

Disclaimer: This is an indicative syllabus only and may be subject to changes. The final and official syllabus will be distributed by the Instructor during the first day of class.

The American University of Rome International Relations Program

Department or degree program mission statement, student learning objectives, as appropriate

Course Title: Special Topics: NATO in the Changing European Security Architecture
Course Number: IA 383
Credits & hours: 3 credits
Pre/Co-Requisites: A lower-level IA or POL course
Professor: Prof. Luca Ratti; Prof. Irene Caratelli; Prof. Andrea Dessì

Course description

This course will analyze NATO's evolving role in European and international security from three major perspectives, namely the history of NATO: from the Cold War to the present, relations between NATO and the European Union, and NATO's involvement in the Mediterranean and Middle East.

Students enrolled in the course are expected to participate in a one-day international conference on NATO hosted at AUR on 20 June 2025 and organized in cooperation with the NATO Public Diplomacy Division. The conference substitutes for the fourth week of classes.

Detailed description of the course

I. NATO: from the Cold War to the present

The first part will provide an overview of NATO's role in international and European security since its establishment during the Cold War until the present. Its aim is to introduce students to NATO's decision-making, policies, and operations as well as to provide them with analytically informed and critical awareness of its role in international and European security and of the current challenges facing the Alliance. Issues, such as burden-sharing, NATO's nuclear policy and role in arms control, partnerships, eastern enlargement, relations with Russia and China, and emerging security threats in the energy, cyber, and climate domains will also be debated and addressed.

II. EU-NATO Relations: A Romantic Relationship or a Troubled Marriage?

The second part will focus on the origins of NATO-European relations and the evolution of European security from the Cold War to today. The analysis will address three main issues. First, from the failure of the European Defense Community to the development of EU's *Strategic Autonomy* and *Strategic Compass* as well as the progressive enlargement of both the EU and NATO. Second, EU's potential to create an internal market for its defense companies to promote efficiency, innovation, and interoperability, thus using economic integration as a tool to support the collaboration of its members and weaken nationalist defense postures and interests. Finally, the analysis will address the future of EU-NATO relations in light of the global power shifts; the accusation of EU's parasitic relation to NATO; NATO's shift to China.

III. NATO in the Mediterranean and Middle East

The third part will address hard and soft security issues in the Mediterranean and Middle East to then assess the role, policies and interests of NATO in the area. Each NATO member has varying views and priorities in the region; beyond NATO's capacity building and institutional assistance, several fora and initiatives have also been created to address regional challenges and foster intra-regional cooperation: the Mediterranean Dialogue and the Istanbul Cooperation Initiative. A focus on selected case studies will help to analyze NATO's regional engagements in more detail – e.g., Afghanistan, Libya, the Sea Guardian & Ocean Shield; the Training Mission Iraq. Finally, some analytic reflections on the contribution of NATO compared to other international organizations (e.g., OSCE, EU, UN and Arab League) similarly invested in Mediterranean security will be discussed, while also assessing NATO's growing emphasis on more recent transnational challenges such as climate change and migration.

Required Textbook (subject to change)

Readings for the three thematic dimensions of the course will be provided ahead of the start of the semester.

Recommended Readings (subject to change)

Readings for the three thematic dimensions of the course will be provided ahead of the start of the semester.

Useful websites and repositories to write the Policy Briefs

<https://www.nato.int/>

<https://www.ndc.nato.int/>

<https://www.nato-pa.int/content/our-mission-dialogue-transparency-partnership>

<https://www.atlanticcouncil.org/>

<https://www.chathamhouse.org/>

<https://www.iiss.org/>

<https://www.ceps.eu/>

https://www.eeas.europa.eu/eeas/common-security-and-defence-policy_en

<https://www.consilium.europa.eu/en/topics/security-and-defence/>

<https://www.iss.europa.eu/>

<https://epc.eu/en/>

<https://eplo.org/>

<https://www.crisisgroup.org/>

<https://www.eip.org/>

https://www.nato.int/cps/en/natohq/topics_52956.htm

<https://www.brookings.edu/centers/center-for-middle-east-policy/>

<https://besacenter.org/>

<https://www.kcl.ac.uk/imes>

<https://www.swp-berlin.org/en/>

<https://www.iemed.org/>

<https://www.sant.ox.ac.uk/middle-east-centre/middle-east-centre/>

Entry Fees

No entry fee is required.

Course Learning Objectives

Students who have successfully completed the course will be able to:

1. comment on NATO's evolving role in international and European security from the Cold War to the present from both a historical and theoretical perspective.
2. analyze the evolving NATO-EU relation relative to foreign and security policy following the enlargement of both institutions.
3. appraise the potential for the EU to adopt a market integration strategy in the defense sector to support a more integrated foreign and security.
4. assess NATO's role, objectives, and interventions in response to security dynamics in the Mediterranean and Middle East.
5. participate actively in a conference dedicated to NATO.

Course Learning Activities

- In class lectures, discussion and group activities (CLO 1 to CLO6).
- Students will be asked to make oral presentations regarding basic concepts and issues covered in the course (CLO6).
- Three short written tests and three short policy briefs to demonstrate the ability to provide an analytical evaluation of one or more aspects of the topics addressed (CLO6).
- Discussions and debates at the NATO Conference (CLO7).

Assessment tools

- | | |
|------------------------|-----------------|
| • 1 oral presentation | 10% |
| • 3 tests | 10% each (=30%) |
| • 1 short policy brief | 20% |
| • 3 Literature Reviews | 5% each (=15%) |
| • 1 Conference report | 15% |
| • Class participation | 10% |

Assignments

- **Oral Presentation:** Each student will be asked to present for 10/15 minutes on a case study. See oral presentation rubric at the end of the syllabus for guidance.
- **Quizzes:** Students will be given a short quiz at the end of each week to assess their grasp of the material presented and discussed in class.
- **Short Policy Brief:** Each student will write a short 1.200-word policy brief related to the material addressed in the course. See policy paper template at the end of the syllabus for guidance and grading rubric for writing assignments. Deadline: June 19.

- **Conference Report** students will be asked to present a report on the topics discussed during the conference and the debates that were raised (1500 words). Deadline: June 28.
- **Literature Reviews** students will fill/write 3 Literature Reviews selecting 3 readings from the course. See the Literature Review template and the rubric at the end of the syllabus. Deadline at the end of week four of the course. Deadline June 19.
- **Active participation:** Students will be asked to actively participate in the NATO conference, by engaging with guests and colleagues.

COURSE SCHEDULE

Week 1: Prof. Luca Ratti NATO from the Cold War to the Present
Week 2: Prof. Irene Caratelli EU-NATO: A Romantic Relationship or a Troubled Marriage?
Week 3: Prof. Andrea Dessì NATO and the Enlarged Mediterranean: Persistent Crises & Fragmentation
Week 4 Final Conference (20 June)

ATTENDANCE POLICY

In keeping with AUR's mission to prepare students to live and work across cultures, the University places a high value on classroom experience. As a result attendance is expected in all classes and attendance records are maintained. The University's attendance policy is as follows:

1.0. Minimum Attendance Requirement: Students must attend a minimum of 70% of a course in order to be eligible to be considered for a passing grade.

1.1. Automatically Accepted Absences

Students will not be penalized for one absence from classes meeting once a week;
Students will not be penalized for three absences from classes meeting twice a week;
Students will not be penalized for four absences from classes meeting more than twice a week, as in the case of some intensive courses.

1.2. If further absences are recorded, grade penalties will be applied according to the Instructor's specific attendance policy, as stated in the syllabus, and following the institutional parameters given in the Note* below.

1.2.1. If the Instructor does not specify an attendance policy, there will be no grade penalty other than that attached to the minimum attendance requirement, and any penalized absences recorded above the basic 70% attendance requirement for the course will be invalidated.

1.3. During Summer sessions where courses are taught more intensively over a shorter period the following applies:

- Students will not be penalized for two absences from class.

2.0. Tolerated Absences

Certain categories of absence will not be penalized but they will be counted as an absence (for a 3-credit course meeting twice a week). These absences are:

- The Model United Nations (MUN);
- Permit to Stay,
- SG's "Ambassador Program" (Student Government initiative)
- Religious Holidays

The American University of Rome makes all reasonable efforts to accommodate students who must be absent from classes to observe religious holidays. (Please verify with the Dean's Office for the list of accepted absences for religious holidays)

Not attending a class due to the observance of a religious holiday will not be penalized but will be counted as an absence. Students who will need to miss class in order to observe religious holidays must notify their Instructors by the end of the Add/Drop period (first week of classes), and must make prior arrangements with their Instructors to make up any work missed.

2.1. The list does NOT include academic field trips because these (including arrangements for travel) must not overlap with other classes.

3.0. Cases of prolonged absences caused by an emergency or a medical condition may require students to withdraw from some or all of their courses. Under such circumstances students should first consult their academic advisors.

*Note: No instructor may penalize a student more than one-third of a letter grade for each absence beyond the tolerated limit (e.g. from A- to B+).

Instructor's specific attendance policy:

Class attendance: Besides the general rule regarding absences (see below), every three tardy arrivals will be counted as an absence and, any absence beyond the three tolerated will downgrade your final grade of 10 points.

Class participation: Read the assigned readings *before* class and come ready to discuss them.

Attendance is not the same as **participation**. If you come to class every day but never offer any questions, comments, or otherwise become actively engaged in class you will earn a zero for participation.

Negative participation is when a student is actively disturbing class activities, e.g. arriving late, talking during lectures or discussions, using the phone. The use of the PC is permitted unless the student uses the device in non-appropriate ways (surfing on the internet, etc.). A consistent negative participation throughout the course will penalize the student with the downgrade of his/her final grade of 10 points.

Academic Integrity

Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments, including but not limited to term papers, essays, and reports; lending to or producing assignments for others (either for or without payment); using concealed notes or crib sheets during examinations; copying the work of others and submitting it as one's own; and otherwise misappropriating the knowledge of others. Such acts are both dishonest and deceptive: the work submitted to instructors is not the work of the person whose name it bears. In consequence, the sources from which one derives one's ideas, statements, terms, and facts, including internet sources, must be fully and specifically acknowledged in the appropriate form. Failure to do so, intentionally or unintentionally, constitutes plagiarism.

***See the AUR Catalog (pg. 43-44) for the full policy.**

Grade Point Average

A student's grade point average (GPA) is computed by multiplying the quality points achieved by the number of credits for each course. The result is then divided by the total number of credit hours taken. The Cumulative or Career Total Grade Point Average (CGPA) is the grade point average for all credit hours taken at the University and at approved study

abroad programs. The GPA and CGPA are calculated by truncating after the second digit after the decimal point. Transfer credits have no effect on the CGPA at The American University of Rome.

Grades are posted on a secure area of the University's official website and are mailed to AUR degree students only upon written request. Grades are mailed to the various study abroad programs. Grades computed in the (GPA) reflect the following grade equivalents:

GRADE		GPA	
A	Excellent	4.00	94 – 100 points
A-		3.70	90 – 93.99 pts
B+	Very Good	3.30	87 – 89.99
B	Good	3.00	83 – 86.99
B-		2.70	80 – 82.99
C+		2.30	77 – 79.99
C	Satisfactory	2.00	73 – 76.99
C-	Less than Satisfactory	1.70	70 – 72.99
D	Poor	1.00	60 – 69.99
F	Failing	0.00	59.99 – 0
WU	Unofficial withdrawal counts as an F	0.00	
P	Applicable to development courses	0.00	
<i>Grades not computed into the grade point average are:</i>			
W	Withdrawal		
AUDIT (AU)	Only possible when the student registers for a course at the beginning of the semester as an audit student		
I	Incomplete work must be completed within the ensuing semester. Failure to do so results in automatically converting the I grade to the default grade, which is then computed into the grade point average		
P	Pass grade is applicable to courses as indicated in the catalog.		
WIP	Work in progress		

ORAL PRESENTATION RUBRIC

Student: _____

Date: _____

VERBAL SKILLS			
AUDIBILITY	Volume well suited to room	Reasonable, occasional difficulty in hearing	Poor, difficult to hear, under projected
CLARITY	Most words clear	Occasional lapses but communication not impaired	Poor, difficult to decode
PRONUNCIATION	No marked lapses which interfere with communication	Occasional lapses but communication not seriously impaired	Very frequent lapses, communication impaired
LANGUAGE USE AND ACCURACY	Wide range, appropriate to topic, accurate	Adequate to task, somewhat limited, some inappropriate usage	Limited range, communication impaired
NON-VERBAL SKILLS			
INTONATION	Varied range	Range limited, reduces communication	Lack of range, greatly restricted
EYE CONTACT	Looked at most of the audience much of the time	Looked at some of audience but rather fixed	Hardly looked at audience, no real contact
USE OF GESTURES / FACIAL EXPRESSIONS	Helpful, enhanced communication	Helpful for audience	Unhelpful, distracting
CONTENT			
INTRODUCTION	Clear, helpful, assisted audience	Reasonably clear, gave some direction	Muddles audience
DEVELOPMENT	Logical, easy to follow, helpful links	Some difficulty in following some links	No apparent development, little linkage
USE OF EXAMPLE ILLUSTRATIONS	Stimulating, helpful, clear, interesting	Reasonably useful and helpful for audience	If used, unhelpful, difficult to see relevance
USE OF VISUALS (if relevant)	Stimulating, clear, enhanced presentation	Helpful, reasonably clear, assisted presentation	Unhelpful, muddled, distracted
QUESTIONS	Handled well, clear, confident, fully answered	Some awkwardness, reasonable, mostly answered	Muddled, no real answers
CONCLUSION	Well planned, effective ending	Some effort to wind up talk	Petered out, audience puzzled, no ending
DURATION	Kept to agreed limits	Strayed a little from agreed limits	Far too long, too short, audience unhappy

COMMENTS:

Tutor _____

International Relations and Global Politics Program – Policy Paper Template

Note: Policy papers are different from standard research papers in important ways. A policy paper focuses on a specific policy issue, putting forward recommendations for policy makers.

Cross check your research paper against this checklist prior to submitting your paper:

The final policy paper should include:

- ☐ Abstract (max. 300 words)
- ☐ Introduction (description of the context and importance of the problem, definition of key terms, key players, key policy areas to be covered)
- ☐ Body (overview of existing policy related to the topic, literature review, key issues discussed at length, and discussion of a range of policy options)
- ☐ Conclusions and recommendations
- ☐ Bibliography (using academic literature!) - not included in the page count. The paper should cite at least 10 sources*, which will be used/referred to in the paper.
- ☐ Use proper reference citations, according to the APA Style. To cite indicate author and year: (*Bauer, 2000*), whereas when you are quoting indicate author, year and page: (*Bauer, 2000: 345*).

Do not use any of the following as reference citations in your paper:

- encyclopedias (including Wikipedia, Encyclopedia Britannica, etc.)
- dictionaries
- country “backgrounders” (such as CIA World Fact Book, Library of Congress Country Studies, etc.)

(These sources may be good places to start learning about a topic, but they are not worthy of citations. Wikipedia is not a source - *will expand on this in class.*)

Writing a paper involves the following steps:

1. selecting a preliminary policy issue
2. conducting preliminary research on your policy issue to determine if there are enough references/materials available (if not, you may have to select a different one!)
3. selecting and organizing your reference materials
4. writing your policy paper questions and thesis statement – *the most important part*
5. drafting an outline (never start writing until you have outlined your ideas!)
6. writing a preliminary draft
7. editing the “final” draft

(None of these steps should be rushed; each is a crucial part to writing a polished paper.)

Additional guidelines will be given in class. I encourage students to exploit at their best all the resources that AUR has at its disposal, e.g. the Library.

The deadline for the submission of the Paper is _____

Grading Rubric for Writing Assignment

	A (4)	B (3)	C (2)	D/F (1/0)
Focus: Purpose 5%	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea 6%	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Overall 10%	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Organization: Paragraphs 10%	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Content 25%	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Research (if assignment includes a research component) 20%	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to MLA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in MLA style..	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to MLA style, nor listed correctly on the Works Cited page.
Style: Sentence structure 5%	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences aren't clear
Style: Word	There is clear use of	There is an attempt	There is little	No attempt at style

choice, Tone 6%	a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	
Style: Details and Examples 6%	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples and little description.	No use of examples
Grammar & Mechanics 7%	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

Literature Review Template & Rubric

Table: Literature Review Table

<i>Row</i>	<i>ITEMS</i>	<i>Article 1</i>
1	Full reference	Use APA style to report the full reference.
2	The research problem, question and debates.	<p>1) The research problem usually constitutes the first paragraphs of the paper where the author underlines the relevance and the importance of the matter investigated. Examples of research problems might be: the relation between oil and war; the effects of nationalism on self-determination attempts; the effects of climate change on migration and unemployment.</p> <p>2) The research questions refer to the author's puzzle within the general problem. For example: talking about the relation between climate change and migration [problem], the author investigates the impact of water shortages on living conditions [question] which push people to migrate. <u>The question or issue addressed differs from the problem insofar as the author attempts to provide an answer to it through her/his research. By contrast, a research problem is too wide to be solved. In the case reported, the author might not find a solution to climate change but could address water shortages in the region/area under consideration.</u></p> <p>In the case of academic journals, you will find the research questions clearly expressed in the introduction. Instead, the research question might be less clear in press articles and reports where you will need to identify the author's overall approach to the problem.</p> <p>3) The debate that exists around the problem is usually introduced in the introduction and further explored in the literature review section of the paper. For example, the paper investigates the relationship between climate change and migration [problem], with a specific focus on the effects of water shortages on rural population [question]. According to the author, water shortages can have negative effects on rural population because: i)....; ii)....; iii).... However, according to other authors, water shortages will lead to value water differently and apply new methods of cultivation/irrigation/consumption as showed by country X where: i)....; ii)....; iii).... [Debate].</p>
3	Data used / time considered	Where do the data used in this paper come from? What is the time period considered? What geographical area is considered in the analysis?
4	5 main highlights	Highlights should be brief and informative. Also, you should be able to use these highlights directly in your presentation. The highlights should summarize the main points that make this paper worth reading.
5	In my presentation, I can cite this paper to..	How does this article relate to your own review and topic? Where are you going to cite this paper in your presentation? What for?
6	Links to Theories	Link the questions/debates addressed by this paper to theory. Identify a chapter of the book where the issue is discussed and explain the connections between the theory and the topic you are studying. Book chapters will be useful to organize the theoretical part of your oral presentation.
7	Critical notes	Do you agree with the author? Do you disagree? Do you think the author is missing something that is relevant to your topic? Does it raise an interesting question that needs to be further investigated?
8	Citation tracing	Explore the bibliography of the article to find other papers that might be interesting for your topic.

9	Summary (400-500w)	Write down a short review of the paper summarizing the key points highlighted and the way it can be used in your presentation. To build up your argument, link the article with the other papers you have reviewed already, or that other people in your group have examined.
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You should prepare this table for each of the articles you are supposed to produce a Literature Review.
Please add a column for each paper in the same table to allow comparisons between them.

Grading Rubric for Literature Review

	A (4)	B (3)	C (2)	D/F (1/0)
Relevance: Purpose 5% [Rows:2-3-5]	The papers reviewed are clearly relevant to the topic assigned. The relevance is always clearly explained.	The papers reviewed are relevant to the topic assigned. The relevance is clearly explained.	The papers reviewed are not all relevant to the topic assigned. The relevance is not clear in some cases.	No relevance.
Content 5% [Rows: 9-4]	The papers are exceptionally well summarized. The highlights clearly convey the authors' main contributions. The review provides enough details to understand the author's different positions.	The papers are well summarized. The review provides enough details to understand the author's different positions and details. The highlights convey the authors' main contributions.	The papers' summaries are not very informative. The review does not always provide enough details to understand the author's different positions. The highlights only partly convey the authors' main contributions.	The content is unsound. Summaries and highlights do not convey the authors' ideas and contributions in a clear manner.
Research 5% [Rows: 1-7-8]	The papers reviewed come from a variety of established and reliable sources; references are correctly cited; bibliographic links have been traced.	The papers reviewed come from similar sources, but they are established and reliable sources; references are mostly correct; bibliographic links have been traced to some extent.	The papers reviewed come from similar sources; not always sources are established and reliable; references are correct; bibliographic links have not been traced.	Non-reliable sources are used; references are incorrect;
Focus: 5% [Row: 6]	The papers reviewed are clearly linked to the theories studied during the course.	The papers reviewed are related to the theories studied during the course, but the link is not clearly explained.	Theories are only mentioned but not explained or linked to the paper contents.	The review is out of focus
Style 5%	The style is appropriate, synthetic and informative. Technical terms are used purposefully.	The style is, at times, too synthetic and not enough details are provided.	Too synthetic and not enough informative. Sentences are cut and copied in the text outside of a context.	Not informative. Acritical. Awkward. Many grammar mistakes.