

BSS 186/486 NATO and European Security

Faculty

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Course Schedule

When: **Daily from Monday, 29 April – Friday, 10 May 2019** (*except Wednesday, 1 May, & Wednesday, 8 May, which are holidays*)

Where: **Times and Rooms vary each day** – class schedule is on page 4.

Course Objective

This is an intense and very short course—encompassing only **two weeks**. We will examine the past, present, and future of the North Atlantic Treaty Organization, a unique peacetime security alliance that has been a cornerstone of European security for over 70 years. Through lectures, seminar discussions, case studies, and simulations (depending on scheduling constraints), we will discuss the following main topics:

- The historical challenge of finding peace and security in Europe.
- The formation of NATO and America's unique peacetime security guarantee
- NATO during the Cold War: strategic debates in a bipolar world
- NATO after the Cold War: enlargement, new missions, & new challenges
- NATO's future: prospects for sustained adaptability in a changing world

Course Requirements

This course focuses on understanding and communicating complex concepts and applying them to the real world of policy. There is **no** midterm or final examination.

Students are expected to:

- complete a reasonable—but not excessive—amount of reading;
- engage intellectually with the course material;
- participate actively in seminar discussions;
- write clearly in short essays addressing seminar discussion topics; and,
- conduct research on a selected NATO country and represent that country as part of a country team engaged in a crisis simulation.

Students will receive a final letter grade for the semester based on the following components, with a total possible of **100 points**:

- **Written essays (50 points):** Throughout the course, there will be **two** essays, designed for you to integrate course material and think about their implications. Each essay will be worth a maximum of **25** points. Each essay should be approximately **500 words, typed, double-spaced.**
 - The first essay will be due at the beginning of class on **Friday, 3 May**. It will focus on the evolution of NATO from the end of World War II through the Cold War. You will be asked to **assess whether** NATO was successful in that period and to **explain** the principal reasons for NATO's success.
 - The second essay will be due at the beginning of class on **Thursday, 9 May**. It will focus on the evolution of NATO since the end of the Cold War and its ability to adapt to the new challenges of the 21st century. You will be asked to assess whether NATO has been successful in these efforts and, again, to explain the principal reasons for NATO's success or lack thereof.
 - **Your essay must be your own work.** Faculty of Social Studies policies on plagiarism apply. If you draw material from external sources, document them properly. You *may* discuss the essays with your classmates and case study teammates, but the writing of your essays *must* be your own individual effort. *If you have questions, ask!*
- **Crisis Simulation—point paper and exercise participation (20 points):** During the course, students will participate on a country team in a crisis simulation, details of which will be distributed in class. Each *team* will prepare a joint “point paper” (worth a maximum of **10** points for *each* team member) outlining its goals, to be submitted at the beginning of class before the start of the simulation. Each team member will also receive up to a maximum of 10 points based on their individual participation in the simulation.
- **Seminar preparation, engagement and participation (15 points):**

This course is a combination of lecture and discussion; it requires your active participation. The classroom is an environment of academic freedom. You should feel free to challenge the ideas set forth by faculty members and your peers in a respectful and well-mannered fashion. Support your positions with sound analysis, evidence, and reason. Focus on developing better arguments; policy is a domain in which there are few “correct” answers. To succeed, students should:

 - ✓ *Prepare* beforehand by completing (and digesting) the assigned readings;
 - ✓ *Engage* in class, by actively paying attention to lecture and discussion, taking comprehensive notes on the class, and asking questions if you need assistance in understanding the course material;
 - ✓ *Participate* in class discussions by offering thoughtful insights in a courteous manner; by asking good questions during class that aid the discussion or out of class with your professor; and by active participation in the simulation.

In this category, each student can earn up to **15** points, which your professor will determine using the following rubric:

- ✓ **14-15 points:** Regular and courteous engagement and participation; asking good questions; answering questions intelligently and thoughtfully; contributing insight; clearly keeping up with the readings.
- ✓ **10-13 points:** Clear engagement in class discussion by taking good notes, even if only occasionally participating actively in discussion; generally able to answer questions; keeping up with most of the reading; asking questions—either in or out of class—to help with understanding of the course material.
- ✓ **7-9 points:** Some engagement or participation in class; only occasional evidence of having understood the reading material; argumentative with little reason or evidence of one’s position
- ✓ **4-6 points:** Little or no participation; little or no evidence of having done the reading; passive demeanor or uncivil behavior in class
- ✓ **0-3 points:** No engagement in the course or evidence of preparation for class.

Grading

Based on 100 possible points in the course, I will assign final letter grades as follows:

A: 90-100	D: 60-69
B: 80-89	E: 50-59
C: 70-79	F: 0-49

Resources

We will draw principally on the following textbooks:

Gülur **AYBET** & Rebecca **MOORE** (eds). *NATO: In Search of a Vision* (Washington: Georgetown University Press, 2010)

Brian J. **COLLINS**. *NATO: A Guide to the Issues* (New York: Praeger, 2011)

Stanley R. **SLOAN**. *Defense of the West: NATO, the European Union and the Transatlantic Bargain* (2016)

David **YOST**. *NATO’s Balancing Act* (Washington: US Institute of Peace, 2014)

Aybet & Moore, Collins, and Yost are available in the MU Faculty of Social Sciences Library. A prior edition of Sloan’s book—*Permanent Alliance? NATO and the Transatlantic Bargain from Truman to Obama* (2010)—is also available in the MU Faculty of Social Sciences library.

All other reading assignments will be available to you electronically as .pdf documents or as links from the NATO website, www.nato.int. You should also familiarize yourself with the resources available on the NATO website, since we will use them extensively.

Assignments

Specific assignments for each session of the course are on the following page. **NOTE:** Each day has a different schedule, and the rooms may vary from class to class.

Class	Date	Subject & Assignment
1 P22	MON 29.4 1600-1740	INTRODUCTION: The Genesis of NATO <ul style="list-style-type: none"> ✓ The NATO Treaty, www.nato.int/cps/en/natohq/official_texts_17120.htm ✓ Collins, Chapters 1 & 2 (pp. 1-23) ✓ Sloan, Chapters 1 & 2 (pp. 3-30)
2 & 3 U43 U33	TUE 30.4 0800-0940 1400-1540	NATO in the Cold War <ul style="list-style-type: none"> ✓ Collins, Chapters 4 & 5 (pp. 41-87) ✓ Sloan, Chapters 3 & 4 (pp. 31-73) Finalize selection of <u>NATO Country Team</u> for Crisis Simulation
NO CLASS – Wednesday, 1 May		
4 & 5 U41 U41	THU 2.5 0800-0940 1000-1140	NATO After the Cold War: The Dilemmas of Enlargement <ul style="list-style-type: none"> ✓ Sloan, Chapters 5, 6, & 10 (pp. 74-128, pp. 212-240) ✓ Yost, Chapter 8 (pp. 281-303) ✓ Kanet, “New Members & Future Enlargement,” in Aybet & Moore, Chapter 7 (pp. 153-174) ✓ NATO’s Strategic Concept (1991), www.nato.int/cps/en/natohq/official_texts_23847.htm ✓ NATO’s Strategic Concept (1999), www.nato.int/cps/en/natolive/official_texts_27433.htm
6 & 7 U43 U43	FRI 3.5 1200-1340 1400-1540	NATO & Post-Cold War Conflicts: The Balkans <ul style="list-style-type: none"> ✓ Essay #1 Due in Class: ✓ Sloan, Chapter 8 (pp. 147-186) ✓ Webber, “The Kosovo War: A Recapitulation,” <i>International Affairs</i> (2009) ✓ Cascone, “NATO Enlargement & the Western Balkans,” in Aybet & Moore, Chapter 8 (pp. 175-197)
8 & 9 U41 U41	MON 6.5 1600-1740 1800-1940	NATO & Post-9.11 Conflicts: Afghanistan, Iraq, Libya, Syria <ul style="list-style-type: none"> ✓ Sloan, Chapters 9 & 11 (pp. 187-211, 241-266) ✓ Yost, Chapters 4 & 5 (pp. 123-154, 163-183)
10 & 11 U43 P22	TUE 7.5 0800-0940 1600-1740	NATO, Russia, & Ukraine <ul style="list-style-type: none"> ✓ Foerster, “NATO’s Return: Implications for Extended Deterrence” ✓ Sloan, Chapter 7 (pp. 129-146) ✓ Smith, “NATO-Russian Relations,” in Aybet & Moore, Chapter 5 (pp. 99-129) ✓ NATO-Russia Founding Act, www.nato.int/cps/en/natohq/official_texts_25468.htm ✓ NATO-Russia Council, www.nato.int/cps/en/natohq/topics_50091.htm ✓ NATO-Ukraine Charter, www.nato.int/cps/en/natohq/official_texts_25457.htm ✓ Cecire, “Russia’s Art of War: State Branding by Other Means,” <i>Foreign Affairs</i>, 7 Feb 2017
NO CLASS – Wednesday, 8 May		
12 & 13 U41 U41	THU 9.5 0800-0940 1000-1140	NATO POLICY SIMULATION: How to Respond to a Future Crisis? <ul style="list-style-type: none"> ✓ Essay #2 Due in Class ✓ NATO Strategic Concept (2010), www.nato.int/strategic-concept/pdf/Strat_Concept_web_en.pdf ✓ Foerster, “Structural Change in Europe: Implications for Strategic Stability” ✓ Background Paper: NATO Crisis Simulation
14 U41	FRI 10.5 0800-0940	CONCLUSION: NATO’S FUTURE? <ul style="list-style-type: none"> ✓ Crisis Simulation Team Point Paper Due in Class