



MA(DLB) ### – EU Security Debates

Cross-elective – Fall semester 2025

Course Information

Course Duration:	15 weeks
Credit Hours:	4
Meetings:	Wednesdays
Location:	T4 G79 (West)
Prerequisites:	None

Instructor Information

Instructor: Professor (Dr.) Raffaella Puggioni

Biography: Dr. Raffaella Puggioni is Professor at the School of International Affairs, Jean Monnet Chair¹ and Executive Director of the Centre for European Studies. She has some sixteenth years of teaching experience in International Studies/Political Science in countries as diverse as Italy, China, and Azerbaijan. Her work is broadly situated in the disciplines of International Relations Theory, Political Theory, Resistance Studies and Border Studies, with a geographical focus on Europe. Her work has appeared in the *Journal of Refugee Studies*, *Political Studies*, *Citizenship Studies*, *Third World Quarterly*, *Global Society*, *Journal of Borderlands Studies*, *Politics, Societies, Thesis Eleven*, *Philosophies* and a monograph, *Rethinking International Protection*, has been published by Palgrave.

Email: rpuggioni@jgu.edu.in
Phone: +91 8930 110551 (only for emergency)
Office Hours: Wednesdays, 18.00-18.50
Homepage: <https://jgu.edu.in/jean-monnet-chair-eu-borders/>
<https://jgu.edu.in/jsia/dr-raffaella-puggioni/>

¹ The Jean Monnet Chairs (JMC) — named after one of the main architects of European integration, Jean Monnet, are established by the European Commission, through a competitive selection, and aim at promoting excellence in teaching and research in European Studies. The JMC runs over a period of three years. This chair — running from Jan 2024 up to Dec. 2026 — promotes teaching and research in the field of European Migration, Security and Border Studies.

1. Course Description

The aim of the course is to focus on current security debates in the European Union (EU). This will be done not simply by discussing how security has been approached and discussed in the EU, but by stimulating (engaged) class debates on issues of (in)security. In other words, this course is not exclusively interested in analysing the security debates, which are taken place in the distant EU countries but how those debates are read, seen and perceived through Indian eyes. This will be done by also exploring how EU debates are observed, narrated and commented in Indian media.

The course will be divided into three main parts:

- 1) **Theoretical approaches:** attention will be devoted to existing security approaches. The aim of this introductory part is twofold: to introduce International Relations Security Studies and to discuss how the concept of (in)security has evolved from Cold War time—and its focus on national security—to post-Cold War time and the question of what (in)security is. The following theoretical approaches will be considered:
 - 1) Realism
 - 2) Liberalism
 - 3) Constructivism
 - 4) Critical Security Studies.
- 2) **EU debates:** attention will be devoted to current discussion both at EU level and state level. In this part, students will engage with a variety of readings: both academic and non-academic. Special attention will be devoted to newspaper articles and official discourses (eudebates.tv). The following security issues will be discussed:
 - 1) Border (in)security and irregular migration
 - 2) NATO and Russia-Ukraine war
 - 3) EU security with(out) the US
 - 4) ReArm Europe Plan/ Readiness 2030
- 3) **The Indian perspective(s):** attention here is on a critical perspective that juxtaposed the EU debates with Indian news engagement with those debates. How are EU security issues framed? How important are those issues in Indian media? Are there any commonalities in approaching and reading current security threats? Attention in this final part will be on the following:
 - 1) (In)security with(out) the US
 - 2) US policies of forced deportation
 - 3) Getting ready to new wars?

2. Course Intended Learning Objectives (Aim)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
Critically discuss the key theme of the course: the security debates in the EU	Lectures, readings, groups discussion, presentation and exams	Exam, class presentation and participation
Strengthen your critical ability		Class participation and review articles

Strengthen your written skills		critical analysis of official documents
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3. Scheme of Evaluation and Grading

Evaluation breakup

Internal breakup: 70%

- 1) Mid-term exam: **30%**
- 2) presentation and class discussion: **20%**
- 3) written and oral assignment: critical analysis of an official document, freely selected by the students: **20%**

External breakup: 30%

- 1) final exam

Grade Definition

Students will be graded on absolute scale as specified below.

Grading and Comments			
Letter Grade	Percentage of Marks	Grade Points	Comments
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	Pass 1: Pass with Basic understanding of the subject matter.

P2	40 - 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

4. Academic Integrity

Academic Honesty is a key principle and value that needs to be respected at all times. This requires students to refrain from cheating and from using another person's materials without the proper acknowledgement. Please read below what plagiarism is.

Plagiarism

Plagiarism is the **unacknowledged reproduction of another person's work**. If you quote from a written source (book, article etc.), an electronic source (internet, data files etc.), a media source (video, radio etc.) or from a person giving a public statement (lectures, interviews etc.) you have to give the reference of your quote. You have to give reference not only for verbatim quotes but also if you present an idea, a concept, a theory, an invention, a patent or any other kind of intellectual work, which was elaborated by someone else. **If you do not acknowledge the other person's work, you are plagiarizing.** Plagiarism is a serious academic offence and will be sanctioned. Presenting content from the Internet as if your own work is as well an act of plagiarism.

JGU Penalties:

1. **Level 0:** Similarities up to 10% - Minor Similarities, no penalty.
2. **Level 1:** Similarities between 11% to 20% - Such student shall receive a reduction of 5 Marks
3. **Level 2:** Similarities between 21% to 29% - Such student shall receive a penalty of 10 marks.
4. **Level 3:** Similarities of 30% and above -Award of Fail Grade

5. Keyword Syllabus

National Security, human security, securitization, (existential) threats, EU security debates

6. Course Material

- Allan Collins (ed.), 2022. *Contemporary Security Studies*, Oxford University Press.
- Peoples and Vaughan-Williams, 2021. *Critical Security Studies*, Routledge.

7. Session Plan

Session (with Date)	General Topic	Readings	Approach/Pedagogy
Week one 6 Aug.	- Course introduction - Key questions that the course will address: - What is EU security?	- Collins, ch. 1	General overview of the key themes of the course:

	<ul style="list-style-type: none"> - How has the debate changed over time? - Whose (in)security? - How do different theories conceptualise security? - Which security questions in the EU? 		
PART ONE	THEORETICAL APPROACHES		
Week two 13 Aug.	Realism: Security as state strategy	<ul style="list-style-type: none"> - Collins, ch. 2 - Elman, Colin and Jensen, Michael, "Realism" in Williams, Paul (ed) <i>Security studies. An Introduction</i>, pp 15-31 	
Week three 20 Aug.	Liberalism: democratic cooperation	<ul style="list-style-type: none"> - Collins, ch. 3 - Cornelia Navari "Liberalism", in Paul Williams (ed.), <i>Security Studies. An Introduction</i>, pp. 32-47 - Owen, John M., "How Liberalism Produces Democratic Peace", <i>International Security</i> 19 (2), (1994), pp. 87-125. 	
Week four 27 Aug.	Securitization: the Copenhagen School	<ul style="list-style-type: none"> - Matt MacDonald "Constructivism", Paul Williams (ed.), <i>Security Studies. An Introduction</i>, pp. 63-76 - Peoples and Vaughan-Williams, <i>Critical Security Studies</i>, Chapter 5. - Ole Wæver 'Securitization and Desecuritization', in Ronnie D. Lipschutz (ed.) <i>On Security</i> (New York: Columbia University Press 1995). 	
Week five 3 Sep.	Critical Security Studies: security as emancipation	<ul style="list-style-type: none"> - Peoples and Vaughan-Williams, <i>Critical Security Studies</i>, Chapter 1, 'Critical Theory and Security' - Ken Booth, 'Security and Emancipation', <i>Review of International Studies</i>, 17:4 (1991) pp. 313-326. 	
Week six 10 Sep.	Revision B4 mid-term		
Week seven 17 Sep.	Mid-term exam		.

PART TWO	EU SECURITY DEBATES		
Week eight 24 Sep.	Border (in)security and irregular migration	TBD	Class discussion
Week nine 8 Oct.	NATO and Russia-Ukraine war(s)	TBD	Class discussion
Week ten 15 Oct.	EU security with(out) the US	TBD	Class discussion
Week eleven 22 Oct.	ReArm Europe Plan/ Readiness 2030 Paper submission: critical analysis of an official document	TBD	Class discussion
PART THREE	The Indian perspective(s)		
Week twelve 29 Oct.	- (In)security with(out) the US	TBD	Class presentation and discussion
Week thirteen 5 Nov.	- US policies of forced deportation	TBD	Class presentation and discussion
Week fourteen 12 Nov.	- Getting ready to new wars?	TBD	Class presentation and discussion
	Final exam		