

# INTA 2221 Politics of the European Union

**Fall 2018**

TR 12:00-1:15

LOCATION: D. M. Smith 207

## **Dr. Alasdair Young**

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Office: 212B Habersham Building (IAC Building, 781 Marietta St.)

Office Hours: TR 2-3

## **Core attributes fulfilled**

Social Science General Education requirement

Certificate in European Affairs core course

## **Course description**

This course examines the European Union as a particularly intense form of international cooperation; as an emerging political system; and as significant global actor. Toward that end, it will explore the process of European integration focusing on why authority for some policies but not others has been delegated from the member states to the EU-level. It will also discuss how decisions are taken at the EU level. An overarching question in these discussions is what are the implications of closer integration for political legitimacy? The course will use five contemporary crises – the Eurozone debt crisis; the migration crisis; the UK's decision to leave the EU; the rise of populism/illiberalism; and the U.S.'s "America First" foreign policy – to explore these issues.

## **Intended learning outcomes**

By the end of this course, students will demonstrate the ability to:

- describe the social, political, and economic forces that influence social behaviors associated with European integration and policy-making (Social Science General Education);
- analyze, interpret and explain challenges and developments in the EU (Problem solving in international affairs);
- work effectively in small groups to produce policy-relevant analysis in a timely fashion (Professional development)
- develop and express arguments clearly and effectively (Professional development).

## Course materials

This course is supported by:

McCormick, John (2017), *Understanding the European Union*, 7<sup>th</sup> edition, Palgrave. (available at Barnes & Noble).

We will also make extensive use of other resources. These will either be available on the web (denoted by **w**), through the GT library (**l**) or on t-square (**t**).

To access electronic journal articles through the library website:

- click on 'eJournals' on the left-hand side of the library homepage (under 'research tools');
- type the name of the journal in the search box;
- select the database option that includes the appropriate issue of the journal;
- browse the journal to the appropriate volume and issue.

All readings are required!

## Course requirements

Assignment	Due	Share of total	Maximum possible points
Midterm	9/13	15	300
Brexit choice paper	10/2	15	300
Group presentations (3)	10/18, 10/30, 11/8	45	900
EU response to US	12/4	15	300
Class participation	continuous	10	200
TOTAL		100	2000

Late assignments will NOT be accepted, except for medical or personal emergencies upon verification.

**Extra-credit assignment (25 points for a serious effort) (up to 2 assignments may be submitted)**

Write a reflective summary (500 words max) of an approved public talk. Due by email within a week.

## Grading

Grade	Points	Descriptors
A	20 19 18	Exceptionally good performance demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.
B	17 16 15	Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.
C	14 13 12	Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems.
D	11 10 9	Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating serious deficiencies.
F	<8	Did not demonstrate familiarity with the subject matter, nor the capacity to deal with simple problems in a manner recognizable to the consensus of mainstream academic practitioners within the field.

## Grade Change Policy

Simple computational or clerical errors should be brought to my attention immediately. Legitimate requests for grade changes are welcome and encouraged. You should, however, resist the temptation to file a frivolous request just hoping to “get lucky”. Approach a grade change request as if arguing a legal case: you should have strong and convincing arguments and evidence to support your request. Be aware that appeals to the practices of other professors generally do not constitute good argument or evidence. Note also that grade changes requests can result in re-grades either up or down (or left unchanged). That is, if the greater scrutiny demanded by a grade change request reveals your assignment to deserve a lower grade than previously awarded, and then the lower grade will be assigned.

## Attendance policy

Attendance is required, although each student can have 2 (two) unexcused absences without penalty. Each subsequent unexcused absence will result in the student’s class participation grade being lowered 1 (one) point on the 20 point scale.

- Absences for medical or personal emergencies will be excused upon verification by the instructor. Absences for school athletics will be excused only if they are in accordance with the schedules approved and circulated by the Student Academic & Financial Affairs Committee for Travel or the Associate Athletic Director (Academic Services). Absences due to military service will be handled on a case-by-case basis and subject to verification.
- In order to get the most out of the course and to be able to participate effectively in class, you are expected at a minimum to read and reflect upon required readings before class. You should also read a newspaper with good coverage of Europe. The *Financial Times* and the *Economist* are available through the library. Should sign-up for Politico’s Brussels Playbook (<https://www.politico.eu/newsletter/brussels-playbook/>).

- Course participants will treat each other with respect. Constructive questioning and criticism are welcome, even encouraged. Personal attacks and insults are not. The rule of thumb here is that critical comments and questions should be maturely phrased in a manner that encourages constructive and open debate. They should **not** be phrased as insults, threats, or in a manner that shuts down discussion.
- **All telecommunications devices are to be switched off during class.**
- **Computers and tablets are not to be used in class without express permission.**
- **No food in class**

### **Statement on inclusiveness**

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

### **Special accommodations**

Students requesting academic accommodations based on a documented disability are required to register with the Access Disabled Assistance Program for Tech Students (ADAPTS). Please obtain a form from the ADAPTS office and turn it in to me during office hours or in class in the beginning of the semester. (<http://www.adapts.gatech.edu>).

### **Academic misconduct**

According to the Georgia Tech honor code,<sup>1</sup> **academic misconduct is any act that does or could improperly distort Student grades or other Student academic records.** Such acts include:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
- Substitution for, or unauthorized collaboration with, a Student in the commission of academic requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism).

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<sup>1</sup> <http://www.osi.gatech.edu/plugins/content/index.php?id=46>

**Course overview**

8/21	Introduction
8/23	What is the EU conceptually?
8/28	What is the EU practically?
8/30	Origins of European integration I Conflict
9/4	Origins of European integration II Cooperation
9/6	Institutional development
9/11	Explaining integration
9/13	<b>Midterm</b>
9/18	Early policy integration: Trade
9/20	Deepening integration I: The Single Market
9/25	Broader integration I: Environmental cooperation
9/27	Costs and benefits of membership: Brexit referendum campaign
10/2	<b>Brexit choice papers and discussion</b>
10/4	Deepening integration II: Schengen
10/9	<b>Fall recess – No class</b>
10/11	Broader integration II: Internal security
10/16	Migration crises
10/18	<b>Group presentations 1: Migration crises</b>
10/23	Deepening integration III: Economic and monetary union
10/25	Eurozone crises
10/30	<b>Group presentations 2: Eurozone debt crisis</b>
11/1	Reflection on the EU's political legitimacy
11/6	European security challenges: Gen. Philip Breedlove

11/8	<b>Group presentations 3: Populism and illiberalism</b>
11/13	The EU as a global actor: What kind of power?
11/15	The EU and transitional and developing countries
11/20	Transatlantic relations
11/22	<b>Thanksgiving – no class</b>
11/27	The challenge of US foreign policy
11/29	The EU and the “revisionist” powers
12/4	<b>EU response to US</b> and discussion

## Detailed course outline

### **8/21 Introduction**

This class will introduce the European Union and the course.

### **8/23 What is the EU conceptually?**

The EU is a unique political entity. This class will explore how it compares to traditional states and to other international organizations. It will also address the role of the member states in the integration process and outline what the EU does and does not do. As part of that discussion it will introduce the supremacy of EU law.

McCormick, pp. xii-xvii; 1-6; 14-23; 121-4.

### **8/28 What is the EU practically?**

This class will introduce how the EU works. It will identify the key institutions and their powers.

McCormick, Chs. 4 and pp 120-1 and 128-44.

Pollack, M.A. (2015), “Theorizing EU Policy-Making,” in H. Wallace, M.A. Pollack and A.R. Young (eds), *Policy-Making in the European Union*, 7<sup>th</sup> edn., Oxford University Press, pp. 26-34. (t)

**8/30 Origins of European integration I: Conflict**

It is not possible to understand the process of European integration without understanding the political context from which it arose. The Second World War provided the impetus for the European project and the Cold War provided the crucible in which it was forged. This class will introduce the history of conflict in Europe and how it shaped European integration.

Reading

McCormick, pp. 48-51.

Norwegian Nobel Committee (2012), The Nobel Peace Prize for 2012. Available at: [https://www.nobelprize.org/nobel\\_prizes/peace/laureates/2012/press.html](https://www.nobelprize.org/nobel_prizes/peace/laureates/2012/press.html). (w)

**9/4 Origins of European integration II: Cooperation**

This class will introduce the key considerations that shaped the launching of European integration. It will introduce the three foundational treaties -- Paris (European Coal and Steel Community) and the two Treaties of Rome (European Economic Community and the European Atomic Energy Community) – as well as the unsuccessful effort to launch the West European Union. A key aim of this class will be to situate the EU integration process in the broader context of post-war cooperation in Europe.

Reading

McCormick, pp. 51-7 and 129.

Phinnemore, D. (2016), "The European Union: Establishment and Development," in M. Cini and N. Pérez-Solórzano Borragán (eds), *European Union Politics*, 5<sup>th</sup> edn., Oxford University Press, pp. 11-18. (t)

**9/6 Institutional development**

This class will identify the major developments in European integration since its inception through the current structure. It will focus on the accumulation of new responsibilities (competences) at the European level and changes to how EU policy is made.

Reading

McCormick, pp. 58-72 and 121-8

**9/11 Explaining integration**

This class will introduce and critique the main explanations of the process of European integration: liberal intergovernmentalism, neo-functionalism and post-functionalism.

Reading

McCormick, pp. 6-13.

Pollack, M.A. (2015), "Theorizing EU Policy-Making," in H. Wallace, M.A. Pollack and A.R. Young (eds), *Policy-Making in the European Union*, 7<sup>th</sup> edn., Oxford University Press, pp. 13-26. (t)

**9/13 Midterm****9/18 Early policy integration: Trade**

This class will introduce one of the EU's two foundational policies: the common commercial policy. The class will address why trade was key early area of cooperation and how EU policy has evolved over time. The class will consider the EU's economic importance and examine the substance and effectiveness of the EU's trade policy.

Reading

McCormick, pp. 204-7.

Young, A.R. and Peterson, J. (2014), *Parochial Global Europe: 21<sup>st</sup> Century Trade Politics*, Oxford University Press, pp. 48-57 and 25-37. (t).

Commission (2017), "Report on the Implementation of the Trade Policy Strategy Trade for All: Delivering a Progressive Trade Policy to Harness Globalisation," COM(2017) 491 final, 13 September. (w) <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017DC0491&from=EN>

**9/20 Deepening integration I: The Single Market**

The single European market program, which was launched in the mid-1980s, represented a marked deepening of economic cooperation and contributed to a reinvigoration of European integration. This class will introduce the reasons for launching the single market program; the dynamics of the policy process associated with the single market; and note the external implications of this development.

Reading



McCormick, pp. 145-52.

Young, A. R. (2015), "The Single Market: From Stagnation to Renewal?" in H. Wallace, M.A. Pollack and A.R. Young (eds), *Policy-Making in the European Union*, 7<sup>th</sup> edn., Oxford University Press, pp. 115-32 and 138-9. (t)

Young, A. R. (2004), "The Incidental Fortress: The Single European Market and World Trade," *JCMS: Journal of Common Market Studies*, 42/2, 401-4. (l)

Newman, A. (2008), *Protectors of Privacy: Regulating Personal Data in the Global Economy*, Cornell University Press, pp. 9-14 (t).

Beattie, A. (2017), "Why the Whole World Feels the 'Brussels Effect'" *Financial Times*, 15 November. (t)

### 9/25 **Broader integration: Environmental cooperation**

Starting in the mid-1980s, the EU also began to take environmental protection seriously. It has since become one of the global champions of addressing environmental harm. This class highlights that the political dynamics of environmental cooperation are different when goods or production processes are being regulated. The class will also introduce the precautionary principle, which is the EU's distinctive approach to managing risks.

#### Reading

McCormick, pp. 187-92.

Lenschow, A. (2015), "Environmental Policy: Contending Dynamics of Policy Change," in H. Wallace, M.A. Pollack and A.R. Young (eds), *Policy-Making in the European Union*, 7<sup>th</sup> edn., Oxford University Press, pp. 319-41. (t)

### 9/27 **Costs and benefits of membership: Brexit referendum campaign**

The costs and benefits of membership in the EU – particularly the customs union and the single market – dominated the referendum about whether the UK should leave the EU. This class will introduce the claims of the two sides, examine the reasons for the outcome, and explore the current state-of-play in the Brexit process.

#### Reading

The UK in a Changing Europe (2016), "Leave/Remain: The Facts behind the Claims" Available at: <http://ukandeu.ac.uk/wp-content/uploads/2016/04/Leave-remain-the-facts-behind-the-claims.pdf>. (w)

Menon, A. (2018), "The Tectonic Shifts in British Politics, Explained," *The Washington Post*, 9 August. (t)

BBC News, "Brexit: What are the Options?" 12 June 2017. <https://www.bbc.com/news/uk-politics-37507129> (w)

Her Majesty's Government (2018), "The Future Relationship between the United Kingdom and the European Union," Cm 9593, July. Executive Summary (pp. 6-12)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/725288/The\\_future\\_relationship\\_between\\_the\\_United\\_Kingdom\\_and\\_the\\_European\\_Union.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/725288/The_future_relationship_between_the_United_Kingdom_and_the_European_Union.pdf) (w)

## 10/2 Brexit choice discussion

The class will discuss the different Brexit options from the UK's perspective and consider their respective likelihoods.

Brexit choice papers due

## 10/4 Deepening integration II: Schengen

Although the right citizens of EU member states to work anywhere in the EU was enshrined in the Treaty of Rome. The freedom of movement was gradually extended through case law until it was enshrined for all EU citizens in the 1992 Maastricht Treaty. The 1985 Schengen Agreement, which was incorporated into the EU treaties in 1997, removed border checks on individuals crossing between participating states. This development prompted increased cooperation with respect to the EU member states immigration and asylum rules from individuals from outside the EU. This class will examine the process by which borderless travel emerged within the EU and the spillover effects associated with it.

### Reading

McCormick, pp. 183-7.

Lavenex, S. (2015), "Justice and Home Affairs: Institutional Change and Policy Continuity," in H. Wallace, M.A. Pollack and A.R. Young (eds), *Policy-Making in the European Union*, 7<sup>th</sup> edn., Oxford University Press, pp. 368-83. (t)

## 10/9 Student recess – No class

**10/11 Broader integration II: Internal security**

The removal of monitoring cross-border movements among Schengen-participating-states made it harder for governments to police organized crime and terrorism. This class will explore how the EU member states have responded to this challenge. One key takeaway is that there is much transgovernmental cooperation as well as supranational rule-making.

Reading

Europol (2018), "EU Terrorism Situation and Trend Report 2018." Available at:

<https://www.europol.europa.eu/activities-services/main-reports/european-union-terrorism-situation-and-trend-report-2018-tesat-2018> (w)

Lavenex, S. (2015), "Justice and Home Affairs: Institutional Change and Policy Continuity," in H. Wallace, M.A. Pollack and A.R. Young (eds), *Policy-Making in the European Union*, 7<sup>th</sup> edn., Oxford University Press, pp. 383-5. (t)

Commission (2015), "The European Agenda on Security," COM(2015) 185, 28 April. Available at:

[https://ec.europa.eu/home-affairs/sites/homeaffairs/files/e-library/documents/basic-documents/docs/eu\\_agenda\\_on\\_security\\_en.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/e-library/documents/basic-documents/docs/eu_agenda_on_security_en.pdf). (w)

**10/16 Migration crises**

In 2015 a surge of refugees from conflicts in the Middle East and Afghanistan flooded into the EU prompting disagreements among member states; the suspension of the Schengen Agreement and the rise of right-wing populist parties. The nature of the crisis has since changed. Now those arriving in Europe are primarily economic migrants leaving from North Africa. This class will look at the causes of the migration crises – both internal and external – and consider the direct and indirect challenges the crisis has posed to European integration.

Reading

European Parliament (2017), "EU Migrant Crisis: Facts and Figures." Available at:

<http://www.europarl.europa.eu/news/en/headlines/society/20170629STO78630/eu-migrant-crisis-facts-and-figures>. (w)

European Parliament (2017), "The EU Response to the Migrant Crisis." Available at:

<http://www.europarl.europa.eu/news/en/headlines/society/20170629STO78629/the-eu-response-to-the-migrant-crisis>. (w)

**10/18 Group presentations 1: Migration crises**

Each group will present its country's perspective on the migration crises. How much do the crises matter to your country? What were its main concerns? What outcome did it want?

**10/23 Deepening integration III: Economic and monetary union**

Since the late 1970s the EU sought to manage its member states' exchange rates in an effort to reduce the impact of exchange-rate volatility on trade. In 1990 they took the decision to go a step further and adopt a single currency – the euro. This class will examine the impetus for that decision and the factors that shaped the resulting institutional design.

Reading

McCormick, pp. 158-67.

Hodson, D. (2015), "Policy-Making under Economic and Monetary Union: Crisis, Change and Continuity," in H. Wallace, M.A. Pollack and A.R. Young (eds), *Policy-Making in the European Union*, 7<sup>th</sup> edn., Oxford University Press, pp. 168-72. (t)

**10/25 Eurozone crises**

Economic and Monetary Union worked pretty well for more than a decade. In the wake of the 2008 Global Financial Crisis, however, a number of EU member states confronted sovereign debt crises – private lenders stopped buying their debt because they were afraid that they would not be repaid. The EU (eventually) responded by "bailing-out" the worst-affected governments and by developing new institutions to make such crises less likely and to be able to respond better if they do. The bail-outs in particular brought the EU into the fiscal policies of member states (both borrower and lenders) in a far more intrusive way than in the past, which has contributed to the rise of Euroscepticism. The austerity measures associated with the bail-outs have also contributed to the rise of populism in some member states. This class will introduce the sovereign debt crises and the challenges the EU faced and the decisions it adopted.

Reading

Hodson, D. (2015), "Policy-Making under Economic and Monetary Union: Crisis, Change and Continuity," in H. Wallace, M.A. Pollack and A.R. Young (eds), *Policy-Making in the European Union*, 7<sup>th</sup> edn., Oxford University Press, pp. 172-80. (t)

**10/30 Group presentations 2: Eurozone debt crisis**

Each group will present its country's perspective on the Eurozone debt crisis. How did it affect your country? What were its main concerns? What outcome did it want?

**11/1 Reflection on the EU's political legitimacy**

In the light of the preceding discussions – particularly concerning immigration and the Eurozone crisis -- this class will reflect on the EU's political legitimacy. It will consider the rise of populism and of illiberalism.

Reading

McCormick, Ch. 5 and Conclusions.

Chassany, A-S. and Chazan, G. (2017), "European Politics: Leaders Struggle to Contain Rising Populism," *Financial Times*, 13 December (t).

Galston, W. A. (2018), "The Rise of European Populism and the Collapse of the Centre-Left," 8 March. Available at: <https://www.brookings.edu/blog/order-from-chaos/2018/03/08/the-rise-of-european-populism-and-the-collapse-of-the-center-left/> (w)

Krastev, I. (2018), "Eastern Europe's Illiberal Revolution: The Long Road to Democratic Decline," *Foreign Affairs*, 97/3, May/June, 49-56. (t)

Eurobarometer (2017), *Standard Eurobarometer*, 88, November, pp. 12-17. Available at: <http://ec.europa.eu/comfrontoffice/publicopinion/index.cfm/Survey/getSurveyDetail/instruments/STANDARD/surveyKy/2143> (w)

Pew Research Center (2018) "In Western Europe, Populist Parties Tap Anti-Establishment Frustration but Have Little Appeal Across Ideological Divide," 12 July. <http://www.pewglobal.org/2018/07/12/in-western-europe-populist-parties-tap-anti-establishment-frustration-but-have-little-appeal-across-ideological-divide/> (w)

**11/6 European security challenges**

Guest lecture by Gen. Philip Breedlove (Air Force – Retired), Commander, U.S. European Command and 17th Supreme Allied Commander Europe of NATO Allied Command Operations (May 2013 - May 2016).

**11/8 Group presentation 3: Populism and illiberalism**

Each group will present and assess the extent of the populism and illiberalism in its expert country. Each should also address how its expert country government views the EU's efforts to address illiberalism in some member states.

**11/13 The EU as a global actor: What kind of power?**

The EU is undoubtedly active on the international stage. It is not, however, a state – the traditional actor in International Relations. This class will introduce the debate about what kind of global actor the EU is. Subsequent classes will examine how the EU engages with the wider world, with particular attention to the U.S.

Reading

McCormick, pp. 194-204.

Kagan, R. (2003), *Of Paradise and Power: America and Europe in the New World Order*, Vintage Books, pp. 3-11 (t)

Moravcsik, A. (2017), "Europe Is Still a Superpower: And It's Going to Remain One for Decades to Come," *Foreign Policy*, 13 April. Available at: <https://foreignpolicy.com/2017/04/13/europe-is-still-a-superpower/>. (w)

**11/15 The EU and transitional and developing countries**

The EU has a unique power resource – the ability to offer membership to other states. From the EU's perspective this is known as enlargement. From the other country's it is accession. Accession to the EU is contingent on meeting a number of criteria set and assessed by the EU. The EU has made extensive use of this conditionality to encourage political and economic reforms and resolve international conflicts. The EU also seeks to use conditionality – attached to development assistance or preferential trading relationships – to promote policy changes in developing countries. It has been less successful getting states without a credible prospect of membership to change their ways.

Reading

McCormick, pp. 211-5.

Sedelmeier, U. (2015), "Enlargement: Constituent Policy and Tool for External Governance," in H. Wallace, M.A. Pollack and A.R. Young (eds), *Policy-Making in the European Union*, 7<sup>th</sup> edn., Oxford University Press, pp. 417-34. (t)

Carbone, M. (2013), "International Development and the European Union's External Policies: Changing Contexts, Problematic Nexuses, Contested Partnerships," *Cambridge Review of International Affairs*, 26/3, pp. 483-96. (l)

**11/20 Transatlantic relations**

The United States is the EU's most important economic, political and defense partner. The transatlantic relationship is characterized by episodes of conflict, competition and cooperation. This class will examine the most important areas of agreement and disagreement in the transatlantic relationship prior to the Trump Administration.

Reading

McCormick, pp. 208-11.

McGuire, S. and Smith, M. (2008), *The European Union and the United States: Competition and Convergence in the Global Arena*, Palgrave Macmillan, pp. 6-35. (t)

**11/22 Thanksgiving – No class****11/27 The challenge of US foreign policy**

President Trump's "America First" foreign policy represents a substantial departure from traditional U.S. foreign policy. These changes – particularly questioning the value of trade, alliances and international institutions – pose particular challenges to the EU. This class will explore those challenges.

Reading

Lewis, P. et al (2018), "The Future of the United States and Europe: An Irreplaceable Partnership," CSIS: Center for Strategic and International Studies and Chatham House: The Royal Institute of International Affairs, April. Available at: <https://www.chathamhouse.org/publication/future-united-states-and-europe-irreplaceable-partnership> (w)

**11/29 The EU and the "revisionist" powers**

China and Russia are sometimes considered "revisionist" powers (as in the 2017 US National Security Strategy) because they are seen as challenging the international status quo. This class will consider how the EU has responded to the challenges posed by the greater assertiveness of China and Russia. This discussion will be contextualized by comparison to the US.

Reading

Young, A.R. and Birchfield, V.L. (2018), "Empirical Scene Setting: The Contours of the Crisis and Response," in V.L. Birchfield and A.R. Young (eds), *Triangular Diplomacy among the United States, the European Union and the Russian Federation: Responses to the Crisis in Ukraine*. Palgrave Macmillan, pp. 22-30. (t)

Brown. S.A.W. (2018). *Power, Perception, and Foreign Policymaking: US and EU Responses to the Rise of China*, Routledge, pp. 102-4; 105-9 and 137-8. (t)

#### **12/4 The EU's responses to U.S. foreign policy**

This class will discuss how the EU might respond to the challenges posed by the new "America First" foreign policy.

**Briefing papers on how the EU should deal with the U.S. due**