

# INTA 3120 Syllabus

European Security Issues INTA 3120, 3 Credits

Fall 2026

## Instructor Information

**Instructor: Katja Weber**

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## General Course Information

### Course Description:

The purpose of this course is: 1) to expose students to the history of European security provisions beginning with the early post-1945 period; 2) to familiarize students with the significant changes the international system experienced in the late 1980s; 3) to analyze the principal explanations given for various security proposals in the post-Cold War environment; 4) to discuss possible scenarios of a "new world order" and to speculate about future developments.

### Course Learning Outcomes:

By the end of this course, students should be able to identify major European security developments from the post-1945 period to the present. Students should also be able to account for the significant changes observed in the international environment in the late 1980s, identify major challenges European security actors confront today and, making use of various conceptual frameworks the students were exposed to during their academic career, hypothesize/speculate about what scholars and policymakers make of today's challenges. Students should also be able to express their arguments clearly and effectively both in written reports and in their research and oral presentations; and work in small groups in a way that demonstrates respect for their colleagues and efficiency in working collaboratively towards projects and goals.

### Required Texts:

Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2005).

In addition to the book listed above there will be readings that can be accessed on **Canvas (C)** under *Files*.

NATO: <http://www.nato.int/>

*The Economist*: Available through GT library

## **Course Requirements and Grading:**

**Midterm 30%** (in class, closed book and notes)

**Class presentation 15%** (A **group project** that you will present via PowerPoint and upload to Canvas. Further directions are provided in “Class Presentation” which can be found under “Assignments” in Canvas). [The groups will be assigned in week 2].

**Team paper 15%** (This is associated with the group project above. Further directions are provided in “Team Paper” which can be found under “Assignments” in Canvas).

**Class participation 10%**

**Simulation 30%** (Further directions are provided in a Simulation Tasker which will be handed out in class.)

## **Grading Scale**

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

## **Course Policies**

### **Attendance Policy:**

Regular attendance is expected and essential for obtaining a passing grade. Students must have completed all their readings for each class and contribute to discussions. Students also need to stay on top of their writing and group assignments.

### **Extensions:**

The class presentation and team paper need to be uploaded as scheduled and you need to make sure you do your fair share with respect to the group assignment so as not to disadvantage other group members. You are expected to attend the midterm on the scheduled date unless you can document a serious illness or family emergency, as determined by the Dean of Students.

### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit

<http://www.catalog.gatech.edu/policies/honor-code/> or  
<http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on an assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

**This is a Core IMPACTS course that is part of the Social Sciences area.**

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities, and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

### **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

### **Use of Generative AI**

I want you to stay away from AI tools and, instead, use your brain to generate ideas, much before we did prior to the arrival of AI. Obviously, you can do research, but you need to cite all your sources properly. Stay away from using a tool like Grammarly, as that generates a high AI score.