



DSS/X 5312: Strategic Survey of Europe

Syllabus Part I | Core Information

Instructor | Dr. Paul Ashby

CRN | 35606/35604

Email | pdashby@utep.edu

Technical Support | UTEP Helpdesk at (915) 747-5257 or helpdesk@utep.edu

Course Dates | May 16th, 2022 – July 3rd, 2022 Classes | Online

Note | Please let me know if you spot any errors or confusions; some changes may happen

Core Information

Course Scene Setter

Hello all, and welcome to DSS 5312 'Strategic Survey of Europe'! Or, alternate title "Russia's War in Ukraine" ...

There's a half serious point here. It is important to note that this course aims to provide you with an understanding of the major security, military, and strategic issues in historic and contemporary U.S.-Europe relations, and Europe itself. It is about more than Ukraine. However, the Russian invasion has brought war back to the heart of Europe, and Europe was the breeding ground for two active systemic wars in the 20th Century, and the aftermath of those was the Cold War. This course was already partly an explainer of the Ukraine crisis in its initial phase. It is now even more about exploring that core issue.

As such, Europe is a key region for U.S. global strategy, even if has at times been taken a little for granted, and at other times proved vexing for U.S. strategists and politicians. It is currently right back on the agenda, for obvious reasons that will be at the heart of our learning together. However, even before these events the region was receiving more popular and media attention in the U.S. because of the perceived return to 'classic geopolitics' with the resurgence of Russia and the conflict in Ukraine (which started in 2014, it is worth recalling), and perceived growing Chinese influence in Europe. Conversely, candidate and President Trump's questioning of U.S. interests in the long-standing **North Atlantic Treaty Organization (NATO)** security alliance was very different to previous politicians regarding core tenets of U.S. security and economic relations with Europe. This spooked many European nations alongside Russian aggressiveness. Although Trump's

efforts did not come to *too* much in practical reality, the Biden administration vowed to rejuvenate NATO, but faced issues of damaged trust. This included French President Emmanuel Macron calling the alliance “brain dead”!

This is just one of multiple reasons the invasion of Ukraine is so geopolitically important. After years quite successfully egging on division in Europe and within NATO, Putin may have united it. Perhaps he has done President Biden’s job for him. However, he may also be betting in the long-term current unity between European countries, and NATO itself, will run out of steam. Europe remains in major flux through other various ‘crises’ and challenges in the region: the continuing economic troubles of the Eurozone financial bloc and connected political disharmony with the **European Union (EU)** ideal of closer economic and political interconnection versus more nationalized politics, attacks by Salafi-jihadi and far right terrorists in major European cities, the ‘migrant and refugee crisis’ and its ongoing consequences, and political dislocation in and between many European states. In the Summer of 2016, the United Kingdom (UK) decided to leave the EU in an historic vote. Fears about the whole European integrative project continue to swirl amidst some fractious regional politics. And then of course there is COVID-19 – a world shaking event.

It is important to understand some of the major trends here, including how they might impact U.S. strategy. This course will start with the core basics – what are US strategic interests in Europe, and why did the U.S. commit to European security after World War II? We’ll then see how some of the core institutions of US grand strategy (NATO) and European integration (the EU) have developed over time, and some of the wrinkles within that. Then Russia enters the chat. We’ll see how US interest and action in NATO expansion is part (but not all) of the story as Putin decides he needs to compete with and confront the US. We’ll look at how Ukraine became a ground zero for this confrontation. We will then analyze future scenarios, not just concerning Ukraine but US interests in Europe, and European fractiousness.

Instructor Introduction

As many of you know, I am a not so recent arrival to El Paso, TX from the UK. I have been living and working here for seven years this year (blimey!). My major research is in U.S. foreign policy and grand strategy, and my thesis and continuing work was on North American regional security. However, Europe is absolutely fundamental to U.S. post-WWII grand strategy and that echoes on today. Plus, as a Brit I have a lot of interest in European security issues, and U.S. relations with the UK and Europe!

I have taught numerous courses in International Relations (IR), both face-to-face and online. I have taught this class numerous times. I am really looking forward to exploring issues of European security with you all. Students always surprise me with new insights. The course has also been thrown into sharp relief by events, and I have made quite a few changes to it as a result.

Information in the Syllabus

This Syllabus document is meant to be an overview guide to the Course, giving you the all the key information necessary prior to its commencement. Please pair it with these other documents:

[Full Course Overview](#) | Contains a clear breakdown of each Module, its required readings, core questions, and work due.

[Work Guidance](#) | Gives deeper guidance and advice for all the assessed work on the course.

Contacting Dr. Ashby

The best way to contact me is via email (again, pdashby@utep.edu). If your question might help others, you can use the 'Ask the Professor' space for the course in **Blackboard** - our online 'classroom' where we will be working together. I will always try and respond to you within 24 hours.

You can also call me – please do keep to reasonable times! My Google Voice is: 575-518-4459

We can also meet virtually. We have Zoom, Teams, Blackboard Collaborate, where we can video chat in the 'classroom'. If you are local, we can also meet on campus by appointment.

COVID-19 – Help is Here

This is of course a fully online program, so it can be easy to think events right now do not affect us. But of course, they do. Additionally, there is a sense things are “winding down” with the global pandemic. However, lots of us are still impacted by it, and things may change. You may have increased work responsibilities (I know I do!) You may have family responsibilities and childcare (I know I do!). Although I hope you are all staying safe, practicing the right behaviors, getting vaccinated, and living in a context where the country is returning to normality, we might experience illness. It is still a tough, anxious time – and many people are feeling a little burnt out from just the last two years or so..

I do want you to know I am here to help. Please reach out if you have any concerns or challenges. If you do become ill, prioritize your health, and do not worry about the course – we have avenues to deal with the fallout academically. [UTEP has some resources](#) that may be of use to you during this time.

Online Classroom

We will use Blackboard as our online classroom. I'll post all the necessary course materials and module materials there.

I'll try to help with any technical issues, but likely if you require technical support related to Blackboard it is best to contact the [UTEP Helpdesk](#) at (915) 747-5257 or helpdesk@utep.edu.

Course Objectives

After completion of the course students will be able to:

- Be aware of the deep *whys* in explaining why the US has such strong interests in a secure, stable Europe
- Outline security and strategic issues in Europe during the Cold War, including the creation of the West European security architecture (NATO), and the genesis of the U.S. commitment to Europe in the Transatlantic Bargain;
- Discuss the causes and strategic implications of the end of the Cold War in the early 1990s with particular emphasis on the re-unification of Germany. the collapse of the

- Soviet Union, and the renewed commitment to NATO;
- Explain and describe the process of European integration since 1945, from the European Coal and Steel Community (ECSC) to the EU;
 - Discuss NATO's evolution in the 1990s and NATO's relations with its eastern neighbors (in particular Russia);
 - Analyze the emergence and role of the EU as an actor in European foreign policy and security;
 - Discuss NATO's evolution and enlargement in the 1990s and 2000s and NATO's relations with its eastern neighbors - in particular Russia;
 - Critically analyze Russia's 're-emergence' (or re-articulation...) as a great power during the Putin presidency, and examine its interventions in Georgia in 2008 and Ukraine in 2014;
 - Explore and debate explanations for Putin's behavior above, and his choice to launch a full scale invasion of Ukraine, including through IR theory;
 - Explore the meaning and importance of Russia's Ukraine invasion for Europe, and the Transatlantic Bargain;
 - Explore the strategic implications of war in Europe involving a nuclear armed Russia, including through contemporary concepts, theories, and arguments of nuclear strategy;
 - Critically examine the 'relative decline' of Europe in the face of the continuing financial and political crisis, and what this means for the transatlantic ties between the U.S. and Europe;
 - Understand actual and potential impacts of the above on U.S. interests and strategy;
 - Think critically about where Europe 'fits' into future U.S. grand strategy and where Europe itself is heading in an informed manner.

Textbook

We will use the following text extensively as a textbook, alongside online readings and content I will provide.

- David J. Galbreath, Jocelyn Mawdsley, and Laura Chappell [Contemporary European Security](#)

Course Module Breakdown

Here is a simple breakdown of the weekly modules on the course.

Module	Module	Class Week
1	US Interests in European Stability: From WWI to the Cold War	05.16.22
2	The Transatlantic Bargain in the Cold War-and beyond	05.23.22
3	European Integration (and its wrinkles)	05.31.22 (Monday is Memorial Day)

4	NATO Its Evolution, Enlargement, and Discontents	06.06.22
5	Security Crisis in 21 st Century Europe I Putin sends a message?	06.13.22
6	Security Crises in 21 st Century Europe II Putin overplays his hand?	06.20.22
7	The Future of the Transatlantic Relationship	06.27.22

Task Breakdown, Due Dates, and Overall Grading

This course has a number of tasks and assessments, which will be due and weighted as follows. Note – there are instructions on these in the [Work Guidance](#) document and more info in the [Full Course Overview](#).

Activity	% of Overall Grade	Due Date
Student Introduction	1%	05.22.22
Weekly Discussion (6)	6% (1% each)	Modules 1-6
Content Challenges (5)	50% (10% each)	Modules 1-4 and 6 (not 5 or 7!)
Final Assignment Plan	9%	06.15.22 11.59pm
Final Assignment	35%	07.03.22 11.59pm
Course Eval	1%	End of course
Total	100%	

The achieved grades will be given numerically in percentages on the UTEP grading scale: **59 & below (F) | 60-69 (D) | 70-79 [C] | 80-89 (B) | 90-100 (A)**

See [Curriculum and Classroom Policies](#) for more information on grading at UTEP.

Submission of Work

Everything will be submitted via Blackboard, and the links for work will be in each relevant module. It should be clear once you are in there! For the Final Assignment Plan and the Final Assignment, you will be able to submit your work in the 'Assignments: Submission and Guidance' section of our Blackboard page. The instructions should be clear, but please email me if you have any questions prior to submission.

Course Expectations and Key Advice

My Expectations of You...

My expectations are straightforward - I expect you to try your best on this course, keep to deadlines - or keep me informed if you need some extra time - and complete the work required! This course relies on the participation of all the people in the class to make it

successful. The pace of these 7-week courses is pretty frenetic and requires significant motivation and self-discipline.

As this is a graduate course, the reading is quite extensive, and very important. This is the key thing I expect each week – for you to have completed *some* of the required reading. This reading, and some extra effort, is key to your work being strong, and the quality of your Final Assignment. **Indeed, reading is the key to success!** In my experience, there is almost always a correlation between those who demonstrate they have read carefully and widely during the course and those who get the highest marks!

What you can expect of me

You should expect flexibility from me and understanding of any situations that might impact your work.

You should always feel comfortable approaching me for help, guidance, and advice. If you do need something, let me know. I will endeavor to respond to any email queries within 24 hours. I really do encourage you to contact me about your assignment topics early on.

Instructions and what you need to do to perform well in particular assessment tasks and on the course as a whole should be clear from the material provided you within and without of class.

I will endeavor to provide assessment feedback within seven days of the due date. I will let you know if there is any likely delay to that. This has been a tough aim during the extra responsibilities I have gathered in work and life *but*, for those of you in my recent classes, you should know I aim to meet this as I have a much-reduced load this summer. Plus, there are few less of you in this class!

Expectations of each other!

If there is anything you are unsure of, let me know! Again, communication between us will only ever help.

If you require content-related help and support, please reach out. You can use the ‘Ask the Professor’ forum in the Blackboard shell - if you are wondering about something, probably other people are wondering too, and you are helping everybody out by being the brave one who asks! Plus, you can of course contact me directly anytime. I will aim to help with content, and with any situations that are affecting or likely to affect your work. I am always available! You just need to reach out – you won’t find out unless you ask! ☐

Be courteous in online communication. Stick to the rules and expectations of academic integrity! More on those below.

Late Policies

As this course lasts only 7 weeks, it is *essential* to be organized and manage your time wisely. However! If, because of work, illness or family emergency, you find yourself struggling to keep up with what is expected, please email me as soon as possible. I know that on occasion life does of course intrude on other plans! I am aware that you have

existing commitments and responsibilities. DSS students are busy people with day jobs - I will be flexible as long as you communicate with me!

If you require an extension on course work because of extenuating work, health or family reasons, email me at least 24 hours before the relevant assignment deadline. Briefly explain your situation and request an extension of a specific length (e.g. 1 day). I will reply as soon as possible. Depending on the case, you may need to submit supporting documentation (e.g. a doctor's note).

In cases where an extension has not been arranged and no contact has been made between me and the student, work submitted late will be subject to a penalty of 5% per day.

Assignments will not be accepted after they are 5 days late and there has been no communication between us; they will be given a grade of 0.

IMPORTANT! To repeat! I will work with you on these issues! I know how busy you all are in the program, often with full time work commitments and everything else life throws at us! All I ask is that you make sure you let me know what is going on, and I will help.

Academic Integrity

As a UTEP student, you are expected to demonstrate academic integrity. In particular, you must properly identify and provide references for *all* material that you quote or closely paraphrase.

Cheating, plagiarism and collusion are all violations of the UTEP [Handbook of Operating Procedures](#). Again, for more on this see the relevant section of the [Curriculum and Classroom Policies](#). Any act of academic dishonesty attempted by a UTEP student is unacceptable and will be referred to the Dean of Students Office for disciplinary action.

NOTE *Large tracts of texts copied verbatim, even if you have a reference for them, can be considered technical plagiarism, especially if they are not indicated with quotations. Repeating your own work can be a form of self-plagiarism. These will not be formally acted upon but be aware your grade will be severely affected if you do this. It limits the quality of your work profoundly.*

We will cover this again 'in class'. However, if you have any questions or concerns about this please do let me know. If in doubt – check!

Evaluations

We will have an official evaluation near the completion of the course through UTEP. UTEP greatly appreciates your input and opinion on courses. From a personal perspective, I take your feedback seriously and will always try to incorporate it into the course where appropriate. We therefore greatly appreciate you taking the time to complete these evaluations.

➤ **IF I GET A 70% EVALUATION RESPONSE RATE, I WILL GIVE EXTRA CREDIT!**

The Online Learning Community

Learning relies on the participation of all the people in the class to make it successful. You should actively engage in the course and be courteous and thoughtful at all times. Before you begin the course, take a few minutes to review the [core rules of online communication](#). The key thing - be as respectful online as you would offline! Disagreement is healthy and natural; insults and *ad hominem* are not! Read other's post carefully, respond with mutual respect, and remember we're a community learning together.

Other Important / Helpful Information

UTEP Course Drop Policy

If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.

You should contact me as your advisor about this.

- a) Students who drop a course *before the "official census date,"* the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
- b) Dropping a course *after the official census date, but before the "course drop date"* will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, a "W" counts against your 6-drop limit.
- c) If the course is dropped *after the "course drop date"* or if the student just stops participating, taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript.
- d) UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email account. A "W" or an "F" will be issued. A "W" for these reasons counts against the 6-drop limit.

Accessibility Statement

Individuals with disabilities have the right to equal access and opportunity. If you have a condition that may affect your ability to perform successfully in this course, it is your responsibility to contact [The Center for Accommodations and Support Services](#) (CASS) at (915) 747-5148 (voice or TTY) or cass@utep.edu. CASS has a new portal for students and instructors that makes the whole system electronic – there's information in the link above.

You are also encouraged to discuss this in confidence with me, preferably before classes begin.

Copyright & Fair Use

Much of the material that is posted within this course is protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.