



## DSS/X 5312: Strategic Survey of Europe

### Syllabus Part I | Core Information

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**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. 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 Europe, a continent that was the breeding ground for two active systemic wars in the 20<sup>th</sup> Century, and 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.

Europe is a key region for U.S. global strategy. Perhaps *the* key region, at least historically. U.S. post-war grand strategy could be said to have been created in Europe. And even as the U.S. is trying to "pivot to Asia" or create an Indo-Pacific strategy and confront China in "great power competition", Europe is currently right back on the agenda, for obvious reasons. However, even before recent events, the region is vital to the perceived return to 'classic geopolitics' with the resurgence of Russia and the conflict in Ukraine (which started in 2014) and fears of 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. Whilst Europe has shown great unity on Ukraine, backed by the U.S., there are still challenges. The big issue is the continuing economic challenges to the Eurozone financial bloc and, moreover, connected political disharmony with the **European Union (EU)**, and apparent friction between the ideal of closer economic and political interconnection versus the rise of more nationalized politics (encouraged by Putin). It is not so long ago, in the summer of 2016, that the United Kingdom (UK) decided to leave the EU in an historic vote. Hungary continues to seek to remain economically tied to Europe whilst challenging its political values and ideals. Turkey does the same in NATO. Germany still seems anxious about its role, and at odds with the East of Europe. Many voters in France, Denmark, the Netherlands... and beyond still seem skeptical of ‘Europe’. Italy has just voted in the far right. 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 – 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 the impact of the Ukraine crisis and more on Europe’s future and the direction of the transatlantic bargain. Whew! Lots to do!

### **Instructor Introduction**

As many of you know, I am a not so recent arrival to El Paso, TX from the UK. I will have been living and working here for eight years later 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:

[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 '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. Tuesdays and Thursdays are the best days to get me. Wednesdays and Fridays will be the toughest! I am open to weekend chats but again please arrange with me.

### 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. 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!). We might experience illness. Plus, 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. This really goes for health generally!

### 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](mailto: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 renewed European cohesiveness in light of the Ukraine crisis (and also issues around the Trump Presidency, the fallout of Covid-19, and China's global assertiveness)
  - 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	01.17.23
2	The Transatlantic Bargain in the Cold War-and beyond	01.23.23
3	European Integration (and its wrinkles)	01.30.23

4	NATO   its evolution, enlargement, and discontents	02.06.23
5	Russia's Invasion of Ukraine – why did it happen?	02.13.23
6	Russia's Invasion of Ukraine – what does it mean?	02.20.23
7	The Future of the Transatlantic Relationship	02.27.23

### 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.

Activity	% of Overall Grade	Due Date
Student Introduction	1%	01.22.23
Weekly Discussion (7)	28% (4% each)	Modules 1-7
Content Blog Pieces (3)	30% (10% each)	Modules 2, 4 and 6
Final Assignment Plan	10%	02.17.23 11.59pm
Final Assignment	30%	03.03.23 11.59pm
Course Evaluation	1%	End of course
<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

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. Working on a more even work-life balance this year!

#### *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](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.



## Full Course Overview

Module	Required and Recommended Readings	Activities
1. <b>01.17.23</b> <i>US Interests in European Stability: From WWI to the Cold War</i>	<b>Required</b> Laura Chappell, David J. Galbreath and Jocelyn Mawdsley 'A Changing Security Architecture' in David J. Galbreath, Jocelyn Mawdsley and Laura Chappell <i>Contemporary European Security</i> (Routledge, 2019) pp. 1-13 – hereafter <i>European Security</i>  André Barrinha and Sarah da Mota 'Contesting Approaches to European Security' in <i>European Security</i> pp. 31-47	<b>Weekly Discussion</b> <i>One post by end of Sunday 11.59pm (more is welcome but not required!)</i>  <b>Introductory Post</b> <i>Due 01.22.23</i>
2. <b>01.23.23</b> <i>The Transatlantic Bargain in the Cold War-and beyond</i>	<b>Required</b> Laura Chappell and Jocelyn Mawdsley 'From Cold War to European Peace' in <i>European Security</i> pp. 14-30	<b>Weekly Discussion</b> <i>One post by end of Sunday 11.59pm (more is welcome but not required!)</i>  <b>Content Blog Piece</b> <i>Due 01.29.23 – optional replies open until 01.31.23 11.59pm</i>
3. <b>01.29.23</b> <i>European Integration (and its wrinkles)</i>	<b>Required</b> Pascal Fontaine, <a href="#">Europe in 12 Lessons</a> . European Union, 2019, focus on pp. 2-45  Enrico Spolaore, <a href="#">What is European Integration Really About?</a> June 2013. (If you are short on time, read one!)  Laura Chappell and David J. Galbreath 'European Union' in <i>European Security</i> pp. 84-100	<b>Weekly Discussion</b> <i>One post by end of Sunday 11.59pm (more is welcome but not required!)</i>
4. <b>02.06.23</b> <i>NATO   Its Evolution, Enlargement, and Discontents</i>	<b>Required</b> James Sperling 'NATO and the Transatlantic Community, 1949-2019' in <i>European Security</i> pp. 48-67	<b>Weekly Discussion</b> <i>One post by end of Sunday 11.59pm (more is welcome but not required!)</i>  <b>Content Blog Piece</b> <i>Due 02.12.23 – optional replies open until 02.14.23 11.59pm</i>
5. <b>02.13.26</b> <i>Russia's Invasion of Ukraine – why did it happen?</i>	<b>Required - Background</b> Andrei P. Tsygankov, "Vladimir Putin's Vision of Russia as a Normal Great Power." <i>Post-Soviet Affairs</i> 21:2 (2005): 132-158  <b>On the Crises!</b> See Blackboard	<b>Weekly Discussion</b> <i>One post by end of Sunday 11.59pm (more is welcome but not required!)</i>  <b>Final Assignment Plan</b> <i>Due 02.17.23, 11.59pm</i>

<p>6. <b>02.20.23</b> <i>Russia's Invasion of Ukraine – what does it mean?</i></p>	<p><b>Required</b> I've got some readings lined up here in Blackboard – note that readings across Modules 4-6 are all relevant to this issue, but we'll also try to get into some specific countries responses!</p>	<p><b>Weekly Discussion</b> <i>One post by end of Sunday 11.59pm (more is welcome but not required!)</i></p> <p><b>Content Blog Piece</b> <i>Due 02.26.23 – optional replies open until 02.28.23 11.59pm</i></p>
<p>7. <b>02.27.23</b> <i>The Future of the Transatlantic Relationship</i></p>	<p><b>Required</b> Simon J. Smith 'Innovating European Defence' in <i>European Security</i> pp. 173-189  Laura Chappell, Jocelyn Mawdsley and David J. Galbreath 'European Security: Where do we go from here' in <i>European Security</i> pp.190-201</p>	<p><b>Final Course Evaluation</b> Please complete the evaluation survey provided by UTEP</p> <p><b>Final Assignment</b> <i>Due 03.03.23, 11.59pm</i></p>