Professor: Elinor Sloan  
Office: Loeb B640  
Office Hours: Wednesdays 1-3:30 p.m. or by appointment. (I am in the office most days).  
Phone: 613-520-2600 ext. 2782  
Email: elinor.sloan@carleton.ca  

Email is for admin questions only. For substantive issues please see me during office hours.

Course scope:  
The origins and evolution of NATO; new missions for NATO after the Cold War; European security and defence mechanisms; differing security perspectives between the United States and its major European allies; NATO enlargement; relations with Russia; NATO and Brexit; future transatlantic issues; 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).

2. Presentation  
Each student will be asked to present a short analysis (approx. 15 minutes) of one of the required readings during sessions 4 to 12. No written material is submitted to the professor. Choices can be
made in class on September 12th (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.

Your article is to be presented; please do not read from a sheet of paper. It is best to practice your presentation in advance to ensure you stay at about the 15-minute guideline.

3. Analytical papers

Each student is required to write two analytical papers of 10-12 pages each. 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.

Each essay will cover the entire set of required readings for a specific week. For weeks that include a textbook reading, it is optional to include this reading in your assessment.

Students can choose whichever two weeks they like (no need to tell the prof) but the weeks must be different from the week in which the student is presenting a reading. It is recommended students 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 paper should:
(1) In comprehensive yet concise manner, identify the core arguments contained within each reading. Do not summarize the article (i.e., ‘the author says this, and then s/he says that…’);
(2) Analytically demonstrate points of agreement, disagreement and/or distinction among the articles;
(3) Give your own perspective and assessment on the readings and on the topic of the week; and
(4) Draw some linkages with other articles on the course reading list (previous weeks).

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

Readings:

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, NATO’s Balancing Act (Washington, DC: US Institute of Peace, 2014). It is available for purchase in the bookstore and is also on reserve in the main library.

1. Course introduction (Sept 5)

2. The origins and evolution of NATO (Sept 12)


### 3. NATO in the Balkans and Afghanistan (Sept 19)


### 4. A European security and defence policy? (Sept 26)

*NATO’s Balancing Act*: 253-261.


**Recommended**


European Union Global Strategy (2016)  


### 5. Allied perspectives (Oct 3)


### 6. NATO and Libya (Oct 10)

*NATO’s Balancing Act*: 170-183.


**Recommended**


### 7. NATO military capabilities (Oct 17)

*NATO’s Balancing Act*: 82-85; 183-185.


**Recommended**


**Oct 24 – No Class - Reading Week**

### 8. NATO enlargement and its consequences (Oct 31)

*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 new threat environment (Nov 7)**


**Recommended**


10. Energy (Nov 14)

NATO’s Balancing Act: 50-53.


Recommended


11. The Arctic (Nov 21)


Recommended


No class Nov 28, instructor away
12. NATO in the broader geopolitical context (Dec 5)


Recommended


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**Academic Accommodations**

**Requests for Academic Accommodation**
You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation**
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**Religious obligation**
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**Academic Accommodations for Students with Disabilities**
If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made.

[carleton.ca/pmc](carleton.ca/pmc)
Survivors of Sexual Violence
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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.
Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
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<tr>
<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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</tbody>
</table>

**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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook [https://www.facebook.com/CarletonPoliticalScienceSociety/](https://www.facebook.com/CarletonPoliticalScienceSociety/) and our website [https://carletonpss.com/](https://carletonpss.com/), or stop by our office in Loeb D688!"

**Official Course Outline**

The course outline posted to the Political Science website is the official course outline.