Syllabus | DSS 5312: Strategic Survey of Europe

Instructor | Dr. Paul Ashby  
CRN | 25938

Email | pdashby@utep.edu

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

Course Dates | January 21st, 2020 – March 8th, 2020

Classes | Online

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

Course Introduction

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 and has spooked many European nations alongside perceived Russian aggressiveness. Although this has not come to much in reality so far, 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 Islamist terrorists in major European cities, and the ‘migrant and refugee crisis’ and its ongoing consequences. 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.

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 I 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 five years. My major research is in U.S. foreign policy and grand strategy, but 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) for over eight years, both face-to-face and online. I have taught this class numerous times now. 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.

**Teaching Documents**

This Syllabus is quite long, but does provide an overview of the whole course, how it works, what it focuses on, and what you need to do to succeed in it. This section gives most of that information. Then there is a Full Course Overview (p.9) which provides details of deadlines, topics, and questions for each module. Finally, there is a Work Guidance (p.16) section that gives helpful advice on how to do well in each of the pieces of coursework.

**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 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.

If you are local, we can also meet on campus by appointment. I am going to try and set up Blackboard Collaborate, too, where we can video chat in the ‘classroom’.

**Course Overview: Key Info**

**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. 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 Islamist terrorism are part of this – but that is a relatively small but pernicious issue in the wider question over the continuing economic and political woes 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.

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:

- 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 Islamist terrorism in Europe in light of recent attacks;
• Outline the possible consequences of these various crises, and other future security challenges, 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.

Course Module Breakdown

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Module</th>
<th>Class Week</th>
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<tbody>
<tr>
<td>1</td>
<td>European Security &amp; the Cold War</td>
<td>01/22/20</td>
</tr>
<tr>
<td>2</td>
<td>The Transatlantic Bargain through the Cold War and Beyond</td>
<td>01/29/20</td>
</tr>
<tr>
<td>3</td>
<td>European Integration</td>
<td>02/05/20</td>
</tr>
<tr>
<td>4</td>
<td>NATO</td>
<td>Its Evolution and Future</td>
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<tr>
<td>5</td>
<td>Security Crises in 21st Century Europe I</td>
<td>The Ukraine Crisis, and a Revanchist Russia?</td>
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<tr>
<td>6</td>
<td>Security Crises in 21st Century Europe II</td>
<td>Decline, Populism, and ‘New’ Threats?</td>
</tr>
<tr>
<td>7</td>
<td>The Future of the Transatlantic Relationship</td>
<td>03/04/20</td>
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</tbody>
</table>

Textbooks

We will use the following text extensively as a textbook.

• David J. Galbreath, Jocelyn Mawdsley, and Laura Chappell Contemporary European Security

Do note, however, that this is an MA course. This book has perspectives that I hope will provoke debate. You should be thinking about it as you read it.

Older Textbooks
The textbook is above is a new adoption and the first time I am using it! I used to use the below – if you can find cheap copies or library copies they are worth picking up. I’ll keep these readings in the reading list but only as a guide.

- Stanley R. Sloan *The Defense of the West: NATO, the European Union and the Transatlantic Bargain*
- Andrew Cotley *Security in 21st Century Europe* (2nd Edn. – if you need to you can pick up the first)

**Course Requirements, Due Dates, and Overall Grading**

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of Overall Grade</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Student Introduction</td>
<td>5%</td>
<td>N/A</td>
</tr>
<tr>
<td>Discussion Pieces (3)</td>
<td>45%</td>
<td>In Modules 2, 4 and 6 – see Full Course Overview</td>
</tr>
<tr>
<td>Final Assignment Plan</td>
<td>15%</td>
<td>02/23/20 11.59pm</td>
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<tr>
<td>Final Assignment</td>
<td>35%</td>
<td>03/06/20 11.59pm</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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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.

**Late Policies**

As this course lasts only 7 weeks, it is *essential* to be organized and manage your time wisely.

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.
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** I will work with you on these issues! I know how busy you all are in the DSS 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 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.

We will cover this 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.

**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!

**Course Expectations & Key Coursework Advice**

**Expectations**

*My Expectations of You…*

My expectations are fairly straightforward. I expect you to try your best on this course, participate in class, keep to deadlines, and complete the work required! As this is a graduate
course, the reading is both extensive, and absolutely crucial. This is the key thing I expect each week – for you to have completed some reading. Not reading will show up in your Discussion Pieces, and it will affect your grade there and in the Final Assignment.

Some weeks do have a lot of readings. As long as you have read something, that is fine. Do try to keep up as much as possible with the textbook readings (where relevant) each week. Endeavor to read as much as you can! The more you read, the better prepared you will be, and the better able to marshal a fuller understanding of the topic and the course overall. Most weeks the readings assigned are selected because they cover a wide breadth of the topic, and/or the aspects of a debate.

**Important!** You must keep up with the weekly readings. However, it is key to do more than this for your Assignment work. A Wider Reading List that I will provide can help here, but feel free to go beyond this in your research, and definitely contact me for some pointers. Doing this provides evidence of your work, effort, and understanding, and deeper material for your answers to particular discussion and assignment topics.

Reading is the **key** to success! In my experience, there is almost always a correlation between those who demonstrate they have ready carefully and widely during the course, and the highest marks!

... and what you can expect of me

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.

Instructions and what you need to do to perform well on the course, and in particular assessment tasks, should be clear from the material provided to you.

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.

If there is anything you are unsure of, let me know!

**General Advice for Assessed Work**

Each assessment is designed for me to gauge your understanding of the material and your ability to explain and synthesize it. However, in the Discussion Pieces, and especially the Final Assignment, the higher marks will be picked up when you show your ability to analyze and think critically about the topics we have covered. The course questions are all intended to provoke you to think through the particular topic in an analytical way. Often you will be trying to argue for or against a position, showing why a certain point stands, providing evidence for a claim, and showing you understand the reasons why things happened. Again, as mentioned above, your research and reading are the bedrock upon which all good work is based for all the tasks, so be sure to keep up with reading, and research widely for your Assignment.

**Referencing**

Correct referencing should be used in each and every piece of work, *including* the
Discussion Pieces. Please use APA style. Be consistent and accurate in each piece of work. You can post referencing questions to the Help Board if you have any.

See here for some referencing guidance – again, focus on the APA style guide. Please note, you only need to reference using APA. You do not need to follow the structure of an APA paper (e.g. only do an abstract if you want to, don’t feel like you have to!)

Again, we will cover this a little more ‘in course’, and please, please, please ask questions if you need to!

Submission of Work

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 paper, 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.

Other Important / Helpful Information

Disability 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.

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.

Library & Writing Center

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies.

The short video tutorials available here provide an overview of library resources and how best to navigate them.

Click this link for the INSS Library Guide.
The INSS librarian, Angela Lucero, is extremely helpful, and can assist you with any issues around resources and reading materials. She can be contacted at ajmartinez5@utep.edu.

The University Writing Center offers both online and face-to-face consultations; online consultations require a reservation.

## Full Course Overview

<table>
<thead>
<tr>
<th>Module</th>
<th>Learning Objectives</th>
<th>Required and Recommended Readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. 01.27.20</td>
<td><strong>The Transatlantic Bargain through the Cold War and Beyond</strong></td>
<td><strong>Required</strong></td>
<td>02.02.20/replies due 02.04.20 11.59pm</td>
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<td></td>
<td>Explain the ‘Transatlantic Bargain’ and analyze its impact during the Cold War.</td>
<td>Laura Chappell and Jocelyn Mawdsley ‘From Cold War to European Peace’ in <em>European Security</em> pp. 14-30</td>
<td>From a US or one European country perspective, what motivated the creation of the Transatlantic Bargain?</td>
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<td></td>
<td>Discuss the creation and influence of NATO, WEU, OSCE, and the Warsaw Pact.</td>
<td>James Sperling ‘NATO and the Transatlantic Community, 1949-2019’ in <em>European Security</em> pp. 48-67</td>
<td>Or</td>
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<tr>
<td></td>
<td>Explain the causes of the fall of the Soviet Union and the end of the Cold War.</td>
<td><strong>Recommended</strong></td>
<td>Choose one of the following organizations:</td>
</tr>
<tr>
<td></td>
<td>Analyze the strategic implications of the end of the Cold War, particularly the re-unification of Germany and the collapse of the Soviet Union.</td>
<td>Sloan, Chapter 5 (and continue working through 1-4 – do as much as you can)</td>
<td>- NATO</td>
</tr>
<tr>
<td></td>
<td>Consider why the U.S. recommitted to a Bargain apparently motivated by Cold War after that conflict had ended.</td>
<td>Zubok, Vladislav. &quot;New Evidence on the End of the Cold War&quot;. <em>Cold War International History Project Bulletin</em> 12/13, pp.5-14.</td>
<td>- OSCE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(You can pick one of the articles)</td>
<td>- Warsaw Pact</td>
</tr>
<tr>
<td>3. 02.03.20</td>
<td><strong>European Integration</strong></td>
<td><strong>Required</strong></td>
<td>Explain one major strategic implication of the end of the Cold War in Europe</td>
</tr>
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<td></td>
<td>Explain the process of European integration since 1945.</td>
<td>Pascal Fontaine, <em>Europe in 12 Lessons</em>, European Union, 2019, focus on pp. 2-45</td>
<td>Or</td>
</tr>
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<td></td>
<td></td>
<td>Enrico Spolaore, <em>What is</em></td>
<td>Or</td>
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</tbody>
</table>
Analyze the effects of European integration, particularly on European security.

Discuss the EU's common foreign and security policy.

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**European Integration Really About?** June 2013. (If you are short on time, read one!)

Laura Chappell and David J. Galbreath ‘European Union’ in *European Security* pp. 84-100

**Recommended**

Some good sources [here](#)

**The Treaty on European Union**
(Maastricht Treaty, 1992)


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**4. 02.10.20 NATO | Its Evolution and Future**

Discuss NATO’s evolution in the 1990s and into the 21st Century.

Evaluate NATO’s relations with its eastern neighbors, in particular Russia.

Assess NATO’s current effectiveness, and its possible roles / trajectories into the future.

**Required**


James Sperling ‘NATO and the Transatlantic Community, 1949-2019’ in *European Security* pp. 48-67

**Recommended**

Sloan, Chapters 6-8

Cottey, Chapters 2, 3, & 6

Flockhart, Trine ‘Back to Basics, Or Just Backwards? An Agenda for NATO’s 2016 Warsaw Summit’ DISS Policy Brief (August 2015)

**Discussion Piece:**

Due 02.16.20, replies 02.18.20

Choose one member of the EU. Discuss why it joined the EU, and its subsequent experience as a member (Note: Check before you post to avoid doubling with your colleagues!)

Or

Briefly analytically discuss NATO’s relevancy into the 21st Century

Or
There’s lots of work out there on NATO and its future given recent events... I will share more with you

**Should NATO go ‘back to basics’?**

**Or**

**Does Europe need a grand strategy? Can it achieve one?** (*Perhaps read ahead for this question!*)

<table>
<thead>
<tr>
<th>5. 02.17.20</th>
<th>Security Crises in 21st Century Europe I The Ukraine Crisis, and a Revanchist Russia?</th>
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</thead>
</table>
| **Required** | Analyze whether Russia is re-emerging as a ‘great power’  
Explore the implications of Russia’s recent actions for Europe / Transatlantic Bargain / NATO 
Crisis!  
Pick at least one of the below, too.  
**Recommended** 
Sloan, Chapters 8 & 9  
*Ukraine Crisis* 
BBC.com ‘Ukraine Crisis’ (Primer)  
NATO ‘Relations with Ukraine’  
Tim Luecke ‘Why John J.’ |
<p>| Final Assignment Plan: Due 02.23.20, 11.59pm |</p>
<table>
<thead>
<tr>
<th>the crisis, and their context</th>
<th><strong>Mearsheimer is Wrong on Ukraine</strong> &quot;Duck of Minerva&quot; 1st September, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>(also see)</td>
<td>Walt, Stephen “What Putin Learned from Reagan” Foreign Policy Feb 17th, 2015</td>
</tr>
<tr>
<td></td>
<td>Wider Issues and U.S. Response Department of Defense ‘Operation Atlantic Resolve’ (part of the ‘European Reassurance Initiative’)</td>
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</tbody>
</table>

6. **02.27.20 Security Crises in 21st Century Europe II / Decline, Populism, and ‘New’ Threats?**

Discuss whether we are witnessing the relative decline of Europe in the face of the continuing financial crisis and political problems, and what it means for U.S.- European ties. Outline the possible consequences of these crises with respect to European security, the continued

<table>
<thead>
<tr>
<th>Required</th>
<th>Raphael Bossong and Hendrik Hegemann ‘Internal Security’ in European Security pp. 101-119</th>
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<tbody>
<tr>
<td></td>
<td>Peter Viggo Jakobsen ‘New Threats to European Security’ in European Security pp.153-172</td>
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</table>

<table>
<thead>
<tr>
<th>Recommended</th>
<th>Pick what interests you from these readings Cottey, Chapter 10</th>
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<tbody>
<tr>
<td></td>
<td><strong>Political/Economic Future</strong> [Brexit Explainer!]</td>
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<tr>
<th>Discussion Piece:</th>
<th>Due 03.01.20, replies due 03.03.20</th>
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<tbody>
<tr>
<td></td>
<td>Briefly outline Brexit (as briefly as you can!)</td>
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<tr>
<td>Or</td>
<td>What represents a bigger security threat to Europe – the ‘migrant crisis’, or Islamist terrorism? Why?</td>
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<td>Or</td>
<td>Briefly discuss some of the political</td>
</tr>
<tr>
<td>Consequence</td>
<td>Reference</td>
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<td></td>
<td>Lehne, Stefan ‘How the Refugee Crisis will Reshape the EU’ Carnegie Europe (February 4th, 2016)</td>
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<td></td>
<td>Institute for Economics and Peace ‘Global Terrorism Index 2017’ Check out the consequences of the refugee/migrant crisis</td>
</tr>
<tr>
<td></td>
<td>Or How can we shore up the Transatlantic Bargain? Should we?!</td>
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<td></td>
<td>Or What – broadly – does Russia want?!</td>
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<td></td>
<td>Or Briefly critically assess NATO’s and / or the U.S.’ response to the Ukraine crisis and its wider fallout</td>
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<td>Or How can the Transatlantic Alliance counter the Kremlin Playbook?</td>
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<td>7. 03.02.20 The Future of the Transatlantic Relationship</td>
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<tr>
<td>Understand and critically analyze the strategic importance of Europe and the Bargain to the U.S. (and vice versa) into the 21st Century.</td>
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<td>Discuss the future of the transatlantic relationship.</td>
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<tr>
<td><strong>Required</strong></td>
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<tr>
<td>Simon J. Smith ‘Innovating European Defence’ in <em>European Security</em> pp. 173-189</td>
<td></td>
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<tr>
<td>Laura Chappell Jocelyn Mawdsley and David J. Galbreath ‘European Security: Where do we go from here’ in <em>European Security</em> pp.190-201</td>
<td></td>
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<tr>
<td><strong>Recommended</strong></td>
<td></td>
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<tr>
<td>Jarausch, Konrad H. ‘Continental Drift: The Divisions that Damage the US-EU Relationship’ Foreign Affairs (September 8th, 2015)</td>
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<tr>
<td>Constanze Stelzenmüller ‘NATO: Necessary, but not Sufficient” Brookings (December 7th, 2016)</td>
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<td><strong>EU Global Strategy</strong></td>
<td></td>
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<td>Sloan, Chapters 9 &amp; 10</td>
<td></td>
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<tr>
<td>Richard Whitman and Doug Stokes ‘Transatlantic triage?’</td>
<td></td>
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<tr>
<td><strong>Final Assignment: Due 03.06.20, 11.59pm</strong></td>
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<tr>
<td><strong>Final Course Evaluation:</strong> Please complete the evaluation survey provided by UTEP</td>
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Work Guidance

Purpose of this Section

This section offers guidance on the coursework you will complete for DSS 5312 ‘Strategic Survey of Europe’.

Contacting me for Advice

Please do email me if you ever need help or advice with any of the work. You may consult me at any point about any of the work. I definitely encourage you to contact me about the topics and issues you are considering for your Assignments. Obviously, the sooner you consult me, the more I can help, and the quicker you can get cracking! Again, I encourage all of you to do this, but especially those who choose the more 'open' assignment questions where you decide an issue / institution to discuss, so we can talk through your choices.

Tasks and Assessments

Introductory Posts

This is a grade booster. Write an introduction to yourself in the relevant space – get 10 points!

Discussion Pieces

In Modules 2, 4, and 6, you should post a response to the Module Discussion Questions. This should be 700–900 words. This seems like a lot, but you do have a couple of weeks to complete them, and you’ll be surprised how quickly that word limit can be reached given the questions you are answering. I have recently changed the name of these exercises from Posts to pieces. That gives you an idea you are aiming for something thoughtful here!

You also must read your classmates' pieces and reply to at least two. Especially try to follow up on any responses to your pieces.

Your main discussion post should provide a clear, concise, and direct answer to the discussion question. You should draw in and apply ideas from the required readings, and extra marks can be secured with supplementary materials and outside sources. Provide references for all material that you paraphrase or quote directly. Try to add a bit of depth for the top marks – extra sources, explaining a process, noting complexity, applying an understood concept or theory...
Like your main discussion piece, your replies should be well written and offer something substantive. For example, in a reply you can: expand on a point; provide an example or an additional argument; ask a question; answer a question; suggest other areas to think about; or, in a considerate and constructive way, argue against a point. They don’t have to be long at all, just show you are engaged in the discussion.

Remember you are aiming to show your understanding, and ability to critically analyze the topic. I will provide materials and guidance each relevant week to get you thinking about the things to look out for and focus on in the discussion.

Each week’s discussion is graded out of 10. To receive a mark of 9 or higher you must submit your pieces on time and:

☑ Provide a direct and insightful answer to the discussion question in your main discussion piece.

☑ Within the answer demonstrate you have engaged with and understood the week’s reading.

☑ Contribute at least 2 replies to classmates' main pieces, which significantly advance the conversation.

☑ Include supporting evidence that is specific and compelling. Provide references in APA.

☑ Write clearly, smoothly, and precisely, avoiding errors in grammar, spelling, punctuation or syntax.

To aim for the 10, you should:

☑ Go beyond the Required Reading with an extra source or two!

☑ Show analysis and/or depth. Explain a process, go off the beaten track with deeper empirical material, accurately apply a theory or concept, critique a source, show how there are complexities, nuances, difficulties, and/or competing interpretations. You don’t have to do all of that! Just aim to give it some pizazz!

☑ Make your replies really substantive, and show extra effort in them (provide references, make an analytical point, show some extra evidence)

If you are new to Discussion Pieces and would like some more advice, please email me.

**Final Assignment Plan**

Please produce a one-two page plan for your Final Assignment. It is due Sunday 23rd February, 2020, 11.59pm.

Planning is essential for the Assignment. You are eventually going to write a 2500-3500 word piece on your chosen prompt or topic for the Final Assignment itself. Planning can help with a crucial thing in Assignment writing – STRUCTURE!
Over 1-2 pages, you should set out to achieve three things when planning – what prompt or question you want to tackle, the central points or points to argument you want to make, and how you want to structure your paper to achieve this. **I WILL PROVIDE A TEMPLATE FOR YOU TO USE FOR THIS!**

- What will your introduction be? Do you have an argument in your paper? Or something you want to explore in more depth?
- What will choose to focus on? Why? What will you leave out for space?
- What is the key context you need to give for your paper/assignment? Do you have a theory or concept you want to apply or use?
- How will you build your answer or argument through structure? What will your subheadings be? How will you connect your work?
- What is some of the core content you will feature? What references have you found already? What do you need more of?
- What will you conclude?

We can discuss this in Blackboard, or by email. I will look out for plans that are more advanced and cohesive than others, but really doing this is its own reward! It should be another grade booster, too.

**Final Assignment**

You are required to complete a Final Assignment at the end of the course. It should be:

- between 2500- 3500 words (with a 10% leeway)
- 12 font
- Times New Roman
- default Word margins
- Any images or figures clear and presentable

The Final Assignment is currently due **6th March, 2020** by **11.59pm.** Work to this deadline.

The assignment questions are very much designed to provoke your critical analytical skill! However, if you want to tweak a question, or even design your own, you can do that. You **must** check your idea with me first though, as it has to allow you to meet some course objectives.

You may consult me at any point about the topics and issues you are considering for your assignments, via email. Obviously, the sooner you consult me, the more I can help, and the quicker you can get cracking! I encourage all of you to do this, but especially those who choose the more 'open' assignment questions where you decide an issue / institution to discuss, or those of you creating your own topic, so we can talk through your choices.

I do recommend getting going early. Having a plan early will help later, and it gives you more time to gather material. Make a one-page plan with a structure for your paper: an intro, sections, conclusion. Note the major points you want to cover. Feel free to share this
Prompts

You may choose from the following assignments or design your own in conjunction with me through the Plans. You can use a Discussion Post prompt, tweak one, tweak one of the below, or even pursue your own topic!

1. **Critique** an EU or NATO defense or security policy: Choose one EU or NATO defense or security policy. **Explain** the problem(s) the policy is intended to address; **outline** the policy's background and goals; and **critique** the policy's effectiveness so far.

2. **Critically assess** the performance of NATO, or the EU in promoting European and/or global security since 2010. **Use examples** in your answer.

3. **Critically analyze** the argument on the Ukraine crisis from John Mearsheimer, and its implications for U.S. strategy in Europe.

4. **Critically discuss** the security and political implications of the so-called ‘migrant crisis’ for Europe and the EU.

5. Complete a preparatory summary of U.S. interests, major strategic issues, potential developments, and Command requirements for the United States European Command’s (EUCOM) Area of Responsibility (AOR). The aim is to aid the EUCOM Commander draft the 2021 **Posture Statement**, focusing on the most important issues (note the 2020 Posture Statement might come out whilst we are studying!)

6. **Prepare** a briefing on a major strategic/political issue for the U.S. Ambassador to the EU. What is the issue? What are the implications for the U.S., its interests, and strategy? What should US policy alternatives/suggestions be?

7. **Explain** the fundamentals of Brexit and **explore** the implications for the U.S. and its relations with the EU.

8. **Discuss** whether the 'Transatlantic Bargain' will still serve U.S. national security interests into the future, in the context of contemporary European and U.S. political developments and U.S. grand strategy.

**Assignment Marking Guide**

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<thead>
<tr>
<th>Element of Assignment</th>
<th>Quality Indicators</th>
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<tbody>
<tr>
<td><strong>Argument / Structure / Writing</strong></td>
<td>Quality assignments will be well-written, clear, coherent, and well-structured. A clear sense of a developing answer, with an introduction, main body, and conclusion, should be obvious to the reader. Points should develop logically, with each sentence/paragraph relating to the one before it, and the one following it. Sub-headings should be used where appropriate. At the top level there will be a clear sense of academic style present in the work.</td>
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<tr>
<td>Content / Analysis / Critical Thought</td>
<td>The assignment provides a thorough response to the task, displaying an analytical approach. The analysis will be clear, logical, thoughtful, thorough, and well supported by evidence. In addition to showing an ability to explain and understand core material in a clear and precise manner, the best pieces of work will offer some form of argument towards the assignment question or task. They will marshal a wide range of research material, and be able to synthesize it into a coherent response. They will consider differing viewpoints / consequences / implications on a topic and/or issue. They will show an ability to understand the nuances of a topic by critically analyzing material, for example highlighting strengths and weaknesses in differing viewpoints, or exploring multiple implications of a policy issue. Importantly the best assignments will use this analysis to serve the argument or response. At the top range of marks an indication of strong independent thinking or originality will be present in the work.</td>
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<tr>
<td>Research &amp; Referencing</td>
<td>Assignment makes use of at least 6 relevant, in-depth scholarly or government sources. Research is accurate and sufficient to support points/arguments made (evidence!). Referencing is consistent and accurate. At the top range of marks a willingness to go beyond what is required of a good answer and away from the Reading List will be shown (i.e. there will be significantly more than 6 references!)</td>
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<tr>
<td>Presentation / Spelling &amp; Grammar</td>
<td>Formatting makes the assignment highly readable. Graphics (if any) are high resolution and add value to the written material. There are minimal errors in spelling, grammar, punctuation, and syntax. The essay is coherent and easily readable.</td>
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