Course scope:
The origins and evolution of NATO; new missions for NATO after the Cold War, including Bosnia Afghanistan and Libya; European security and defence mechanisms; NATO military capabilities; differing security perspectives between the United States and its major European allies; NATO enlargement; relations with Russia; future transatlantic issues such as energy and the Arctic; and, NATO in the broader geopolitical context.

Admin points:
Laptops and tablets are not permitted in this class. During class the most important thing is your thoughtful attention to, contribution to, and engagement in the ongoing discussion. It is not necessary to take notes. Students are welcome to use pen and paper to jot down ideas you do not want to forget.

Phones are to be put away during this class. There will be a break midway through class during which students can check messages. For urgent messages, students are welcome to briefly leave the class.

Grading summary:
1. Participation 35% (5% for attendance; 30% for contributions)
2. Presentation 15%
3. Two analytical papers 25% each. Due at the beginning of class on the day of the topic.

Learning outcomes:
For students to be able to:
1) Verbally articulate the key arguments made in the readings, as well as one’s own perspective on the arguments made;
2) Present material in a logical manner, comprehensively yet concisely, such that listeners can readily grasp key themes; and
3) Write in a manner that engages the material in a comprehensive, concise and analytical fashion.

Grading details:

1. Participation
Students are expected to attend class, read the required readings prior to class meetings and actively participate in class discussions.

Participation will be based on the quality and quantity of contributions, with a greater emphasis on quality. Quality contributions are those that directly reflect on the central ideas found in the readings under discussion that day (i.e. that demonstrate you have read the readings). There are between 55 and 75 pages of readings per week.

All readings are required readings unless otherwise indicated. Readings are on reserve in the main library or available in the library’s online database. There is one text for this class: David S. Yost,
2. Presentation

Each student will be asked to present a short analysis (10-15 minutes) of one of the required readings during sessions 3 to 12. No written material is submitted to the professor. Do not use power point. Choices can be made in class on January 16th (every effort will be made to ensure there is at least one presenter each week and not more than two). During the analysis the student should:

1. Identify and briefly discuss the article’s key argument(s). Do not list (i.e., ‘the author says this, and then s/he says that…’). Start with an overall statement of the author’s core argument(s) and then organize your presentation around key themes. The goal is to present the material in such a manner that the listener comes away with a ‘snapshot’ of what the article is all about;
2. Critically (positive and negative) assess the validity of the arguments; and
3. Draw some linkages with other articles on the week’s reading list.

3. Analytical papers

Each student is required to write two analytical papers of approx. 10 pages each. Each essay will cover the entire set of required readings for a specific week. Students can choose whichever two weeks they like but the weeks must be different from the week in which the student is presenting a reading. Students should aim to complete at least one paper no later than week 8. The essays are due as hard copies at the beginning of class on the day the readings will be discussed.

Your essay should:

1. In comprehensive yet concise manner, identify the core arguments contained within each reading;
2. Analytically demonstrate points of agreement, disagreement and/or distinction among the articles; and
3. Give your own perspective and assessment on the readings and on the topic of the week.

All written material is to be submitted in 12 point Times New Roman font, one inch margins, double-spaced, left justified, using Chicago style footnotes. Papers must have page numbers.

Late policy: Late papers will be subject to a 1/3 grade reduction per day.

1. Course introduction (Jan 9)

2. The origins and evolution of NATO (Jan 16)


3. NATO in the Balkans and Afghanistan (Jan 23)


4. **A European security and defence policy?** (Jan 30)

*NATO’s Balancing Act*: 253-261.


**Recommended**


5. **Allied perspectives** (Feb 6)


6. **NATO and Libya** (Feb 13)

*NATO’s Balancing Act*: 170-183.


Recommended

Feb 20 – No Class - Reading Week

7. Military capabilities (Feb 27)

NATO’s Balancing Act: 82-85; 183-185.


Recommended

8. NATO enlargement (Mar 6)

NATO’s Balancing Act: 281-293.

Daalder, Ivo and James Goldgeier. “Global NATO,” Foreign Affairs 85, no. 5 (September/October 2006): 105-113.


Recommended


9. Russia and the West (Mar 13)


Recommended

NATO’s Balancing Act: 32-39; 98-106; 219-224

10. Energy (Mar 20)

NATO’s Balancing Act: 50-53.


Recommended


11. The Arctic (Mar 27)


Recommended


12. NATO in the broader geopolitical context (Apr 3)


Recommended


Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then,
make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
<td>C</td>
<td>5</td>
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<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
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<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
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<tr>
<td>73-76</td>
<td>B</td>
<td>8</td>
<td>53-56</td>
<td>D</td>
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<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
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**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:** All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As
important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit [https://www.facebook.com/groups/politicalsciencesociety/](https://www.facebook.com/groups/politicalsciencesociety/) or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.