Course Syllabus and Policy Requirement Statement

Your access to course material implies that you are to have read, understand, and familiarized yourself with the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified in the Student Orientation Course.

SEC 6323 Security Issues in Europe I

Course Description/Overview

This course examines the historic, cultural, economic, social and geographic traits that distinguish this region and shape its domestic political processes and interstate relations. Students will critically compare the politics, governments and orientations of European states and important regional powers. The course also covers contemporary regional issues, such as democratization, arms control and regional integration, with a particular emphasis on security concerns. The class explores in details the development of the Atlantic Alliance of 1949 which then became the North Atlantic Treaty Organization (NATO), a military organization, under United States leadership and how NATO has affected security on both the regional and world stages. The course concludes with an evaluation of NATO's status in contemporary times and the role that it may play in the future.

Course Textbooks/Daily Reviews

Required Texts:

Course Objectives/Learning Outcomes

The course aims at creation of a complex understanding of the bases of contemporary European security architecture. The main goal of the course is to cover diverse range of security issues, threats and challenges to the European countries and provide an introductory discussion leading to a more advanced topical coverage in Security Issues in Europe II. As a result of completing this course, the student will be able to:

Objective One: Apply the knowledge of the multiple issues of security concern to the European countries gained during the course for their future research

Objective Two: Analyse the causes of contemporary threats and challenges to the European security

Objective Three: Conduct independent study on the topics vital to keeping peace on the European continent

Grading Policies
This course employs writing assignments and weekly discussions to measure student learning.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Thread participation</td>
<td>20%</td>
<td>Every week</td>
<td>Selected classes have the lists of 2-3 questions, which they are expected to cover using the Blackboard tool during their discussions. The students will be divided into groups within which they are expected to fully cover the aspects raised in the questions. The length of the responses shall not be less than 300 words. There are no discussion questions for the weeks with presentations, mid-term and final paper.</td>
</tr>
<tr>
<td>Midterm Paper</td>
<td>20%</td>
<td>09:00 CT of Friday of Lesson 3.</td>
<td>The mid-term exam is meant to evaluate understanding of the topics covered as well as specific terms and their applications in the field of national and international security. The students will be offered a list of six short essay questions out of which they shall chose two. The total length of the mid-term paper is 1500 (+/- 100) words.</td>
</tr>
<tr>
<td>Individual Presentations</td>
<td>20%</td>
<td>09:00 CT of Friday of Lesson 5.</td>
<td>Each student is expected to come up with a 10-15-slide presentation on the topics of weekly readings covered so far with relevant annotations to each slide.</td>
</tr>
<tr>
<td>Final Essay</td>
<td>40%</td>
<td>09:00 CT of Friday of Lesson 8</td>
<td>The research paper is 3000 (+/- 100) words and should include individual efforts of a student to cover the issues identified during the course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The topics for the final exam will be available on Blackboard on Monday of Lesson 6.</td>
</tr>
</tbody>
</table>

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %  
B = 80 – 89 %  
C = 70 – 79 %
D = 60 – 69% 1500
F = 59 % and below.

Writing Guidelines

Each writing assignment deals with the topic under discussion. These writing assignments cumulatively account for 75% of the student's grade. Writing assignments are expected to be about 1500 - 2000 words.

Formal academic writing uses standardized styles and citation formats. The preferred format is the APA style. To access the APA writing guidelines go to this link: http://owl.english.purdue.edu/owl/resource/560/01/. Should you wish to use CHICAGO style that will be acceptable. The Chicago Style guide can be found at http://www.chicagomanualofstyle.org. Papers should have 1-inch margins all around. You are expected to use a standardized font - preferably Times New Roman, 12 point. Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment.

Every writing assignment should be submitted as a WORD or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week. Do NOT submit writing assignments in Word Perfect, Microsoft Works, or some e-mail format. They will not be accepted.

Course Organization:

Lesson 1: Post-World War II Security in Europe
Lesson 1 introduces the notion of "security environment" and discusses its origins starting from the end of the Second World War; introduces the notions of "Balance of Power", "Bi-polar World" and reviews the conditions for "Security Dilemma".

Lesson 2: NATO as the Foundation for the Euro-Atlantic Security
This second lesson reviews the birth and evolution of the North Atlantic Treaty Organization and analyses NATO's civil-military and operational structures.

Lesson 3: Post-Cold War security architecture: ESDI, CFSP, NATO enlargement
This third lesson discusses post-Cold War security environment in Europe via analyzing the bases for the common EU security architecture.

Lesson 4: Threat of Terrorism in Europe
This lesson analyses actors, goals, agendas, weapons, and targets of terrorist groups active in Europe and reviews current anti-terrorism framework in Europe.

Lesson 5: Human Security, Ethnic Conflict and Migration
This lesson discusses contemporary threats to security of selected European states.

Lesson 6: Energy security
This lesson explores the role of energy carries in European security.

Lesson 7: Future of the European Security Architecture
This final lesson presents an overview of future threats and challenges to the European
Lesson 8: Responses to Terrorism: International efforts

Final Paper Due

Course Bibliography and Required Readings:

Lesson I: Europe after the World War II


VIDEO:

Churchill's "Sinews of Peace" (Iron Curtain)


Berlin Airlift (1948-49)


Lesson II: NATO as the Foundation for the Euro-Atlantic Security

NO DISCUSSION QUESTIONS

MID-TERM Issue Position Paper


NATO Charter


Lesson III: Post-Cold War security architecture: ESDI, CFSP, NATO enlargement

Kimberly and Frederick “Putin Ushers in a New Era of Global Geopolitics” Warning Intelligence Update Institute for the Study of War September 27, 2015

Partnership for Peace.


Pellerin, A. 1997. *NATO Enlargement Where We Came From And Where It Leaves Us*. Chapter IV: The Enlargement of NATO.


**VIDEO**

President Obama's [Press Conference](#) after the NATO Lisbon Summit.

Lesson IV: Threat of Terrorism in Europe

**Armenian Secret Army for the Liberation of Armenia** (ASALA).

**Irish Republican Army** (IRA).

**Euzkadi Ta Askatasuna** (ETA).

**Kosovo Liberation Army** (KLA).

**The Global Terrorism Database** of the National Consortium for the Study of Terrorism and Responses to Terrorism, University of Maryland.


Lesson V: Human Security, Ethnic Conflict and Migration


Doder, D. 1993. Yugoslavia: New War. Old Hatreds, in Foreign Policy, 91, 3-23


Fabrice Balanche “France Refuses to See Islamism as a Cultural Problem” Caravan May 13, 2016

Marcus Stadelmann, “The Marinisation of France Marie le Pen and the National Front” International Journal of Humanities and Social Science 4:10 August 2014


Dan Danelo, “The Bordering of Europe” FPRI E-Note February 19, 2015


VIDEO:

Inside Story - Swiss Minaret Ban Three Years On

Lesson VI: Energy security


Lesson VIII: Responses to Terrorism: International efforts.

Communication

Participation

In this class everyone brings something to the table. Your ideas and thoughts do count, not only to me, but the entire class. Feel free to ask questions either via e-mail or the discussion board. Check the discussion board regularly. Many student questions are applicable to the class as a whole, as are the responses. You may be surprised how many of your classmates have the same questions and concerns as you. I may simply post your particular question on the discussion board and allow your classmates to provide the answer through their own posts.

To some, this may be their first online class and naturally, it could seem somewhat intimidating. As a class, we are together to help each other with this learning process and share our collective knowledge on how best to communicate; how to resolve technical issues that may arise (if we have the expertise), and to assist each other to find answers to our questions.

We will learn and work as a team.

Courtesy and Respect

Courtesy and Respect are essential ingredients to this course. We respect each other's opinions and respect their point of view at all times while in our class sessions. The use of profanity & harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one's ethnicity, life style, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

University Policies

Academic Integrity
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Accommodations for Disability
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:
Student absence for religious holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.