Fall 2017

Course Syllabus POL321G
NATO and the transatlantic approaches to security

Number of ECTS credits: 06

Contact Details for Professor

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Office hours and location

Thursday 1230-1330 and 1630-1730 by appointment at VeCo

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**Course Prerequisites**

At least one politics/international affairs course - background knowledge in International Relations and Security is advantageous.

**Course Description**

This course provides an in-depth analysis of NATO and its crisis management tools in the contemporary globalized security environment. To understand the transatlantic actions of NATO, the course will examine NATO’s organization, its crisis management assets and the NATO permanent evolution. The Transatlantic relations since 1945 will form the core of the second part of the course. In addition to that, it will also provide an in depth analysis of the security concept.

On the practical level, the course also focuses on strengthening specific skills such as researching, teamwork and public speaking, essay writing, presentations and simulations.

**Course Learning Objectives**

The overall objective of the course is to provide understanding of NATO’s organization and NATO’s crisis management policies in the changing and challenging globalized security environment. Students have to understand the evolution of transatlantic relations since 1945 and be able to think at strategic level in the framework of the security and power concepts.

**By the end of the course, the students will have a firm grasp of**

**in terms of substantive knowledge**

a) explain NATO’s organization and crisis management processes and tools. Understand the difference between member states and the organization as such.

b) analyze an international security problem, to determine the issues at stake and the role NATO in the management of conflicts.

c) explain the role of the United States and the EU in the transatlantic relations.

d) explain the capability development process

**and in terms of skills**

a) how to examine, understand, synthesize and apply core texts on NATO, the transatlantic relations and strategic policy making

b) how to carry out independent, in-depth research using a wide range of sources, appropriate referencing and bibliographic methods

c) how to structure and compose a research essay, based on the reading of major theoretical approaches and their “critical opponents”

d) Demonstrate effective oral presentation skills
In terms of attitudes, students should develop in this course:

- critical attitudes, which are necessary for “life-long learning”
- an attitude of open-mindedness and self-critical reflection with a view to self-improvement
- sensibility towards the ethical dimensions of different aspects of the content of this course
- an open attitude towards inter-cultural team-work

Main Course Materials (please note that you can find the readings for each week and session in the Course Schedule section below):

The course material consists of powerpoint presentations, lecture notes and readings from the textbook. Powerpoint presentations will be made available after the respective classes have taken place. A week-by-week overview of the course readings can be found in the section below.

The syllabus, powerpoint presentations and important messages will be uploaded to the Vesalius portal ‘Pointcarré’. Students are expected to visit this site regularly to keep abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as ‘suggested readings’ and ‘additional sources’ is helpful for research and to gain an increased understanding, but is not mandatory. This material can be found online or will be made available upon individual request.

Textbook:

Transatlantic Relations since 1945, An Introduction by J.M. Hanhimäki, B. Schoenborn and B. Zanchetta

References books:

Presentations and additional Readings:

Additional information and readings will be posted on PointCarré.

Articles


Recommended


Pursuing Strategy. NATO Operations from the Gulf War to Gaddafi, Hakan Edström and Dennis Gyllensporre, Palgrave MacMillan, 2012, Hardback,
The following Websites are recommendable for information:

North Atlantic Treaty Organization http://www.nato.int
NATO Libguides http://natolibguides.info/welcome
EEAS http://eeas.europa.eu/
CSDP Map http://www.csdpmap.eu/
OSCE http://www.osce.org/
International Court of Justice www.icj-cij.org
International crisis group http://www.crisisgroup.org/
Royal Institute for International Relations http://www.egmontinstitute.be/
Netherlands Institute of International Relations http://www.clingendael.nl/
Hudson Institute http://www.hudson.org/
Center for security studies http://www.css.ethz.ch/index_EN
Geneva Centre for Security Policy www.gcsp.ch/Resources-Publications
International Institute for Strategic Studies www.iiss.org
EU Institute for Security Studies www.iss.europa.eu
German Marshall Fund Brussels Forum http://brussels.gmfus.org/
Fondation Robert Schuman http://www.robert-schuman.eu/
European Council on Foreign Relations http://www.ecfr.eu/
Stockholm International Peace Research Institute http://www.sipri.org/
Danish Institute for International Relations http://en.diis.dk/home
Foreign Policy http://www.foreignpolicy.com/
Small Wars Journal http://smallwarsjournal.com/
Stratfor http://www.stratfor.com/
World Politics Review http://www.worldpoliticsreview.com/briefings
Global Geopolitics http://www.globalgeopolitics.com/

The following serials are recommendable for information:

Comparative Strategy
Contemporary Security Policy
Defence Studies
Defense & Security Analysis
European Security
Global Security
International Peacekeeping
International Security
Journal of Peace Research
Journal of Strategic Studies
Security Studies
Strategic Comments
Studies in Conflict & Terrorism
Useful Books

CONFLICT & SECURITY

Introduction to Conflict Studies:: Empirical, Theoretical, and Ethical Dimensions. by Vern Neufeld Redekop (Author)
Oxford University Press (2012), Edition: 1, 478 pages

International Security: Politics, Policy, Prospects by Michael E. Smith (Author)
Palgrave (2017), Edition: 2nd ed. 2017, 496 pages

Understanding Contemporary Strategy by Thomas M. Kane (Author)
Routledge (2011), Edition: 1, 312 pages

Anti-Access Warfare: Countering A2/AD Strategies by Sam J. Tangredi (Author)

Time to React: The Efficiency of International Organizations in Crisis Response by Heidi Hardt (Author)
Oxford University Press (2017), Edition: Reprint, 266 pages

Strategy and Defence Planning: Meeting the Challenge of Uncertainty by Colin S. Gray (Author)

The Oxford Handbook of International Organizations (Oxford Handbooks) by Jacob Katz Cogan (Editor)
Other authors: Ian Hurd (Editor), Ian Johnstone (Editor)
Oxford University Press (2017), Edition: 1, 1100 pages

The Case Against Military Intervention: Why We Do It and Why It Fails by Donald M. Snow (Author)
Routledge (2015), 198 pages

International Organizations as Orchestrators by Kenneth W. Abbott (Editor)
Other authors: Philipp Genschel (Editor), Duncan Snidal (Editor), Bernhard Zangl (Editor)
Cambridge University Press (2015), 464 pages
NATO

The North Atlantic Treaty Organization: The Enduring Alliance (Global Institutions) by Julian Lindley-French (Author)
Routledge (2015), Edition: 2, 200 pages

Sharing the Burden?: NATO and its Second-Tier Powers by Benjamin Zyla (Author)
University of Toronto Press, Scholarly Publishing Division (2015), 344 pages

Palgrave Macmillan (2014), Hardcover, 352 pages

NATO Beyond 9/11: the Transformation of the Atlantic Alliance by Ellen Hallams
Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, [2013]

NATO’s European Allies: Military Capability and Political Will by Magnus Petersson
Other authors: Janne Haaland Matlary

RUSSIA

Black Wind, White Snow: The Rise of Russia’s New Nationalism by Charles Clover (Author)
Yale University Press (2017), Edition: Reprint, 360 pages

Should We Fear Russia? (Global Futures) by Dmitri Trenin (Author)
Polity (2016), Edition: 1, 144 pages

Near Abroad: Putin, the West and the Contest over Ukraine and the Caucasus by Gerard Toal (Author)
Oxford University Press (2017), Edition: 1, 408 pages

Russia: What Everyone Needs to Know by Timothy J. Colton (Author)
Oxford University Press (2016), Edition: 1, 288 pages

Putin’s Wars: The Rise of Russia’s New Imperialism by Marcel H. Van Herpen (Author)

Russia and the New World Disorder by Bobo Lo (Author)
Brookings Institution Press with Chatham House (2015), 336 pages
**Active Learning and Intensive ‘Reading around the Subject’: Additional Sources, Recommended Journals and Websites:**

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else’s notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.

**Leading Journals in International Affairs:**
International Affairs; Foreign Policy Analysis; Foreign Policy; International Security; International Organization; Review of International Studies; Security Dialogue; International Studies Quarterly; Global Governance; Security Studies; World Politics: Contemporary Security Policies; European Security; World Politics; Millennium: Journal of International Studies; Journal of Conflict Resolution.

**Work Load Calculation for this Course:**

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 3 hours of lectures or seminars per week and 7 hours ‘out of class’ time spent on preparatory readings, studying time for exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

**Time spent in class:** 3 hours per week / 45 hours per semester  
**Time allocated for course readings:** 3 hours per week / 45 hours per semester  
**Time allocated for preparing 3000 Word Paper:** 40 Hours  
**Time allocated for preparing Position Paper:** 20 hours  
**Time allocated for preparing/revising for written Mid-term Exam:** 10 hours  
**Time allocated preparing/revising for oral Final Exam:** 15 hours

**Total hours for this Course:** 175 Hours
Course Assessment: Assignments Overview

The students will be evaluated on the basis of their performance in the following assignments:

- Mid-Term exam: 20%
- Written essay: 30%
- Position Paper: 20%
- Final exam: 30%

TOTAL: 100%

Grading Scale of Vesalius College

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0 – 100. All assignments (including exams) must be graded on the scale of 0-100. To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 100 (VeCo Grading Scale)</th>
<th>Scale of 20 (Flemish System)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85-100</td>
<td>17.0-20.0</td>
</tr>
<tr>
<td>A-</td>
<td>81-84</td>
<td>16.1-16.9</td>
</tr>
<tr>
<td>B+</td>
<td>77-80</td>
<td>15.3-16.0</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>14.5-15.2</td>
</tr>
<tr>
<td>B-</td>
<td>69-72</td>
<td>13.7-14.4</td>
</tr>
<tr>
<td>C+</td>
<td>66-68</td>
<td>13.1-13.6</td>
</tr>
<tr>
<td>C</td>
<td>62-65</td>
<td>12.3-13.0</td>
</tr>
<tr>
<td>C-</td>
<td>58-61</td>
<td>11.5-12.2</td>
</tr>
<tr>
<td>D+</td>
<td>54-57</td>
<td>10.7-11.4</td>
</tr>
<tr>
<td>D</td>
<td>50-53</td>
<td>10.0-10.6</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0-9.9</td>
</tr>
</tbody>
</table>

Description of Activities, Grading Criteria and Deadlines:

Oral final exam (30%)

The final oral exam (30%) will be held at the end of the course. It will include questions on the concepts that you will have learnt during the whole semester.

It will have questions based on the assigned reading and lectures. These questions will control your ad hoc knowledge, your transversal analysis potential and your capability to produce essays on a given broad topic.

Close-ended as well as open-ended questions will be asked.
Written mid-term exam (20%)

The mid-term will be an in-class exam. The midterm exam (20%) will be held in the mid of the semester (W7). The content of the exam covers all the concepts you will have learnt before that date.

The mid-term exam will be a regular 2Hr written exam with questions based on the assigned reading and lectures. These questions will control your ad hoc knowledge, your transversal analysis potential and your capability to produce essays on a given broad topic. Close-ended as well as open-ended questions will be asked. Students will also be asked to provide essay answers to questions encompassing broader topics.

Assessment Criteria for the Exams are:

➢ Capacity to grasp and convey factual, conceptual and theoretical knowledge.
➢ Capacity to synthesize and apply concepts and theory to concrete cases.
➢ Capacity to develop a systematic argument based on theory and practice.
➢ Close-ended questions are “wright or wrong” questions. Note that your ability to explain and comment your choice will also be considered.

Open-ended questions will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>Structure of the answer and expression.</th>
<th>(0-1)</th>
<th>(2-3)</th>
<th>(4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The answer is loosely structured and fails to provide most relevant information. Expression is poor and concepts are oversimplified.</td>
<td>The answer provides for most relevant information, but it is loosely structured. Overall good capacity to express complex concepts and correct language.</td>
<td>The answer addresses the question in a structured, and analytical manner. Excellent capacity to express originally, succinctly and correctly complex concepts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding of the concepts and use of theoretical knowledge</th>
<th>(0-1)</th>
<th>(2-3)</th>
<th>(4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts and knowledge are simply mentioned or not mentioned at all. Weak engagement with the course material.</td>
<td>One or more concepts and knowledge are confusing or oversimplified. Overall, the answer shows a consistent engagement with the reading material required for the course.</td>
<td>All concepts and knowledge reviewed are presented clearly in their full complexity. The answer is well embedded in the literature and shows evidence of further readings.</td>
<td></td>
</tr>
</tbody>
</table>
**Critical thinking**

<table>
<thead>
<tr>
<th>The answer lacks any Critical reflection and independent thought.</th>
<th>Overall, the answer shows some evidence of critical thinking and independent thought.</th>
<th>The answer demonstrates an excellent level of critical thinking and an original application of independent thought.</th>
</tr>
</thead>
</table>

**Completeness**

<table>
<thead>
<tr>
<th>The answer is left in blank or fails dramatically to address the question.</th>
<th>The answer sufficiently addresses the question.</th>
<th>The answer correctly addresses all aspects and angles of the question and provides an answer with an excellent level of detail.</th>
</tr>
</thead>
</table>

**Written essay (30%)**

You are encouraged to carry out in-depth research of one key aspect of NATO and the transatlantic relations.

The proposed topics are:

- Is NATO still deterring Russia?
- Should the 2010 NATO strategic concept be reviewed?
- How to implement Cyber as the fourth battle space of NATO?
- How to achieve fair burden sharing amongst allies?

Your Essay is due in week 09 (26 Oct 2017) by beginning of class– hand in via e-mail to serge.stroobants@mil.be with POL321G in the Subject Header. A hard copy must be submitted in class.

Please, submit an electronic copy on Turnitin. When submitting to Turnitin, postings should be entitled by your surname and the issue covered (for example “Smith_Cuban Missile Crisis”). Extension will not be granted except for attested emergencies. Having a computer problem, attending to a wedding, or doing an internship are not considered as emergency situations. Students are responsible to start well in advance and backup their work. This policy will be strictly enforced.

**NOTE:** your essay only counts as Accepted if you handed in both a hard and electronic copy. Failure to do so will result in an ‘F’.

Papers should be submitted in Times New Roman font, 12 points type, 1,5 spaced with 2 cm margins. **Papers should not be under 2800 and not exceed 3200 words**, excluding the cover page and the bibliography. Either shorter or longer papers will be penalized.
Papers will be structured in sections, distinguishable by clear headings and subtitles (see the table below for more details). Please, note that the title of each section is your compass to navigate both your topic and your selected theories. Make sure that each section is coherent and that the argument draws on and follows the selected subtitle.

The paper should be structured as follows:

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>The first part clearly identifies the puzzle of the research (<em>what does the paper seek to explain?</em>) and provides core factual background information on the selected topics (<em>What? When? Who?...</em>). This section should also give an overview of the entire paper.</td>
</tr>
<tr>
<td>A clear research question</td>
<td>The questions should be as clear and simple as reasonably possible. The research question may be a mere empirical or factual question, it may be theoretically inspired, above all it should be clear and straightforward. Often research questions change throughout the research in the light of new additional empirical/theoretical information. Irrespective of eventual changes, your initial research questions should be as clear as possible.</td>
</tr>
<tr>
<td>Theoretical framework</td>
<td>The second part offers a first theoretical explanation (<em>why?</em>) for the selected issue/event/decision/foreign policy behavior. It summarizes the core assumptions of the selected approach. It offers a coherent explanation of the selected topic through the lens of this approach. This part should also provide justification for choosing this theoretical framework by explaining how it supports the research question. Studies that focused on similar research questions can be also used as justification for the selection.</td>
</tr>
<tr>
<td>Methodology</td>
<td>The third part presents the methodology applied in the research; the rationale for case selection; the data analyzed (...). This section should address the following questions: Why a particular methodology was selected? What units of analysis does it include and how does it link back to the theoretical framework? What are the strengths and weaknesses of the chosen methods?</td>
</tr>
<tr>
<td>Analysis</td>
<td>The forth part analyses the selected case study through your selected theoretical and methodological lens (...). This part reveals a personal and critical understanding of the sources &amp; methodologies analyzed in the literature review. Points to the gap in the literature and/or the significance of the proposed study based on the research question. Integrates primary research findings with the secondary literatures in a coherent way. The analysis supports the research question.</td>
</tr>
<tr>
<td>Concluding remarks</td>
<td>A summary of your argument sustained by a critical analysis of both selected theories/concepts and events. This section links back to the introduction, addresses the research question and the main points discussed in the analysis section. This section also paves the way for further research, pointing to the gaps that this study highlights and explains what can be done to fill them.</td>
</tr>
<tr>
<td>Bibliography</td>
<td>The bibliography should include separate sections for primary and secondary sources. This section should include clear documentation of sources using Harvard style.</td>
</tr>
</tbody>
</table>
System of bibliographic referencing
There are many systems for the citation of references. For this course, I expect you to use the Harvard style of referencing which is a name and date system. In the Harvard system, the author’s surname, year of publication and, for direct quotes, page numbers are cited in the text of your work. Full details of the books/articles are included in a reference list at the end of the assignment. Students can find a detailed Harvard Guide at the following website: http://libweb.anglia.ac.uk/referencing/referencing.htm. Please, also consult the following short guide for “Acknowledging, Paraphrasing, and Quoting Sources”, available at: writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

Harvard style of referencing - Examples:

In-text citation:
Both unities of discourses and objects are formed “by means of a group controlled decisions” (Foucault, 2011:32).

Habermas acknowledges the crucial function of language as a “medium of domination and social force” (1974:17, in Forchtner, 2011:9).

In your reference list:

How to quote books:

How to quote chapters in edited books:

How to quote articles:

How to quote electronic sources:

Position paper (20%)
A simulation of decision making at NATO will be held during the last two classes of the course. Every student will be designated as the representative of a country in this simulation, which will be supported by a fully developed crisis simulation scenario.
All necessary documents will be provided to the students at the beginning of the course and the situation on the ground will evolve during the entire course. The students are asked to prepare a two page position paper that will be handed over in class during **week 11 on Nov 16th** at the beginning of the class and sent via e-mail to serge.stroobants@mil.be with POL321G in the Subject Header. To be able to produce a consistent position paper, students will have to fully understand the crisis scenario and also to research and analyze the major characteristics of the country they will represent at NATO. Matching these two sets of data and information should allow the students to determine the position of their country with the Alliance at the beginning of negotiations about a proper NATO response to the crisis. The evaluation of this position paper will concentrate on the understanding of the crisis and on the depth of knowledge of the foreign policy of the represented country. The evaluation roster for open end questions during exams will serve as the overall evaluation roster for the position paper. All drafting rules for the essay paper will also apply for the position paper.

**Academic Honesty Statement**

Academic dishonesty is **NOT** tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship.

Cheating and plagiarism (**including self-plagiarism**) are therefore serious breaches of academic integrity. Following the College policy, cheating and plagiarism cases will be communicated in writing to the Head of the Student Conduct Committee for disciplinary action. Appropriate references and citations must be provided to any work, **including your own previous writing**.

**Vesalius College Attendance Policy**

As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy. Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor’s note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

Participation implies that students are on time: as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not.
If students are absent for too many classes for a single course, they receive a penalty on their overall grade for that course.

- If students are absent for five 1.5 hour class sessions of a course, they receive a penalty of 5 points on their overall grade (out of 100) for that course.
- For each additional absence (over five) for a 1.5 hour class session, an additional penalty of 1 point is applied to the reduced course grade.

Example 1: at the end of the semester, a student has a course grade of 75/100. Over the course of the semester, s/he missed 4 unexcused sessions of 1.5 hours for the course. No penalty is applied.

Example 2: at the end of the semester, a student has an overall grade of 75/100. Over the course of the semester, s/he missed 5 unexcused sessions of 1.5 hours for the course. S/he receives a penalty of 5 points (out of a hundred), and his/her final course grade is 70/100.

Example 3: at the end of the semester, a student has an overall grade of 75/100. Over the course of the semester, s/he missed 7 sessions of 1.5 hours for the course. S/He receives a penalty of 7 points, and his/her final course grade is 68/100.

Additional Course Policies

- Once class has started, please do not leave the classroom.
- Feel free to bring drinks to class, but no food, please.
- Using laptops during class is allowed. Having computers on during class can although be distracting to other students. You should not spend class time checking email/FB or doing homework for your other classes.
- It goes without saying that all students are required to come to classes well-prepared with all of their reading assignments promptly and thoroughly completed. Students are also encouraged to keep a reading-log with which they can structure their note-taking and deepen their understanding of the set texts.
- Soft copies of the written essays should be sent NLT than, before start of the class. The penalty for late submission is 25% of the whole value of the written assignment. Assignments that are more than a week late won’t be graded. Respect all given deadlines.
- Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments
- As mentioned on the VeCO website: “The 5 EPSS courses are complemented by a series of lectures given by senior academics and policymakers from institutions such as the EU, NATO, the Standby High Readiness Brigade for UN Operations and the European Defence Agency. Lectures are interactive and provide students with the opportunity to establish and maintain contacts within the Brussels security community.” Attending the lectures is mandatory.
**Academic Honesty Statement**

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Please consult the Section “Avoiding Plagiarism” in the College Catalogue for further guidance.

**Turnitin**

All written assignments that graded and count for more than 10% towards the final course grade need to be submitted via the anti-plagiarism software Turnitin. You will receive from your professor a unique password and access code for your Class.

**Course Schedule (Overview)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>31 Aug</td>
<td>Introduction to the Course and Overview of Course and Requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is NATO?</td>
</tr>
<tr>
<td>Week 2</td>
<td>07 Sep</td>
<td>The Washington Treaty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NATO Command Structure vs NATO Force Structure</td>
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<tr>
<td></td>
<td></td>
<td>Allied Command Operations (ACO)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Allied Command Transformation (ACT)</td>
</tr>
<tr>
<td>Week 3</td>
<td>14 Sep</td>
<td>What is security?</td>
</tr>
<tr>
<td>Week 4</td>
<td>21 Sep</td>
<td>NATO’s strategic approaches to security</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morphing nature of the threat to NATO</td>
</tr>
<tr>
<td>Week 5</td>
<td>28 Sep</td>
<td>Hybrid Warfare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current and future threats</td>
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<tr>
<td>Week 6</td>
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<td>Week 7</td>
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<td><strong>REVISION SESSION</strong></td>
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<td>Week 8</td>
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<td>Alliances vs Coalitions</td>
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<td>NATO Open Door policy Enlargement NATO Partners</td>
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<td><strong>Fall Recess – 30 October to 3rd November 2017 – NO CLASSES</strong></td>
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<td>Week 11</td>
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**LITERATURE AND SESSION INSTRUCTIONS**

**Week 2: Discovering NATO**

**Aim**

To understand NATO’s organization, decision-making process, meeting architecture, the NATO command and Force Structure, the BI-Strategic Commands, operations supported by transformation.

**Scope**

Top-down description of NATO’s architecture, command and control structures, rules and procedures.

**Supported learning objectives**

The competences used during this activity are: understanding NATO’s organization.
**Teaching points**

The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- What rules and procedure applies in the NATO decision-making? How to reach consensus?
- What is the command and control organization of NATO?
- How are both Strategic Commands interacting and supporting each other?
- What is the difference between the NATO command and Force Structures?

**Conduct**

This activity starts with a preparation at home followed by a class. It will conclude with a Q&A session.

**Required readings**

Individual research on [www.nato.int](http://www.nato.int)
ACO and ACT press video
Week 3-4: What is security?

**Aim**
To review and understand the concept of security in the realm of military intervention. Apply this to NATO’s security reality.

**Scope**
After having determined what NATO really is and how it is organized, it is mandatory to understand security to be able to dive deeper into the potential threats NATO is facing. It is also mandatory to be able to execute a strategic security analysis in the framework of both the written essay and the position paper.

**Supported learning objectives**
The competences used during this activity are: discover NATO’s complex security environment.

**Teaching points**
The following teaching points are to be addressed and expanded upon during the conduct of this activity:
- What is security?
- What are the different types of security?
- How can states have an influence on security and how should they prepare to face threats?

**Conduct**
This activity starts with a preparation at home followed by a class. It will conclude with a Q&A session.

**Required readings**
EU-NATO and emerging security challenges by Myrto Hatzigeorgopoulos (provided)
Week 5: Hybrid warfare

Aim
Understand the impact of hybrid warfare and the embedded threats to the Alliance.

Scope
Hybrid warfare is not a new concept as such, but it still caught the Alliance and its members states off guard.

Supported learning objectives
You understand the different causes of war and the national and international political actions to eliminate war and conflict. Specific case of hybrid warfare: how to prepare and react.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- What is hybrid warfare?
- What are the possible responses to this type of warfare?

Conduct
This activity starts with a preparation at home followed by a class. It will conclude with a Q&A session. A special first part will be dedicated to experience briefs by NATO specialists.

Required reading:
Prior to the activity, the students have to read the following:

See week 3
FIIA report, Russia’s hybrid war in Ukraine, Breaking the enemy’s ability to resist, Andras Rasz, 1-107 (provided)
Week 6: NATO Operations

Briefing by a NATO official on the past and current NATO deployments and operations
Week 8: Alliances vs coalitions: best answer to potential threats

Aim
To understand the difference between Alliances and coalitions of the willing.
To discover who is participating in NATO operations.
To determine and analyze the threats to which NATO is exposed.

Scope
It is important to analyze the fundamental difference between a military alliance and a coalition of the willing to discover their intimate connection and supporting aspects.
NATO and its member states and partners are exposed to multiple threats that are morphing rapidly and constantly. Which threats are current and should be addressed first. How does it affect NATO’s strategic thinking and the development of concepts and capabilities?

Supported learning objectives
The competences used during this activity are: discover NATO’s complex security environment.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:
- What is strategy and why is it difficult?
- What is the relation between strategy, concepts, doctrines and permanent capability development?
- What are the strengths and weaknesses of an alliance/coalition?

Conduct
This activity starts with a preparation at home followed by a class. It will conclude with a Q&A session.

Required readings
Dean, Sidney E. 2002. NATO capabilities gap continues to worry US, allies. Pentagon Brief (Apr 15): 1-2,
Week 9: A look over the fence

Aim
To understand NATO’s enlargement and partnership programmes.
To understand NATO’s vision of its own neighborhood.

Scope
NATO as a conflict prevention tool through collective security, enlargement and partnerships.

Supported learning objectives
You understand the complexity of the globalized security world and you are able to explain which trends and drivers will be influencing future military operations and cooperation.
You are able to define NATO’s enlargement and partnerships.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

• What is NATO’s open door policy?

Required reading:
Week 10: NATO-EU relations

Aim
To understand NATO’s vision of its own neighborhood.
To understand NATO-EU relations and cooperation.
BERLIN+.
NATO-EU Joint declaration.

Scope
NATO is only one actor of international security. A potential isomorphism of international organizations can be contemplated and synergies and redundancies are applicable.
NATO as a conflict prevention tool through enlargement and partnerships.

Supported learning objectives
You understand the complexity of the globalized security world and you are able to explain which trends and drivers will be influencing future military operations and cooperation. You recognize Europe’s near abroad and the role of the different security organizations in this neighborhood.
You are able to define NATO’s enlargement and partnerships.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

- How do NATO and the EU collaborate?
- Is there a task distribution between the security organizations?

Required reading:
European View, 12(2), 317.
Week 11-13: Crisis Management Simulation

Aim
Understand the decision and assessment making process within NATO crisis management framework.

Scope
Provide expert guidance on NATO crisis management procedures through a simulation based on a fictive scenario. The students will have to get acquainted with the scenario, develop a position paper and represent a country in working group meetings and within a simulated North Atlantic council.

Supported learning objectives
You know the NATO crisis management concept and you are able to act as a diplomat at strategic level.

Teaching points
The following teaching points are to be addressed and expanded upon during the conduct of this activity:

• What is NATO crisis management concept and procedures?
• What is a strategic assessment?
• What is diplomacy and capital diplomacy?

Conduct
Crisis response simulation.

Required readings
NATO Crisis response concept (provided).
Scenario (provided)