



## DSS/X 5312: Strategic Survey of Europe

### Syllabus Part I | Core Information

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**Course Dates** | May 17<sup>th</sup>, 2021 – July 2<sup>nd</sup>, 2021

**Classes** | Online

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

### Core Information

Hello all, and welcome to DSS 5312 'Strategic Survey of Europe'!

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.

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 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, 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 has spooked many European nations alongside perceived Russian aggressiveness. Although this did not come to much in practical reality, the Biden administration has vowed to rejuvenate NATO, but faces issues of damaged trust (including a French President who called the alliance "brain dead"!) Meanwhile, Europe itself is in major flux through other various 'crises' and challenges in the region: the continuing economic troubles of the Eurozone financial bloc, 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. In the Summer of 2016 United Kingdom decided to leave the **European Union (EU)** in an historic vote. Fears about the whole European integrative project continue to swirl amidst some

fractious regional politics. It is important to understand some of the major trends here, including how they might impact U.S. strategy.

And then of course there is COVID-19 – a world shaking event.

This course will start with the core basics – why did the U.S. commit to European security after World War II? We'll then see how that has developed over time as Europe itself changed, analyze the major contemporary strategic issues in Europe in this context, and speculate a little about future scenarios.

### **Instructor Introduction**

As many of you know, I am a (relatively!) recent arrival to El Paso, TX from the UK. I have been living and working here for six years. 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, and events continue to develop.

### **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](mailto:pdashby@utep.edu)). If your question might help others, you can use the Help Board 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. You may have increased work responsibilities (I know I do!) You may have family responsibilities and childcare. Plus, 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, and it is still a tough, anxious time.

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.

There is an official graded **Discussion Board** for some modules which will be assessed, as detailed below. I will provide a variety of prior material for each module to help you with this activity.

There will also be a **Course Open Discussion Space** in each module for a freer place to discuss the week's topics with each other - and gain some more credit. I will try and post interesting material here on a more ad hoc basis, and we can use it to discuss contemporary developments and news stories.

There'll also be a space upload your **Final Assignment Plan** and **Final Assignment** here.

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](mailto:helpdesk@utep.edu).

### Course Description

This course is a detailed and systematic examination of the history of the '**Transatlantic Bargain**' between the U.S. and Europe, some of the key military and strategic issues affecting Europe currently, and how these affect U.S. strategy. The course aims to place contemporary events in a historical context from the end of the Second World War to the present day (we'll even try to go back further in time than that early on!). It is important to understand the fundamentals of institutions like the EU and NATO, how they have developed, and the U.S. role and interest in that development. This leaves us better able to analyze current events and challenges. A heavy focus will be placed on the importance of this region in U.S. national security policy and grand strategy, and how that has changed over time.

We will examine the history of both the Transatlantic Bargain and NATO, and the development of the political 'European project' - the integrative effort that has matured into the EU. The Transatlantic Bargain is a long-standing commitment on the part of the U.S. to European security and prosperity, argued to be mutually beneficial to both the U.S. and Europe. NATO is the key institutional reflection of this Bargain.

We will therefore give a particular focus to NATO, and especially its relations with Russia. This includes a critical discussion of NATO's expansion and changing role in Europe and Europe's periphery, as well as major factors that are likely going to impact on the future of

the Bargain.

We discuss two key security crises and their effects on the Bargain and the future of the 'European project': the conflict in Ukraine and the wider tense relations with Russia, and the complex debate over Europe's political and economic future. The former is of course at the forefront of U.S. thinking, too, as U.S.-EU/Russian relations are very strained at this moment, with big implications for NATO's mission. The latter is a huge issue with many moving parts - the 'migrant crisis', movement of refugees, and threat of terrorism are part of this – but that is a relatively small but pernicious issue in the wider question over the continuing economic and political challenges of the EU, which is both under sustained pressure from its own people (which, notably, is deliberately stoked by Russia) as to its future direction, and still struggling to recover from economic setbacks and 'collective action' problems. Ironically, COVID-19 might be stitching the integrative project back together a little... and there are even some signs the EU might be standing up to the recent belligerence of China. There's a lot to unpack!

Finally, we will discuss Europe's overall direction both in light of these security issues and their impact, but also whether Europe can forge its own security path, and whether the U.S. would welcome that...

Crucially, we will relate all of this to the U.S.' regional and wider strategic and security interests and think about the future of the Transatlantic Bargain in such challenging and rapidly changing times.

### 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 and the collapse of the Soviet Union;
- Explain and describe the process of European integration since 1945, from the European Coal and Steel Community (ECSC) to the EU;
- Analyze the emergence and role of the EU as an actor in European foreign policy and security;
- Discuss NATO's evolution in the 1990s 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, examine its intervention in Ukraine, and understand the implications for Europe and the Transatlantic Bargain;
- Discuss the argument of 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;
- Explain the fundamentals of Brexit and its wider implications;
- Understand the complexities and impacts of the 'migrant crisis' within and upon

Europe, contextualize the threat from salafi jihadi and far right terrorism in Europe in light of recent attacks;

- Outline the possible consequences of these various crises, and other future security challenges (including health security), with respect to the future of the EU, European security, and US interests
- 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. Do note that this is a Masters level course. This book has *perspectives* that I hope will provoke debate if not necessarily always total agreement! You should be thinking critically about it as you read it.

- 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	European Security in Context	05.17.21
2	The Transatlantic Bargain through the Cold War and Beyond	05.24.21
3	European Integration	06.01.21 (Monday is Memorial Day)
4	NATO   Its Evolution and Future	06.07.21
5	Security Crises in 21 <sup>st</sup> Century Europe I   The Ukraine Crisis, and a Revanchist Russia?	06.14.21
6	Security Crises in 21 <sup>st</sup> Century Europe II   Decline, Populism, and ‘New’ Threats?	06.21.21
7	The Future of the Transatlantic Relationship	06.28.21

### Task Breakdown, Due Dates, and Overall Grading

This course has a number of tasks and assessments, which will be due and weighted as follows.

Activity	% of Overall Grade	Due Date
Student Introduction	2%	05.23.21
Weekly Open Discussion	10%	Modules 1-7 - see Work Guidance
Discussion Pieces (3)	36% (12% each)	In Modules 2, 4 and 6 – see Full Course Overview
Final Assignment Plan	12%	06.18.21 11.59pm
Final Assignment	40%	07.02.21 11.59pm
<b>Total</b>	<b>100%</b>	

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

Again, everything will be submitted via Blackboard, and the links for Discussion 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 Discussion Pieces and in the 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 of the pandemic, *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 select few 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 Help 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! That goes double right now. 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 and action can be taken accordingly.*

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](mailto: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.