both perspectives? How could a compromise look like?

W5 – EU, NATO and the post-Cold War Security Agenda

Main readings:
Barry Buzan (1997), Rethinking Security after the Cold War, Cooperation and Conflict, 32, 1. 5-28

Questions:
Explain the major changes occurred in this field after the Cold War;
Explain how these changes affected the EU, NATO and the Transatlantic Partnership;
Was it a real “New” security agenda?
What were the implication for IR debates of this broadening of the Security Agenda?

W 6 – Security-Development Nexus: between economy and security

Main readings:
b) Caroline Thomas and Tony Evans (2011) Poverty, Development and Hunger, in Baylis et al. (eds.) pp. 460 – 47

Questions:
Outline the core definitions of ‘poverty’ and ‘hunger’;
How are development, poverty and conflict interlinked?
Assess the rate of “casualties” as a result of underdevelopment;
Explain why global poverty seems to be perceived as less of an evil than war or other hard security issues;
Understand and explain how the EU perceived and addressed this link.
W7 – Mid-term exam

W8 – EU, European Security and WMD

Main Readings:
Jean Pascal Zanders (ed.) (2010), Nuclear Weapons after the 2010 NPT Review Conference, EUISS, Chaillot Papers

Questions:
* Explain the current state of the art on WMD non-proliferations policies and regimes;*
* The role and approach of the EU on WMD;*
* The importance of this issue in transatlantic relations;*
* Assess the risks associated with WMD for European security.*

W9 – EU, European Security and Ukraine

Main Readings:


Questions:
* Explain the historical roots and political causes underlying the current crisis in Ukraine;*
* Framing EU approach to Russia in the right political and historical context;*
* Think about the possible options that the EU has in facing this crisis;*
* Understand and explain the different European and American perspectives on Russia*.

W10 – EU, European Security and terrorism

Main readings:
Teemu Sinkkonen (2013), *the EU’s toolbox for responding to terrorism abroad, Counterterrorism in external action*. FIIA Briefing Paper 129.


Questions:
* Explain the type of terrorist threats the EU has to face;
* Make sense of the institutional and political developments in the EU on how to tackle terrorism;
* Explain what are the major risks arising from the EU neighbourhood concerning terrorism;
* Assess the differences in EU and American approaches to terrorism.

W11 – EU and the Sahelian Crisis

Main readings:
Oladiran Bello (2012), Quick Fix or Quicksand? Implementing the EU Sahel Strategy, FRIDE
Rik Coolsaet, Sven Biscop and Jo Coelmont (2013), Mali: Another European Intervention without the EU?, Egmont Security Policy Brief, January 2013, No.2

Questions:
* Understand and explain the main causes of the Malian crisis and the linkage between the Arab Spring, especially the conflict in Libya, and the eruption of the crisis in Northern Mali;
* Assess what the major interests at stake were for the EU;
* Explain why the EU did not tackle the crisis as a unitary actor and what were the implication of the French armed intervention;
* What are the structural features of the EU approach to the Sahel.

W12 – The EU and Cybersecurity

Main readings:


Questions:
Explain the major features of cyber threats and security;
Make sense of the most important features of EU approach to the issue;
Frame the Estonian cyber-attack and the implication for European security;
Understand and explain the different causes of Cyber-attacks and how they can affect European and global security in the future.

W13 – Advising the policy maker.
First part: Time to review what we did.
Second part: It’s your time now! Tell the policy makers what to do. You have the knowledge to do that now!

W14 – Reading Week
Time to study for the final exam. A further reviewing session is offered if needed.

Course Assessment

The students will be evaluated on the basis of their performance as follows:
➢ Oral presentation, participation in class activities, reading test 20%
➢ Security Policy Advice Paper to EU Leaders 25%
➢ Midterm examination 25%
➢ Final examination 35%
TOTAL 100%

Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
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<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
</tbody>
</table>
Further description of assessment activities and Grading Criteria

1. **Written mid-term and final exams 25%/30%**

The mid-term and final exams are in-class exam. The midterm exam (20%) will be held in the mid of the semester (W7). The content of the exam covers all the concepts you will have learnt before that date. The final exam (30%) will be held at the end of the course. It will include essay questions on the concepts that you will have learnt during the whole semester.

2. **Oral presentation, attendance and reading test 20%**

The class is based on both lectures and seminars. The first 30 minutes deals with a debate on the reading assignments. The following 1h45-2h is covered by the lecture, with a short break in between. The final part of the class is focused on questions and answers, debate on relevant events of the week or specific in-class exercises.

Reading and getting prepared for both lectures and seminars is, therefore, a fundamental requirement of the course and one for which you will be evaluated. Participation accounts for 20% of your total grade. It will be attributed due to oral presentation and regular participation in class activities.

3. **Security Policy Advice Paper to NATO / EU Leaders (20%).**

The first draft needs to be delivered on W5. The final draft will be delivered by week 11.

- Please pick a particular security issue you are interested in and prepare a 1,500 word Security Briefing to a leader of the EU (you are free to choose between both organizations). In your briefing you should
  a) briefly outline the security issue / extent of the threat / extent of the problem and why it is important that the EU or NATO tackles it
  b) Outline the different options that might available to tackle the issue (here – draw on the different perspectives of realism, liberalism or critical theories)
  c) Pick one option and argue how the EU/NATO could promote an effective policy (please also make sure you explain the precise tools / policies that the organization should use – for this you should familiarize yourself with the different policies or instruments both organizations have).

- Please bear in mind that you should also reflect on the limitations / advantages of both organizations (depending on the one you pick). While the EU might be better placed to respond to “soft” issues, NATO might be better suited for “hard security” issues.

- You need to consult at least ten academic references (such as books and academic journals), online sources are vital to the crafting of your Security Policy Advice Paper.

**System of bibliographic referencing**
There are many systems for the citation of references. For this course, I expect you to use the Harvard style of referencing. Student can find a detailed Harvard Guide at the following website: http://libweb.anglia.ac.uk/referencing/referencing.htm. To learn how to acknowledge, quote and paraphrase consulted material, please, also consult the following short guide for “Acknowledging, Paraphrasing, and Quoting Sources”, available at: writing.wisc.edu/Handbook/Acknowledging_Sources.pdf.

**Written Assignment – Grading Criteria**

The following criteria will be applied in assessing your written work:

<table>
<thead>
<tr>
<th>Grading Form</th>
<th>0-1 point</th>
<th>2-3 point</th>
<th>4-5 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ability to summarize a complex factual background</strong></td>
<td>Some factual information is missing or the topic is not clearly identified</td>
<td>Most relevant information is presented but the core analytical elements are not clearly identified</td>
<td>Key facts are presented in an original, succinct, and analytical manner.</td>
</tr>
<tr>
<td><strong>Understanding of a country/institution’s stake</strong></td>
<td>The paper loosely interprets the national/institutional position on the issue. It contains factual imprecisions and shows poor understanding of a given country/institution’s stake</td>
<td>The paper presents in a realistic way the position of a given country/institution. Yet, there are some factual imprecisions and the policy suggestions are unrealistic.</td>
<td>The paper shows a sound understanding of a country/institution stake. It elaborates clearly on the possible options and advances convincing proposals.</td>
</tr>
<tr>
<td><strong>Critical thinking</strong></td>
<td>Flat and imprecise paper; flows in the analysis, no critical understanding of the topic</td>
<td>Good use of sources, but no critical understanding of the topic analyzed.</td>
<td>The paper reveals a personal and critical understanding of the analyzed topic.</td>
</tr>
<tr>
<td><strong>Structure, writing, bibliography and referencing</strong></td>
<td>The argument is not developed in a coherent way; Language is poor. References are incomplete and the quoting system is not coherent. Less than 3 good references.</td>
<td>Some important conceptual and analytical pitfalls in the development of the argument; the writing is hard to read. At least 3 good references</td>
<td>The argument is developed in a coherent and appropriate way; Language is overall correct; At least 5 good references covering factual background and theories.</td>
</tr>
<tr>
<td><strong>Total 20 points</strong></td>
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**Additional Course Policies**

Late papers will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required, and notice must be given prior to the deadline.

**Academic Honesty**
Academic dishonesty is **NOT** tolerated in this course. Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.