

COURSE SYLLABUS

NATO in the 20th and 21st Century

Course code: IRS371/IRS671

Semester and year: FS 2016

Day and time: Thursday 1830-2115

Lecturer: Kristina Soukupova BA MA PhD

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Office hours: by appointment

Credits US/ECTS	3/6	Level	Intermediate
Length	15 weeks	Pre-requisite	none
Contact hours	42 hours	Course type	Elective

1. Course Description

The main aim of this course is to provide students with a grounding with regards to the roles, functions, history and operation of North Atlantic Treaty Organization (NATO) since its establishment till present day. This course is offered as the first and only joint course of AAU and NATO Allied Command Transformation Innovation Hub. The arrangement of the course is such that almost all classes are divided into two halves, where the first half is taught by a lecturer at the AAU campus and the second half via video conference call with experts directly from NATO. Students will have a great opportunity to learn not only theory, but also discuss real practical outcomes of various concepts with NATO experts.

Topics for study in the course include:

- Basic concepts. What is NATO? Why was it established, by whom, when? Washington Treaty. What are military organizations for? Pros/cons of having them.
- The role of NATO during Cold War. NATO vs. Warsaw Pact. NATO structure and governance.
- 1990s – New role for NATO? The end of Cold War and its effect on NATO. NATO enlargement, criteria, expectations and reality.
- NATO and the new wars culminating to Kosovo crisis. Need of UN resolution,
- NATO post 9/11. NATO in the war against terror.
- ISAF – the role of NATO in Afghanistan.
- NATO and other international organizations (UN, EU, OSCE, African Union, NGOs, etc)
- NATO and Russia – development of relations
- Current challenges for NATO

2. Student Learning Outcomes

By the end of the course students will have:

- Understood the past and current roles and functions of NATO.
- Analyzed the historical, political and security dynamics that NATO forms and is formed by.
- Grasped the complexity of the organization and the context in which it operates.
- Developed an appreciation of the key challenges NATO faces.
- Gained an appreciation of general trends that is tempered with an understanding of the specific features of individual countries and NATO Member States.
- Understood the relationship between the theory and operational reality of NATO operations.
- Transferable and soft skills:
 - Students perfect their critical thinking, comparative and analytical skills
 - Enhance their presenting capabilities
 - Improve their research and debating skills

3. Reading Material

Each lecture/ seminar will proceed on the assumption that you have completed all of that session's required reading. In order to be able to fulfil this requirement, you will need to plan ahead.

I will provide some specific reading on case-by-case basis as I am aware of the shortage of reading material available to you.

There is a vast range of material available on NATO. The reading provided in the syllabus represents only a small portion of this material. It is divided into two sections. There is a short reading list linked to each seminar. **You must read at least some items on this list. This is a minimum requirement of your participation in this unit.** Each session also has a much longer reading list to help you when you write your essays and prepare your seminar presentation. Whenever possible you should read something from this longer list when preparing for the seminar.

An increasing number of print journals taken by the library are available in electronic form or can be downloaded via EBSCO or JSTOR.

A growing number of sources are available on the web and some (but by no means all) of these sources are indicated in this syllabus. As with all sources you should treat items posted on the web critically and you should not rely solely on sources taken from the Internet when preparing for seminar presentations and writing essays.

Internet Sources:

You will find the following websites of use during your reading for this course. They are useful sources for the most up to date developments in this area of war studies. Many have links with other useful sites. If you use these sources please make sure that you cite the Internet location accurately and it is essential that you indicate the date on which you consulted them.

Websites/Internet Sources

NGO's, Institutions, Research Centres and Databases

www.chathamhouse.org
www.dcaf.ch
www.css.ethz.ch
www.iiss.org
www.sipri.org
www.sipri.org/databases/milex
www.rusi.org
www.dodccrp.org
www.dtic.mil
www.informationclearinghouse.info
www.journal.forces.gc.ca
www.strategicstudiesinstitute.army.mil
www.rand.org
www.cmi.fi
www.cs.bath.ac.uk
www.uknda.org
www.lib.umich.edu
www.unob.cz

Government Sites

www.vlada.cz
www.army.cz
www.homeoffice.gov.uk
www.gov.uk/government/organisations/ministry-of-defence
www.mod.uk
www.gpo.gov/fdsys
www.state.gov
www.whitehouse.gov
www.defense.gov
www.cia.gov
www.dhs.gov

International Organizations

www.europa.eu
www.iss.europa.eu
www.nato.int/
www.ncia.nato.int
www.act.nato.int
www.un.org
www.un.org/en/sc

Other

www.nuclearsuppliersgroup.org
www.vojenstvi.cz
www.cslegie.wz.cz/

www.armada.vojenstvi.cz

4. Teaching methodology

The course will be taught through a combination of interactive lectures, video conference lectures from NATO HQs, NATO ACT and other NATO organizations and four seminars at the end of the semester.

The module will be assessed by a combination of:

In-class participation: 35%

On-line participation: 15%

Assessed paper + Presentation: 50%

Please note the importance of deadlines: assessed work handed in late will be given the mark of zero unless an essay extension has been granted.

The seminars are held once a week for 150 minutes.

5. Course Schedule

Week 1 – September 1, 2016

Part I: Introduction

Basic concepts. What is NATO? Why was it established, by whom, when? Washington Treaty. What are military organizations for? Pros/cons of having them.

Reading:

North Atlantic Treaty. Washington, 4.April 1949. Available at:

http://www.nato.int/cps/en/natolive/official_texts_17120.htm

What is NATO? Available at: http://www.nato.int/cps/en/natohq/topics_82686.htm

Kaplan, Lawrence S., NATO and its Commentators: The First Five Years. *International Organization*. Vol.8, No.4, Nov. 1954

Krebs, Ronald R., Perverse Institutionalism: NATO and the Greco-Turkish Conflict. *International Organization*. Vol.53, No.2, Spring 1999

Eberle, James. Book Review of 'The Origins of NATO' edited by Joseph Smith, Exeter, Exeter UP. 1990. in *International Affairs* (Royal Institute of International Affairs 1944-), Vol. 67, No. 4 (Oct., 1991)

Soeters, Joseph, Fenema, C. van Paul, Beerens, Robert (2010), *Managing Military Organisations: Theory and Practice* (New York: Routledge), pp. 1 – 15.

Week 2 – September 8, 2016

Part I: Introduction – Cont.

The role of NATO during Cold War. NATO vs. Warsaw Pact. NATO structure and governance.

Reading:

Dawson Raymond H. and George E. Nicholson. NATO and the SHAPE Technical Center. *International Organization*. Vol.21, No.3, Summer 1967

Oneal John R. Testing the Theory of Collective Action: NATO Defense Burdens 1950-1984. *The Journal of Conflict Resolution*. Vol.34, No.3, September 1990

Kirgis Jr, Frederic. NATO Consultations as a Component of National Decisionmaking. *The American Journal of International Law*. Vol. 73, No.3., July 1979

Hirsch, Michael (2004), NATO's Cold War Policies: The Global Response to a Nuclear Opponent, available at: <http://web.stanford.edu/class/e297a/NATO's%20Cold%20War%20Policies.doc> .

Week 3, September 15, 2016

Part II: Post-Cold War NATO

1990s – New role for NATO? The end of Cold War and its effect on NATO. NATO enlargement, criteria, expectations and reality.

NATO GUEST SPEAKER: TBA

Reading:

Lepgold Joseph. NATO's Post Cold War Collective Action Problem. *International Security*. Vol.23 No.1, Summer 1998

Borawski, John. 'Partnership for Peace and beyond.' *International Affairs* (Royal Institute of International Affairs 1944-),Vol. 71, No. 2 (Apr., 1995),

Gibler, Douglas M. and Jamil A. Sewell 'External Threat and Democracy: The Role of NATO Revisited.' *Journal of Peace Research*, Vol. 43, No. 4, Special Issue on Alliances (Jul., 2006)

Cornish, Paul. 'NATO: The Practice and Politics of Transformation.' *International Affairs* (Royal Institute of International Affairs 1944-),Vol. 80, No. 1 (Jan., 2004)

Kostadinova, Tatiana. 'East European Public Support for NATO Membership: Fears and Aspirations.' *Journal of Peace Research*, Vol. 37, No. 2 (Mar., 2000)

Wallander, Celeste A. 'Institutional Assets and Adaptability: NATO after the Cold War.' *International Organization*, Vol. 54, No. 4 (Autumn, 2000)

Sloan, Stanley R.'US Perspectives on NATO's Future.' *International Affairs* (Royal Institute of International Affairs 1944-),Vol. 71, No. 2 (Apr., 1995)

Reiter, Dan. 'Why NATO Enlargement Does Not Spread Democracy.' *International Security*, Vol. 25, No. 4 (Spring, 2001)

Waterman, Harvey, Dessie Zagorcheva and Dan Reiter. 'NATO and Democracy.' *International Security*, Vol. 26, No. 3 (Winter, 2001-2002)

Weber, Steve. 'Shaping the Postwar Balance of Power: Multilateralism in NATO.' *International Organization*, Vol. 46, No. 3 (Summer, 1992)

McCalla, Robert B. 'NATO's Persistence after the Cold War.' *International Organization*, Vol. 50, No. 3 (Summer, 1996)

Duffield, John S. 'NATO's Functions after the Cold War.' *Political Science Quarterly*, Vol. 109, No. 5 (Winter, 1994-1995)

Glaser, Charles L. 'Why NATO is Still Best: Future Security Arrangements for Europe.' *International Security*, Vol. 18, No. 1 (Summer, 1993)

Week 4 – September 22, 2016

Part III. NATO and the New Wars

NATO and the new wars culminating to Kosovo crisis. Need of UN resolution, NATO vs. Alliance of the Willing.

NATO GUEST SPEAKER: LTC Vittorio Stingo: NATO in the Balkans

Reading:

Aguirre, Mariano and Penny Fischer. 'Discriminate Intervention: Defining NATO for the '90s.' *Middle East Report*, No. 177, Arms Race or Arms Control in the Middle East? (Jul. - Aug., 1992)

Lake, Daniel R. 'The Limits of Coercive Airpower: NATO's "Victory" in Kosovo Revisited.' *International Security*, Vol. 34, No. 1 (Summer, 2009)

Wedgwood, Ruth. 'NATO's Campaign in Yugoslavia.' *The American Journal of International Law*, Vol. 93, No. 4 (Oct., 1999)

Petras, James. 'NATO: Saving Kosova by Destroying It.' *Economic and Political Weekly*, Vol. 34, No. 23 (Jun. 5-11, 1999)

NATO's role in relation to the conflict in Kosovo, available at: <http://www.nato.int/kosovo/history.htm> .

Week 5 – September 29, 2016

Part IV: NATO in the post 9/11 Era. NATO and the War on Terror

NATO GUEST SPEAKER: Dr. Adorf (SHAPE)

Reading:

Smith, R. *The Utility of Force: The Art of War in the Modern World*, Penguin 2005.

C. Dandeker, 'The End of War? The Strategic Context of International Missions in the Twenty First Century' in Magnus Christiansson,(Ed) *Eight Essays in War Studies*, Act Politica, Mil. Academy Karlberg, Stockholm,2007

Gordon, Philip H. 'NATO and the War on Terrorism a Changing Alliance.' *The Brookings Review*, Vol. 20, No. 3 (Summer, 2002)

de Nevers, Renée. 'NATO's International Security Role in the Terrorist Era.' *International Security*, Vol. 31, No. 4 (Spring, 2007)

Week 6 – October 6, 2016

Part V: ISAF – The role of NATO in Afghanistan

NATO GUEST SPEAKER: Dr. Martin Loicano (SHAPE)

Reading:

Sjursen, Helene. 'On the Identity of NATO.' *International Affairs* (Royal Institute of International Affairs 1944-), Vol. 80, No. 4, The Transatlantic Relationship (Jul., 2004)

Sperling James and Mark Webber. 'NATO: From Kosovo to Kabul.' *International Affairs* (Royal Institute of International Affairs 1944-),Vol. 85, No. 3, The War over Kosovo: Ten Years On (May, 2009).

Theo Farrell and Sten Rynning. 'NATO's transformation gaps: transatlantic differences and the war in Afghanistan,' *Journal of Strategic Studies*, vol. 33, no. 5 (2010), pp. 673-700.

Kreps, Sarah. 'Elite consensus as a determinant of alliance cohesion: why public opinion hardly matters for NATO-led operations in Afghanistan,' *Foreign Policy Analysis*, vol. 6, no. 3 (2010), pp. 191-215.

Week 7 – October 13, 2016

Part VI: NATO and Russia – development of relations ISAF

NATO GUEST SPEAKER: LTC Olaf Wiedenfeld

Reading:

ISAF's mission in Afghanistan (2001-2014), available at:

http://www.nato.int/cps/en/natohq/topics_69366.htm.

Hunter, E. Robert. 'Solving Russia: Final piece in NATO's puzzle.' *The Washington Quarterly*, Vol. 23, No. 1 (2000), pp. 113 – 134.

Stephen White, Julia Korosteleva, Roy Allison. 'NATO: The View from the East', *European Security*, Vol. 15, No. 2 (2006), pp. 165 – 190.

Andrew J. Pierre, Dmitri Trenin. 'Developing NATO - Russian Relations.' *Survival*, Vol. 39, No. 1 (1997), pp. 5 – 18.

Oksana Antonenko, Bastian Giegerich. 'Rebooting NATO – Russia Relations.' *Survival*, Vol. 51, No. 2 (2009), pp. 13 – 21.

Week 8 – October 20, 2016

Student Presentations Part I / Simulation/War Game

Literature for Conflict Simulation: <https://kcl.rl.talis.com/lists/5E5BFF95-B06D-3D3D-F217-867BD2475472.html>

Week 9 – October 27, 2016

Mid-Term Break

Week 10 – November 3, 2016

Part VII: NATO – Current Challenges

NATO GUEST SPEAKER: Mathieu Hedoin (SACT POLAD)

Reading:

Hartley, Keith and Todd Sandler. 'NATO Burden-Sharing: Past and Future.' *Journal of Peace Research*, Vol. 36, No. 6 (Nov., 1999)

Noetzel, Timo and Benjamin Schreer. 'Does a Multi-Tier NATO Matter? The Atlantic Alliance and the Process of Strategic Change.' *International Affairs* (Royal Institute of International Affairs 1944-), Vol. 85, No. 2 (Mar., 2009)

Nato 2020: assured security; dynamic engagement, available at: <http://www.nato.int/strategic-concept/expertsreport.pdf>.

John Gordon, Stuart Johnson, F. Stephen Larrabee & Peter A. Wilson. 'NATO and the Challenge of Austerity.' *Survival*, Vol. 54, No. 4 (2012), pp. 121 – 142.

Arita Holmberg. 'The Changing Role of NATO: Exploring the Implications for Security Governance and Legitimacy.' *European Security*. Vol. 20, No. 4 (2011), pp. 529 – 546.

Mats Berdal, David Ucko. 'NATO at 60.' *Survival*, Vol. 51, No. 2 (2009), pp. 55 – 76.

Current security challenges and the role of NATO and the European Union: Speech delivered by the Chairman of the NATO Military Committee, General Petr Pavel, at the European Parliament (2015), available at: http://www.nato.int/cps/en/natohq/opinions_124128.htm?selectedLocale=en.

Week 11 – November 10, 2016

Part VIII: NATO and other international organizations (UN, EU, OSCE, African Union, NGOs, etc)

NATO GUEST SPEAKER: LTC Hubertus Van Leeuwen

Duffield John S. 'International Regimes and Alliance Behavior: Explaining NATO Conventional Force Levels.' *International Organization*, Vol. 46, No. 4 (Autumn, 1992).

Kille, Kent J, Hendrickson, Ryan C. 'Explaining International Organizations: NATO and the United Nations: Debates and Trends in Institutional Coordination.' 2010, available at: http://journal-iostudies.org/sites/journal-iostudies.org/files/JIOS201121final_4.pdf.

Duke, Simon. 'The Future of EU–NATO Relations: a Case of Mutual Irrelevance Through Competition?' *European Integration*, Vol. 30, No. 1 (2008), pp. 27–43.

Smith, John Simon. 'EU–NATO Cooperation: a Case of Institutional Fatigue?' *European Security*, Vol. 20, No. 2 (2011), pp. 243 – 264.

Week 12 – November 17, 2016

Bank Holiday

Week 13 - November 24, 2016

Student Presentations – Speakers TBA

Week 14 – December 1, 2016

Student Presentations

Week 14 – December 8, 2016

Student Presentations

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Presentation		25%	Presentation skills, ability to explain the studied topic to peers, identify key issues, subject knowledge, ...	2, 3
Essay		25%	Ability to present ideas in written form, research skills, identifying key issues and incorporation of feedback from presentation	1,2
In class and on-line participation		50%	Debating skills, critical analysis, subject knowledge, opinion formation and presentation.	1, 2, 3
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Students shall prepare one presentation and one seminar paper for this course.

Students will choose a topic, which they will present to their peers during the course. I must approve the topic of the presentation **before** students commence on their research! Students will chose a different topic and write an essay on it – I must approve of the topic too. The paper is to be no more than **2,000 words for BA students and 3,500 words for MA students** in length and is to be handed in to me electronically via NEO at the end of the semester or earlier.

It is essential that members of the seminar not presenting a paper for a particular session be prepared for the seminar by reading appropriate module materials.

The seminars are designed to maximize student participation – **everyone is expected to make some kind of contribution and to work actively during the sessions.**

Presentation:

Assessment breakdown

Assessed area	Percentage
Quality of information presented	30%
Level of clarity and development of arguments	35%
Level of organization	20%
Confidence of the speaker in the topic s/he chose and researched	15%

Essay:

Assessment breakdown

Assessed area	Percentage
Organization	20%
Clarity and logic in the development of arguments	35%
Insight into the topic and quality of information presented	35%
Style (incl. citations)	10%

Participation (in class and online):

Assessment breakdown

Assessed area	Percentage
Level of engagement and debating skills	30%
Ability to present ideas and arguments clearly	35%
Ability to transfer readings into debates and into online content	20%
Innovation and ability to apply knowledge from other subjects	15%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance is required. The university recommends, as a minimal policy, that students who are absent 35 percent of the course should be failed (or administratively withdrawn from the course if the absences are excused).

Absence excuse and make-up options

Should the student be absent from a class for relevant reasons (illness, serious family matters), s/he needs to submit an Absence Excuse Form supplemented with documents proving the reasons for absence to the Assistant Dean. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if they submit an Absence Excuse Form along with the finalized add/drop form. The form and documents must be submitted within one week of absence. If possible, it is recommended to inform the instructor about the absence in advance.

Students whose absence has been excused by the Dean are entitled to make up exams they missed provided that the nature of the exam allows for a make-up. The students are responsible for contacting their instructor within one week from the date the absence was excused, and for making arrangements with the instructor about make-up options as necessary.

Unexcused absences

Students are allowed two unexcused absences. Absences above this number may result in failure of the course.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Any electronic devices (phones, tablets, laptops...) may be used only for class-related activities (taking notes, looking up related information...). Any other use will result in being marked absent and/or being expelled from the class. No electronic devices may be used during the tests.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND–REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B–	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C–	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 – 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by and when: Kristina Soukupova, PhD (last updated August 30, 2016)

Approved by and when: