

<b>Identification</b>	<b>Subject (Code, title, credits)</b>	<b>PSIR 370: NATO and Security Studies</b> 3KU / 6ECTS credits 15 Weeks, 60 hours
	<b>Department</b>	<b>Political Science and Philosophy</b>
	<b>Level</b>	Undergraduate
	<b>Term</b>	Fall 2021
	<b>Instructor</b>	Vlad Vernygora
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	<b>Phone:</b>	(+994 12) 421 10 93 # 213
	<b>Classroom/hours</b>	Neftçilər, 41 Mahsati str., or virtually via Microsoft Teams; TBA
	<b>Office hours</b>	Tuesday, 16:00-17:00
<b>Prerequisites</b>	None	
<b>Language</b>	<b>English</b>	
<b>Compulsory/Elective</b>	Major Elective	
<b>Required textbooks and course materials</b>	<p><b>Core readings:</b></p> <p>Karen A. Mingst and Jack L. Snyder, <i>Essential Readings in World Politics</i>, Sixth edition (New York: W.W. Norton &amp; Co, 2021)</p> <p>S. Plokhi, <i>Yalta: the price of peace</i> (Viking, 2010)</p> <p>Buzan, B., Weaver, O., &amp; Wilde, J. (1998). <i>Security: A New Framework For Analysis</i>. London: Lynne Reiner Publishers.</p> <p>Klotz, A., &amp; Prakash, D. (2008). <i>Qualitative methods in international relations: A pluralist guide</i>. (Eds.), Palgrave Macmillan.</p> <p>Williams, P. (2008). <i>Security Studies: An Introduction</i>. New York: Routledge.</p> <p>Kissinger, H. (1994). <i>Diplomacy</i>. New York: Simon &amp; Schuster.</p> <p>Bisley, N. (2012). <i>Great Powers in the changing international order</i>. Lynne Rienner Publishers.</p> <p>Collier, D. (2011). Understanding Process Tracing. <i>PS: Political Science &amp; Politics</i>, 44 (4), 823-830.</p> <p>NATO. Official web-portal.</p> <p><b>Supplementary readings:</b></p> <p>Supplementary materials come from a broad as well as a multi-disciplinary range of academic articles and official documents. Students will be provided with these materials either in electronic form or in hard copies.</p>	
<b>Course outline</b>	This course does not have a distinct emphasis on historiography; instead, due to its multi-disciplinary academic nature, it will employ an approach on	

	<p>studying the phenomenon of NATO in the context of modern theoretical debates on security, emerging security challenges, and strategic communication. The theme-associated socio-political events and their historic connotations will frame the necessary backgrounds for different discussions on the Alliance's theoretical, structural, and operations features.</p>	
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>• To provide knowledge on conceptualisation and theory-building in the area of security studies and international relations;</li> <li>• To provide knowledge on events that led to the establishment of NATO;</li> <li>• To provide knowledge on structural and decision-making angles of NATO;</li> <li>• To provide knowledge on security challenges that NATO is currently facing</li> </ul>	
<b>Learning outcomes</b>	<p>After the completion of the course, students should:</p> <ul style="list-style-type: none"> <li>- have sufficient competence in conceptualisation and theory-building in the area of security studies and international relations;</li> <li>- have an ability to establish causal connections between different socio-political events in the context of North Atlantic integration (in general) and NATO as the world's biggest intergovernmental security-focused framework (in particular);</li> <li>- have sufficient understanding of NATO-associated structure and activities;</li> <li>- have international vision on and familiarity with emerging security challenges;</li> <li>- have an ability to conduct guided research on international relations.</li> </ul>	
<b>Evaluation</b>	<b>Form</b>	<b>Percentage (%)</b>
	<b>Midterm written exam (based on 50% of the content)</b>	35
	<b>Final written exam (based on 100% of the content)</b>	35
	<b>Power Point presentation</b>	10
	<b>Small academic paper</b>	20
	<b>Total</b>	100
<b>Policy</b>	<p>The course grade will be determined by the instructor's evaluation of a small academic paper, an in-the-class presentation, and the results of both the midterm and final exams.</p>	

**Paper:**

During the length of the course, the students will be offered to write a small compulsory paper (no less and no more than 10 pages, 13 Times New Roman font, line spacing: 1,5, the volume includes bibliography pages, but does not include cover page and table of content. The paper represents maximum 20% of the final grade out of 100; submission deadline: **24 December 2021**; grace period – 3 days, reducing the mark for the paper by correspondingly 1, 2 and 3 points; on the course-related topic of the student's choice (the topic must be approved by the instructor). The overall % to be awarded to the student by the instructor will be worked out from the following 7 different segments: paper format, argument/research question's/methodology visibility in the text, discussion, conclusion, academic English, citations style, and bibliography.

**Presentation:**

During the length of the course, the students will be offered to prepare a compulsory PPT presentation. It needs to be focused on a military profile of one of the Alliance's member states. The presentation represents maximum 10% of the final grade out of 100; submission is done during the length of the course, but the deadline is the same as for the paper: **24 December 2021**. No grace period for this part. The country-case must be approved by the instructor to avoid doubling up.

**Exams:**

The midterms written exam (80 minutes) will be based on the 50% of the course-associated content, while for the final written exam (80 minutes) the students must be ready to exhibit their knowledge of 100% of the course's content. On both occasions, in clear hand-writing and using academic style in the process of outlining thoughts, facts and ideas, students will be required to answer 3 out of 15 questions (for the midterm exam) and 3 out of 30 questions (for the final exam). A fair method of choosing the exam questions will be explained in details before the event, and the questionnaires for both exams will be submitted to the students two weeks prior to the date. The criteria of awarding a particular % for any of the two exams are as follows:

“0 – 6 %” - The student fully and thoroughly answers one of the three questions, but does not give any answer to the remaining question; Or the student does not appear to have an ability to establish causal connections between different events; Or the student have no sufficient competence in conceptualisation the phenomenon of NATO, or theory building in the area of international relations;

“7 – 12%” - The student attempts to answer all three questions and demonstrate that the basic understanding of the phenomenon under study as well as concepts existing in the field of international relations, while causal connections between different events have been understood with non-significant factual errors;

“13 – 18%” – The student gives suitable answers to all three questions, showing her/his understanding of the phenomenon-associated politico-historic processes, while making attempts to conceptualise those with paradigms of international relations. Small factual errors are noticed.

“19 – 24%” – The student gives suitable answers to all three questions, showing her/his above-average understanding of the the phenomenon-associated politico-historic processes, while making successful attempts to conceptualise those with paradigms of international relations. No factual errors are noticed.

“25 – 30%” – The student gives thorough answers to all three questions in a well-structured and well-presented academic manner. Very good conceptual thinking is noticed.

“31 – 35%” – The student offers her/his comprehensive insight into the fundamental issues related to the three questions, demonstrates outstanding competence in NATO-focused conceptualisation and theory building in the area of international relations. The student’s in-depth knowledge of the relevant literature, international vision, socio-cultural understanding and familiarity with the field’s tools and techniques are noticed.

**General notes:**

Students following this course are not simply expected to listen and memorize the lectures but to study the reading materials well, to engage in class discussions and small group-works, and be able to demonstrate and debate his/her viewpoints. Therefore, students are expected to:

- attend classes on a regular basis as the classes are conducted in a combined lecture/seminar format where students should take an active part.
- read the assigned and suggested materials before coming to class
- engage actively in classroom discussions
- offer thoughtful and informed classroom presentations and written work

Students are required to comply with the attendance policy of Khazar University. Full-time students are expected to attend all classes unless they are on sick leave or have the permission of the instructor (*approved absence*). A student must submit a justified absence request (either in person or via email) in anticipation of an absence from a particular class. In case if she/he fails to do so, her/his absence will be considered unapproved. Specifically, to be eligible for final grading, a student must not miss more than 25% of class hours (*unapproved absences*). Continuing unapproved absences or lack of participation may lead to dismissal from the course.

#### **Academic misconduct**

Academic honesty plays an essential part in maintaining the integrity of Khazar University. Students are expected to recognise and uphold high standards of intellectual and academic integrity. The following acts are examples of academic dishonesty, therefore are strictly forbidden and will, if proven, be penalised:

- plagiarism,
- cheating,
- unauthorised collaboration,
- falsification,
- multiple submissions.

Plagiarism is unethical in its nature and, thus, it is considered an offence under the University regulations. Please familiarise yourself with the regulations relating to plagiarism.

Plagiarism is copying other people's work without proper attribution. The

students committing plagiarism and the students providing materials for plagiarising will automatically receive a zero (0%) for the course. Students must always indicate that they used someone else’s words and ideas if they have done so, by using quotation marks and mentioning the source in the text or a footnote. A bibliography must also follow after the end of the paper.

**Rules of Professional Conduct**

The students shall behave in the way to create favorable academic and professional environment during the class hours. Unauthorised discussions and unethical behaviour are strictly prohibited. Classroom behaviour that seriously interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to benefit from the course-related programme will not be tolerated. When a student’s behaviour in a class is so seriously disruptive as to compel immediate action, the instructor has the authority to remove a student from the class on an interim basis, pending an informal hearing on the behaviour.

<b>Schedule</b>		
<b>Date/Day</b> (subject to change if there a justified necessity)	<b>Topics</b>	<b>Readings</b>
<b>Week 1</b>	Introductory remarks Theorising on ‘International system’ and ‘Security’	<p>Hobbes, T. (2010). <i>Leviathan - Revised Edition</i>. Peterborough: Broadview Press.</p> <p>Bisley, N. (2012). <i>Great Powers in the changing international order</i>. Lynne Rienner Publishers.</p> <p>Morgenthau, H., &amp; Thompson, K. (1985). <i>Politics Among Nations: The Struggle for Power and Peace</i>. New York: McGraw-Hill.</p> <p>Karen A. Mingst and Jack L. Snyder, <i>Essential Readings in World Politics</i>, Sixth edition (New York: W.W. Norton &amp; Co, 2021)</p> <p>S. Plokhi, <i>Yalta: the price of peace</i> (Viking, 2010)</p>

<b>Week 2</b>	The end of the WWII and the two parallel integrations. Parallel?	<p>Kissinger, H. (1994). <i>Diplomacy</i>. New York: Simon &amp; Schuster.</p> <p>Volker Rolf Berghahn, <i>Modern Germany: Society, Economy and Politics in the Twentieth Century</i>, sec. edition 1987 (Cambridge, New York: Cambridge University Press, 1989).</p> <p>Pol O'Dochartaigh, <i>Germany since 1945</i> (Houndmills, Basingstoke, Hampshire; New York Palgrave Macmillan, 2004).</p> <p>Ronald Irving, <i>Adenauer</i> (London: Longman, 2002).</p>
<b>Week 3</b>	NATO, the Warsaw Pact, and ... Helsinki 1975	Mary E. Sarotte (2010) Helsinki 1975 and the transformation of Europe, <i>Cold War History</i> , 10:2, 275-276
<b>Week 4</b>	An empire collapsing, an empire emerging: NATO in the post-USSR era	<p>The Gorbachev Foundation web-portal</p> <p>Mearsheimer, John J. "Why We Will Soon Miss The Cold War." <i>The Atlantic Monthly</i>, vol. 266 (2) 1990: 35-50.</p>
<b>Week 5</b>	NATO and its structure: how does the organisation work?	NATO web-portal
<b>Week 6</b>	NATO and its Centres of Excellence	<p>NATO Cyber Security COE</p> <p>NATO Strategic Communication COE</p>
<b>Week 7</b>	<b>Midterm</b> exam followed by open lecture Topic: TBA	-
<b>Week 8</b>	NATO and its operations	NATO web-portal
<b>Week 9</b>	The post-9/11 NATO	Kelly McHugh (2014) Understanding Congress's Role in Terminating Unpopular Wars: A Comparison of the

		Vietnam and Iraq Wars, <i>Democracy and Security</i> , 10:3, 191-224.
<b>Week 10</b>	Emerging Security Challenges	The Riga Conferences' materials
<b>Week 11</b>	Open lecture Topic: TBA	-
<b>Week 12</b>	NATO and its Public Diplomacy	Amit Dasgupta (2011) Making public diplomacy work, <i>Journal of International Communication</i> , 17:1, 73-83;  Filippos Proedrou & Christos Frangonikolopoulos (2012) Refocusing Public Diplomacy: The Need for Strategic Discursive Public Diplomacy, <i>Diplomacy &amp; Statecraft</i> , 23:4, 728-745;  NATO portal
<b>Week 13</b>	NATO and its Partners across the Globe; Strategic narratives	Natalia Chaban, Paul Bacon, Joe Burton & Vlad Vernygora (2018): NATO Global Perceptions – Views from the Asia-Pacific Region, <i>Asian Security</i>  Joe Burton (2018): NATO's "Global Partners" in Asia: Shifting Strategic Narratives, <i>Asian Security</i>  Ben Wellings, Serena Kelly, Bruce Wilson, Joe Burton & Martin Holland (2017): Narrative Alignment and Misalignment: NATO as a Global Actor as Seen from Australia and New Zealand, <i>Asian Security</i>  Paul Bacon & Joe Burton (2017): NATO-Japan Relations: Projecting Strategic Narratives of "Natural Partnership" and Cooperative Security, <i>Asian Security</i>

		<p>Sung-Won Yoon, Adiyasuren Jamiyandagva, Vlad Vernygora, Joe Burton, Byambakhand Luguusharav &amp; Munkhtur Dorjraa (2017): Views on NATO from Mongolia and the Republic of Korea: Hedging Strategy, and “Perfunctory Partnership”?, <i>Asian Security</i></p> <p>Natalia Chaban, Svetlana Beltyukova &amp; Christine Fox (2017): Communicating NATO in the Asia-Pacific Press: Comparative Analysis of Patterns of NATO’s Visibility, Capability, Evaluation, and Local Resonance, <i>Asian Security</i></p>
<b>Week 14</b>	NATO and Russia	<p>Joel Moses (2017) Political Rivalry and Conflict in Putin’s Russia, <i>Europe-Asia Studies</i>, 69:6, 961-988.</p> <p>Putin, Vladimir (2012) ‘Russia and the changing world’, in <i>The Embassy of the Russian Federation to the United Kingdom of Great Britain and Northern Ireland</i>.</p> <p>Putin, Vladimir (2007) ‘Speech and the Following Discussion at the Munich Conference on Security Policy’, in <i>Kremlin</i>.</p>
<b>Week 15</b>	A post-Afghanistan NATO: workshop followed by wrapping up the course: theoretical, structural and operational perspectives	<p>Mathias Albert (1998) On boundaries, territory and postmodernity: An international relations perspective, <i>Geopolitics</i>, 3:1, 53-68</p> <p>Jan Zielonka (2013) The International System in Europe: Westphalian Anarchy or Medieval Chaos?, <i>Journal of European Integration</i>, 35:1, 1-18.</p> <p>S. Plokhi, <i>Yalta: the price of peace</i> (Viking, 2010)</p>
	Final exam	-

Additional readings and assignments will be provided by the instructor for this course.  
*If necessary, some minor modifications may be made to this syllabus by the instructor.*