INTA 3223: TRANSATLANTIC RELATIONS

Dr. Scott Brown

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212A Habersham Building (IAC Building, 781 Marietta St.)
Office hours: Monday & Wednesday 11am-12pm and by appointment

Class: Monday, Wednesday & Friday 12.20-1.10pm
Instruction Center, 217
Course Description:
Despite the rapid rise of China and the other emerging economies, Europe is by far the United States’ most important economic partner. It is also a critical political partner, as underlined in the war in Afghanistan and sanctions against Iran and Russia. The relationship between the Europe Union and the United States of America is arguably one of the most dominant alliances in international politics. This course analyzes the politics of governing this crucial relationship. It aims to help students to understand why different aspects of the relationship between the United States and Europe are characterized by cooperation, conflict and competition. While the focus is predominantly on the EU, we will also look at Member States’ relations with the US where appropriate. The course examines how the transatlantic partners are adjusting to the shifting power dynamics in the international system in the early years of the 21st Century, and will also cover recent developments that impact both the bilateral relationship and the wider global order.

Learning Outcomes:
By the end of this course, students will be able to:
- demonstrate the ability to describe the social, political, and economic forces that influence behavior within the transatlantic relationship.
- demonstrate the ability to describe the social, political, and economic forces that influence the global system and how the US and the EU behave there within.
- compare and contrast differences in European and American political and cultural systems and be able to understand key issues with respect for a range of different variables (political and cultural awareness.)
- analyze and compare US and EU policy-making systems and be able to understand how and why decisions are taken.
- analyze developments in the management and function of the transatlantic relationship.
- Analyze developments in the global system which impact upon the transatlantic relationship.

Required Text:

Note: this is not a textbook, but is a piece that merits consideration throughout the course. I highly recommend reading this as a primer before the course begins, and must be read before the class dedicated to Kagan’s arguments.

Optional Text:

Note: We will read multiple chapters from this research monograph over the course. However, I will provide pdf scans of the relevant chapters - you do not need to buy a copy of this book unless you really want to. The other chapters we don’t use are still interesting and relevant to the themes of the course.

For our regular class readings, we will use a mixture of chapters, articles, and reports. Where possible these will be available online via t-square or the course Facebook group (denoted by ONLINE), available through the GT library’s electronic catalogue (LIBRARY). All journal articles are online.
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.
- You can usually just find an article or journal via the main library webpage’s search box.

**Podcasts:**

Podcasts are an excellent source of news and analysis, particularly on foreign policy matters. In some of the reading below, I have suggested episodes from various podcasts to go with specific classes. However, there are a few that you should listen to throughout the course, and a few others recommended only. Of course, any other suggestions that you have for podcasts would be welcome.

**Required: listen to each new episode, and check out the back catalogue**

*Brussels Sprouts* (Center for a New American Security, covers transatlantic relations)

*Mark Leonard’s World in 30 Minutes* (European Council for Foreign Relations, covers global politics from a European perspective)

**Recommended**

*Rational Security* (Lawfare, covers US politics and foreign policy)

*The Editor’s Roundtable* (Foreign Policy, covers US foreign policy and world politics)

*Brexitcast* (BBC, latest news on Brexit)

*Deep State Radio* (DSR Network, snarky takes on US foreign policy)

*Worldly* (Vox, US foreign policy and world politics)

*World Weekly* (Financial Times, global politics from a British perspective)

*Pod Save the World* (Crooked Media, in-depth interviews with former US foreign policy actors)

*The CSIS Podcast* (CSIS, covers all range of global issues)

*In the Loop* (Politico Europe, only occasional episodes in English - mostly in French - covering European political developments)

*FT Politics* (Financial Times, coverage of the latest Brexit news)

*Politics Weekly* (Guardian, coverage of the latest Brexit news)

*Covert Contact* (Blogs of War, national security, intelligence and technology issues)

**List of Graded Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Share of total (%)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>45</td>
<td>Oct 23</td>
</tr>
<tr>
<td>Policy brief</td>
<td>30</td>
<td>Dec 4</td>
</tr>
<tr>
<td>Multiple Choice Quiz</td>
<td>15</td>
<td>Sep 20</td>
</tr>
<tr>
<td>Class participation/attendance</td>
<td>10</td>
<td>Continuous</td>
</tr>
</tbody>
</table>

**Essay**

A formal essay constitutes the first major written piece of work for this course. Choose one question from the set list and answer the question, drawing in primary and secondary sources.

Please follow these guidelines:

- The essay should be about **2,000 words for undergraduates / 3000 words for postgraduates** in length.
• The essay must be systematically referenced where appropriate and with a bibliography (list of references) at the end - detailing only the material you have actually used.

• Absence of adequate referencing and a bibliography will result in the essay being penalized.

• The word length stated above does not include the bibliography. It applies only to the main text of the essay, including quotations. You may exclude in-text references and footnotes from the word count.

• You should not exceed the word limit by more than ten percent; essays that do so will be automatically penalized by the loss of an alphanumerical grade (e.g. an essay awarded B-16 would be reduced to B-15).

• You will submit one paper copy in class and upload a digital copy to t-square.

• The absolute deadline is 5pm on the date stated above.

With respect to referencing, there are a number of recognized academic systems (e.g., the Harvard system – which is preferred for this course). Which of these you adopt is less important than making sure you are consistent throughout your essay and do not mix different styles or systems. Your bibliography should include details of all works quoted, cited, or referred to in the course of your essay.

Essay questions will be disclosed via t-square/Facebook group at a later date.

Multiple Choice Quiz
At the end of the ‘Understand and Explaining Transatlantic Relations’ section of the course, a 40-question multiple choice quiz will be used to assess knowledge of US and EU foreign policymaking processes and the main schools of thought in IR theory. The quiz will cover the readings and lecture material from classes 4 through 11. We will be using Scantron sheets, please be prepared by bringing a pencil and eraser.

Policy Brief
The final assessed written piece for the course is a policy brief, designed to make you think like a policymaker. The idea is to write a brief on a salient foreign policy issue by detailing the background, actors involved, interests at stake, and developing policy recommendations. You may choose which polity you are ‘working for’ - the US, the EU, or an EU Member State government. More information will be given in the policy brief guidance class.

Please follow these guidelines:
• The policy brief should be about 1,200 words for undergraduates / 2,000 words for postgraduates in length.

• The brief must be systematically referenced where appropriate and with a bibliography (list of references) at the end - detailing only the material you have actually used.

• Absence of adequate referencing and a bibliography will result in the brief being penalized.

• The word length stated above does not include the bibliography. It applies only to the main text of the brief, including quotations. You may exclude in-text references and footnotes from the word count.

• You should not exceed the word limit by more than ten percent; essays that do so will be automatically penalized by the loss of an alphanumerical grade (e.g. an essay awarded B-16 would be reduced to B-15).

• You will submit one paper copy in class and upload a digital copy to t-square.

• The absolute deadline is 5pm on the date stated above.

Class Participation/Attendance
Attendance at class is mandatory, and full participation in our group discussions is expected and assessed. Participation will be assessed in terms of frequency and quality (knowledge, and understanding of reading materials, contributions which are focused on the issue at hand and move our discussion forward).
Late assignments will NOT be accepted, except for medical or personal emergencies upon verification.

Extra-credit assignments (50 points for a serious effort)
Write a reflective summary (no more than 500 words) of a guest lecture or approved CETS/INTA event.
To count summaries must be submitted (by email) within one week of the event.
No more than two may be submitted.

Additional extra-credit (25 points each)
Attend approved CETS/INTA events (approved events will be notified in class)

Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Descriptors</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>20</td>
<td>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.</td>
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<td></td>
<td>19</td>
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<td></td>
<td>18</td>
<td></td>
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<tr>
<td>B</td>
<td>17</td>
<td>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.</td>
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<tr>
<td></td>
<td>16</td>
<td></td>
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<tr>
<td></td>
<td>15</td>
<td></td>
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<tr>
<td>C</td>
<td>14</td>
<td>Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems.</td>
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<td></td>
<td>13</td>
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<td></td>
<td>12</td>
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<tr>
<td>D</td>
<td>11</td>
<td>Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating deficiencies serious enough to make it inadvisable to proceed further in the field without additional work.</td>
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<td>10</td>
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<td></td>
<td>9</td>
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<tr>
<td>F</td>
<td>&lt;8</td>
<td>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.</td>
</tr>
</tbody>
</table>

To calculate the percentage equivalent, just multiply the number in the second column by five.

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, then the lower grade may be assigned.

Attendance Policy
Attendance is required. For every three unexcused absences the student’s class participation grade will be lowered one full letter grade.

- 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 daily a quality newspaper (*Financial Times, New York Times, Wall Street Journal or Washington Post*) or online equivalent.
- 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 cell phones are to be switched off/on silent during class.**
- **Computers and tablets are only allowed a) with express permission or b) at specific times indicated by the instructor.**
- **No food in class. Drinks are fine.**

**ADAPTS**
The professor will work with ADAPTS so that all students have an equal opportunity for success. For information on ADAPTS, see [http://www.adapts.gatech.edu/](http://www.adapts.gatech.edu/)

**Honor Code Statement:**
*Plagiarizing is defined by Webster’s as “to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source.”*

If caught plagiarizing, you will be dealt with according to the GT Academic Honor Code. For more information see: [http://www.honor.gatech.edu/plugins/content/index.php?id=9](http://www.honor.gatech.edu/plugins/content/index.php?id=9)

**Facebook**
As a means of sharing resources, news articles relevant to the content of the course and course announcements we have established a course Facebook page: [https://www.facebook.com/groups/493172201015389](https://www.facebook.com/groups/493172201015389). You should join this group ASAP as it will be updated ahead of t-square.

**Twitter**
There are a whole lot of twitter accounts that are worth following in relation to news & research on transatlantic relations - from time to time I’ll use [#INTA3223](https://twitter.com/inta3223) to link to relevant stories/articles, who to follow, etc. Viewing twitter feeds doesn’t require an account - so don’t worry if you don’t have/want one.

**Reading List**
The detailed course outline (below) provides the readings for each class. Those labelled ‘readings’ are required and it will be assumed that you have read each of these ahead of the class. For graduate students, some classes have additional required readings. I have also provided optional materials should you wish to expand your reading on a particular topic - these will come in handy for the assessed written pieces. Note: the reading list is a ‘living document’ - i.e. I might decide to change readings over time. I will notify you of any changes in advance.
## Course Overview

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/21</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8/23</td>
<td>Importance of the Transatlantic Relationship</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>8/25</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8/28</td>
<td>Historical Overview of the Transatlantic Relationship</td>
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### Understanding and Explaining Transatlantic Relations

<table>
<thead>
<tr>
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<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>4</td>
<td>8/30</td>
<td>Foreign Policymaking in the US I</td>
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<tr>
<td>5</td>
<td>9/1</td>
<td>Foreign Policymaking in the US II</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9/4</td>
<td>No class - Labor Day</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>9/6</td>
<td>Essay guidance</td>
<td></td>
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<tr>
<td>8</td>
<td>9/8</td>
<td>Foreign Policymaking in the EU I</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9/11</td>
<td>Foreign Policymaking in the EU II</td>
<td></td>
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<tr>
<td>10</td>
<td>9/13</td>
<td>Theorizing Transatlantic Relations I: Realism</td>
<td></td>
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<tr>
<td>11</td>
<td>9/15</td>
<td>Theorizing Transatlantic Relations II: Liberalism</td>
<td></td>
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<tr>
<td>12</td>
<td>9/18</td>
<td>Theorizing Transatlantic Relations III: Constructivism (and Others)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>9/20</td>
<td>Multiple Choice Quiz</td>
<td>Quiz</td>
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</table>

### Brexit

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>13</td>
<td>9/22</td>
<td>Brexit I: Background - The Awkward Partner?</td>
<td>Quiz return</td>
</tr>
<tr>
<td>14</td>
<td>9/25</td>
<td>Brexit II: Campaign &amp; Referendum</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>9/27</td>
<td>Brexit III: State of Play/Implications for Transatlantic Relations</td>
<td></td>
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### The Transatlantic Partnership and the International System

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>16</td>
<td>9/29</td>
<td>Americans from Mars, Europeans from Venus?</td>
<td></td>
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<tr>
<td>17</td>
<td>10/2</td>
<td>The Transatlantic Relationship and International Institutions: Global Dominance?</td>
<td></td>
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<tr>
<td>18</td>
<td>10/4</td>
<td>The Transatlantic Partnership and UNSC Reform</td>
<td>Essay rough draft – by email</td>
</tr>
<tr>
<td>19</td>
<td>10/6</td>
<td>The Transatlantic Relationship and UNSC Reform</td>
<td></td>
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<tr>
<td>20</td>
<td>10/9</td>
<td>No class - Student Recess</td>
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### Trade and Economics

<table>
<thead>
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<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>20</td>
<td>10/11</td>
<td>Competitive Cooperation? Trade and Economics</td>
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<tr>
<td>21</td>
<td>10/13</td>
<td>Transatlantic Responses to the Global Financial Crisis</td>
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<tr>
<td>22</td>
<td>10/16</td>
<td>The (Almost) Transatlantic Trade and Investment Partnership</td>
<td>Essay rough draft return</td>
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### Security and Defense

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<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>23</td>
<td>10/18</td>
<td>Security and Defense Cooperation Since the End of the Cold War</td>
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<tr>
<td>24</td>
<td>10/20</td>
<td>What Future for NATO?</td>
<td>Essay</td>
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<tr>
<td>25</td>
<td>10/23</td>
<td>The War on Terror</td>
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<td>26</td>
<td>10/25</td>
<td>The Afghanistan and Iraq Wars</td>
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<tr>
<td>27</td>
<td>10/27</td>
<td>International Intervention I: Background / Kosovo</td>
<td></td>
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<tr>
<td>28</td>
<td>10/30</td>
<td>International Intervention II: Libya and Syria</td>
<td></td>
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<tr>
<td>29</td>
<td>11/1</td>
<td>The Politics of Nuclear Weapons</td>
<td></td>
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<tr>
<td>30</td>
<td>11/3</td>
<td>Nuclear Non-Proliferation: The Iran Deal</td>
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### Great Power Politics

<table>
<thead>
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<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>31</td>
<td>11/6</td>
<td>US-EU-Russia I: Overview</td>
<td>Essay return</td>
</tr>
<tr>
<td>32</td>
<td>11/8</td>
<td>US-EU-Russia II: The Ukraine Crisis</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>11/10</td>
<td>One Year On: Implications of the 2016 Presidential Election on US Foreign Policy &amp; Transatlantic Relations</td>
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<tr>
<td>Date</td>
<td>Session</td>
<td>Topic</td>
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<tr>
<td>11/13</td>
<td></td>
<td>US-EU-China Relations I: Overview</td>
<td></td>
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<tr>
<td>11/15</td>
<td></td>
<td>US-EU-China Relations II: The Arms Embargo Debate</td>
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<tr>
<td>11/17</td>
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<td>US-EU-China Relations III: The South China Sea Dispute</td>
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<tr>
<td>11/20</td>
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<td>Policy brief guidance</td>
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<td>11/22</td>
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<td>No class</td>
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<tr>
<td>11/24</td>
<td></td>
<td>No class</td>
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**The Transatlantic Relationship in a Changing World Order**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>11/27</td>
<td></td>
<td>China-Russia Relations: A Challenge for the Transatlantic Alliance?</td>
</tr>
<tr>
<td>11/29</td>
<td></td>
<td>What Future for the EU?</td>
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<tr>
<td>12/1</td>
<td></td>
<td>Decline of the West, Rise of the Rest?</td>
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<tr>
<td>12/4</td>
<td></td>
<td>Reflection and Review</td>
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Policy brief
### Detailed Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21</td>
<td>Introduction</td>
<td>This class will explore what participants know and think about the transatlantic relationship through a trivia quiz (not assessed!). It will also provide a substantive and administrative overview of the course.</td>
</tr>
</tbody>
</table>
| 8/23 | Importance of the Transatlantic Relationship | This class will introduce the importance of and dimensions to the transatlantic relationship. It will focus on Europe’s economic and political importance to the US and vice versa - but, we will also consider counterarguments to these claims.  
**Reading**  
Lagadec, Introduction  
**Optional Videos**  
Atlantic Council (2017) Federica Mogherini: Transatlantic Relations  
UCIS Pitt (2017) Virtual Briefing: The Transatlantic Relationship After the First 100 Days  
[https://www.youtube.com/watch?v=CypD11Aguqc](https://www.youtube.com/watch?v=CypD11Aguqc) |
| 8/28 | Historical Overview of the Transatlantic Relationship | Examining the historical foundations of the contemporary transatlantic relationship - particularly from the end of World War II onwards - is an important step in enabling better understanding of why the alliance persists and the challenges it continues to face.  
**Reading**  
Lagadec, Ch 1.  
*[ONLINE](https://www.youtube.com/watch?v=CypD11Aguqc)* |
| 8/30 | Foreign Policymaking in the US I | In the field of International Relations, looking at how particular decisions were made is as important as looking at the consequences of those decisions themselves. To understand how the US approaches its external relations with the EU and others, we will explore who gets to make decisions and how. The first class focuses on the President and the Executive Branch Agencies.  
**Reading**  
Grad student additional reading (optional for undergrad)  
### Optional Podcasts

  
  [this gives interesting insights into a very small, but potentially very important, part of the foreign policymaking process]

- Pod Save the World (2017) *8 Years in the Situation Room with Ben Rhodes*, Feb 15, 2017

### 9/1 Foreign Policymaking in the US II

Building on the previous class, we will examine how Congress - as the Legislative Branch - shapes US foreign policy.

**Reading**


**Grad student additional reading (optional for undergrad)**


### 9/6 Essay guidance

Ahead of the class essay (see above for submission deadline), I will talk you through how to research and write an essay for this course and take questions about research, writing, referencing, etc.

**No reading for today.**

### 9/8 Foreign Policymaking in the EU I

The EU poses an interesting challenge to scholars of International Relations because it is not a state yet something more than an international organization. One feature which is particularly interesting is the development of a distinctive ‘EU foreign policy’ system which does not supersede or replace the independent foreign policies of its Member States. We will take a historical approach and examine key developments.

**Reading**


**Grad student additional reading (optional for undergrad)**

9/11 **Foreign Policymaking in the EU II**  
Continuing our consideration of how the EU’s foreign policy is made, we will explore the most recent developments and consider what this means for the EU as a global actor in its own right.

**Reading**  

Grad student additional reading (optional for undergrad)  

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9/13 **Theorizing Transatlantic Relations I: Realism**  
A key component of International Relations scholarship is the application of theoretical models to explain and understand trends/patterns in international affairs, the state of the international system, and the behavior of actors therein. The first in this series of classes offers up a ‘crash course’ in Realism, arguably the predominant school of thought in contemporary IR.

Optional: If you’re completely new to IR theory, you might want to read these two short articles first:  

**Reading**  

Grad student additional reading (optional for undergrad)  

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9/15 **Theorizing Transatlantic Relations II: Liberalism**  
Liberalism is argued by some to be the main contender to the Realist school of thought. Variations of this model have been highly influential within the EU - both in terms of political integration and also how the EU itself acts on the global stage.

**Reading**  

Grad student additional reading (optional for undergrad)  
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| **9/18** | Theorizing Transatlantic Relations III: Constructivism (and Others) | Our third and final ‘theory’ class will engage with the Constructivist school of thought, which departs from the realism-liberalism dichotomy and offers up an alternative way of thinking about - and trying to explain - international affairs. We will also briefly touch upon alternative theoretical models that have emerged in IR scholarship.  
**Reading**
Telo, M (2009) *International Relations: A European Perspective*, Farnham: Ashgate, Ch.8  
Lagadec Ch.11  
Grad student additional reading (optional for undergrad)  
| **9/22** | Brexit I: Background - The Awkward Partner? | To understand the UK’s decision to hold a referendum on its EU membership, we need to place the latter in historical and political context. The UK has always been seen as something as an ‘awkward partner’ for the EU, remaining outside key integration projects such as the single currency. The public - and particularly portions of the media - have been strongly Eurosceptic.  
**Reading**
Baimbridge, M & Whyman, P (2008) *Britain, the Euro and Beyond*, Burlington: Ashgate Chapters 2 & 3  
Daddow, O & Oliver, T (2016) *A not so awkward partner: the UK has been a champion of many causes in the EU*. Available at [http://blogs.lse.ac.uk/brexit/2016/04/15/a-not-so-awkward-partner-the-uk-has-been-a-champion-of-many-causes-in-the-eu/](http://blogs.lse.ac.uk/brexit/2016/04/15/a-not-so-awkward-partner-the-uk-has-been-a-champion-of-many-causes-in-the-eu/)  
**Optional reading**
Baimbridge, M & Whyman, P (2008) *Britain, the Euro and Beyond*, Burlington: Ashgate Ch 14 |
| **9/25** | Brexit II: Campaign & Referendum | In this class, we will examine the political decision by then-Prime Minister David Cameron to offer a referendum on EU membership, the subsequent ‘renegotiation’ of the terms of the UK’s membership, and the referendum campaign and outcome.  
**Reading**
**Grad student additional reading (optional for undergrad)**
**Optional Podcasts**
### 9/27 Brexit III: State of Play/Implications for Transatlantic Relations

Article 50 has been triggered by the UK government, and negotiations are now underway. This class will provide an overview of the state of play. Further, Brexit will not just impact the UK; as one of the ‘EU3’, the UK will leave a significant gap in the EU’s political weight and actual capabilities for acting internationally. It also removes the US’ most important ally in the EU, potentially decreasing its influence. We will consider how transatlantic relations are likely to evolve when the UK formally leaves the EU at some point in the next few years.

**Reading**

**Grad student additional reading (optional for undergrad)**

**Optional Reading**

**Optional Podcast**

### 9/29 American and European Political Cultures, Values and Interests

How actors view the world around them - and decide to act within in - are argued by many scholars to be influenced by their domestic political cultures, and the values and interests that prevail at a given time. Although the United States was strongly influenced by European heritage, there are clear differences in political culture on the two sides of the Atlantic. We will explore the similarities and differences and consider what this means for the transatlantic alliance.

**Reading**
Lagadec, Ch.2 [ONLINE]

**Optional Reading**

### 10/2 Americans from Mars, Europeans from Venus?

Robert Kagan’s *Of Paradise and Power* sets out an argument that Americans and Europeans are fundamentally different in nature when it comes to questions of world order, security, and the use of force. At the time of its publication, the book caused a stir in the transatlantic political community, and continues to be widely read and cited today. This class will focus on discussing Kagan’s arguments and examining critiques.
Developing...
Comprehensive Cooperation? Trade and Economics

The EU and the US share a highly interdependent economic relationship, and represent the largest and second-largest economies by GDP respectively (if the EU is treated as a single entity, which in economics/trade is often the case). Given their commitment to the open, liberal/capitalist international economic system, the two sides cooperate extensively to promote this model and shape international trade rules through the World Trade Organization. At the same time, they also compete for influence on the world stage and preferable trade relations with third parties.

Reading
Lagadec, Ch.5

Grad student additional reading (optional for undergrad)
Smith, M (1998) ‘Competitive co-operation and EU-US relations: can the EU be a strategic partner for the US in the world political economy?’, Journal of European Public Policy, 5:4 561-577

Optional Reading

Optional Podcast

Transatlantic Responses to the Global Financial Crisis

The Global Financial Crisis of 2008 originated in the US and quickly spread to Europe given their highly interdependent economic relationship. In the EU, it contributed to what eventually became the ‘eurozone crisis’ which threatened the very existence of the single currency project. While some argued that the crisis signaled the demise of Western economic dominance, this has not come to pass. The responses of the US and the EU to the crisis potentially provide interesting insights into contemporary transatlantic and global economic relations.

Reading
(available as a podcast - http://www.cfr.org/united-states/podcast-great-crash-2008/p18007)

Optional Reading
10/16 **The (Almost) Transatlantic Trade and Investment Partnership**

TTIP (‘tee-tip’), as it is commonly known, is (or rather was) a highly ambitious proposal for a free trade area between the EU and the US. As things currently stand, however, TTIP is dead in the water. Nevertheless, it may be revived in the future under different political leadership on both sides of the Atlantic. As it was initially conceived, the deal’s significance lay in the ambition to set a new precedent in bilateral free trade agreements, but was simultaneously contentious due to a number of potential implications and provisions of the deal.

**Reading**

Grad student additional reading (optional for undergrad)

**Optional Reading**

**Optional Podcast**

**Optional Video**

10/18 **Security and Defense Cooperation Since the End of the Cold War**

Security and Defense cooperation was arguably the central pillar of the transatlantic relationship during the Cold War. However, with the demise of an overriding external threat - the Soviet Union - security/defense relations have waned in importance in some regards but evolved in others - particularly in terms of counterterrorism.

**Reading**
- Lagadec, Ch.4 [ONLINE](#)
- Sloan, S (2016) *Defense of the West: NATO, the European Union and the Transatlantic Bargain*, Manchester: Manchester University Press [Ch.10](#)

Grad student additional reading (optional for undergrad)
What Future for NATO?
NATO remains the world’s most prominent example of an active common defense organization. However, the primary purpose for its existence - the threat from the Soviet Union - a quarter of a century ago raises important questions about whether NATO is still needed, what its role should be and how it should interact with Russia. Some argue that NATO has yet to clearly identify its new purpose.

Reading
Lagadec, Ch.7


http://mearsheimer.uchicago.edu/pdfs/A0055.pdf

Required Podcast
Brussels Sprouts (2017) NATO’s Back on the Table: Reflections from the Secretary General

Grad student additional reading (optional for undergrad)

Optional Reading

Optional Podcast

The War on Terror
The terrorist attacks of 9/11 had a profound impact not only in the US, but also the EU. The subsequent ‘global war on terror’ has revealed stark divisions between the two. Whereas the US has tended to prefer military solutions, the EU has responded to the threat of terrorism as a law enforcement issue. More broadly, the EU and US have cooperated extensively, but challenges persist.

Reading


Prothero, M (2016) Belgium Called In The NSA To Help Catch Paris Attacker. Available at
**10/25 The Afghanistan and Iraq Wars**
The US-led war in Afghanistan was initially backed by some European states both independently and through NATO. However, the war in Iraq - that the US linked to the war on terror - represented not just a divide between the US and the EU, but also clear internal divisions for the latter, raising questions over the very idea of a common EU foreign policy. The repercussions of these decisions continue to loom large in contemporary regional and global politics, as well as the transatlantic relationship itself.

**Reading**

**Optional Reading**

**Optional Video**
Obama, B (2009) *Address to Joint Session of Congress* [excerpts]  
[https://www.youtube.com/watch?v=_g6WZYf8tXk](https://www.youtube.com/watch?v=_g6WZYf8tXk) [full transcript - https://www.whitehouse.gov/the-press-office/remarks-president-barack-obama-address-joint-session-congress]

**10/27 International Intervention I: Background / Kosovo**
International intervention - for humanitarian reasons or otherwise - is a contentious political issue. The Western powers have often justified international interventions on the basis of preventing further conflict, restoring peace and providing humanitarian assistance. This has proved controversial in the international community, especially when the government of the state involved has not provided consent. We will look at the background to international interventions and the Kosovo case study which set an important precedent.

**Reading**

**Required Viewing**
Clinton Library (2013) ‘President Clinton’s Address to the Nation on Kosovo (1999)’. Available at [www.youtube.com/v=rLzPVYTF2oc](http://www.youtube.com/v=rLzPVYTF2oc)
10/30 International Intervention II: Libya and Syria

In 2011, the UNSC authorized a limited intervention to stop the bloodshed of the Libyan civil war, a task which was operationalized by NATO. Although not invoked in the Resolution, many at the time argued that the decision was in the spirit of Responsibility to Protect (R2P). In contrast, the West - and the rest of the international community - has been reluctant to get involved in the Syrian civil war to bring an end to the violence. We will consider why and how transatlantic powers decide to intervene or not.

Reading

Grad student additional reading (optional for undergrad)

Optional Reading

Optional Videos
EurActiv (2011) Ashton outlines possible Libya sanctions: Travel ban, asset freeze, no fly zone https://www.youtube.com/watch?v=bENcVvQ6auw
PBS (2011) President Obama’s Full Speech on the U.S. Mission in Libya https://www.youtube.com/watch?v=hUXEiwJiKj4

11/1 The Politics of Nuclear Weapons

The US, France and UK are the three transatlantic nuclear powers, underpinning the NATO security umbrella. However, governments of all three have pushed non-proliferation with respect to other states, and have actively pursued foreign policies aimed at preventing new nuclear powers from emerging. Here, we will consider the logic of nuclear weapons, the US and EU approach to their use and non-proliferation.

Reading

Optional Reading
### 11/3 Nuclear Non-Proliferation: The Iran Deal

For over a decade, the West has regarded Iran’s alleged nuclear weapons program as a source of potential threat to regional stability and potentially global peace. While ‘punishing’ Iran with economic sanctions, the US and the EU have concentrated on a diplomatic solution. In this session we examine the question of Iran as a nuclear weapons power and look at how the US and the EU approached this issue, and what it might mean for future cases of potential nuclear proliferation.

**Reading**


**Required Podcast**


**Optional Reading**


**Optional Podcasts**

Covert Contact (2017) *Iran in the Age of Trump*, Episode 70, June 18, 2017.


### 11/6 US-EU-Russia I: Overview

The Soviet Union loomed large in transatlantic relations during the Cold War. In the post-Cold War era, the US and EU were instrumental in attempting to encourage Russia’s transition to Western-style democracy and capitalist economic system. The Putin era has resulted in renewed tensions, particularly in relation to NATO expansion and disagreements over international rules and the use of force. Many EU states are economically interdependent with Russia and very dependent on its energy exports, thus is a significant factor in European politics. Russia is also widely considered to be a rising power as part of the ‘BRICS’ grouping, which affords it a degree of international legitimacy and is sometimes conceptualised as opposed to the US’ dominance of the international system.

**Reading**


Grad student additional reading (optional for undergrad)

Optional reading

Optional podcasts

11/8 US-EU-Russia II: The Ukraine Crisis
The Ukraine crisis arguably put Russia back on the map as a threat to regional peace and stability, as well as potentially divisive in transatlantic relations. The crisis also tested the US’ commitment to its European allies and once again raised questions about the EU’s ability to play a role in regional and global security, as well as to generate a common foreign policy more generally.

Reading
Mearsheimer, J. (2014) ‘Why the Ukraine Crisis is the West’s Fault: The Liberal Delusions That Provoked Putin’ Foreign Affairs, 93:5 pp.77-89
Robertshaw, S (2015) ‘Why the EU got the Ukraine Crisis Wrong’, Global Affairs, 1:3, pp335-343

Optional Reading

11/10 One Year On: Implications of the 2016 Presidential Election on US Foreign Policy & Transatlantic Relations
The course mostly examines key developments that precede the Trump administration. Marking the one year anniversary of the 2016 US Presidential election, we will discuss what the result has meant for US foreign policy broadly and specifically with respect to the EU and NATO.

Reading
In addition: Ahead of class, identify two recent newspaper articles that relate to the US’s foreign policy towards either the EU or NATO. Be prepared to discuss these in class.

Optional Podcast
[Discussion at the ECFR in March 2016, giving a European perspective on what might happen following the presidential election – you can reflect on which predictions were accurate, and which were not]

11/13 US-EU-China Relations I: Overview
China is the fastest rising power in the international arena, widely expected to overtake the US in overall GDP terms sooner rather than later. China poses an interesting challenge for the transatlantic partners as they have both widely implemented policies of engagement - not containment - towards China, but with notable differences. Some in the US continue to see China as a potential threat to the US’ position in East Asia and push for policies which reinforce their presence in the region. On the EU’s part, China’s economic importance and the mutual recognition as ‘strategic partners’ dominate foreign policy, with the implication that China’s rise is seen predominantly as an opportunity.

Reading

Optional Reading

Optional Podcast

11/15 US-EU-China Relations II: The Arms Embargo Debate
As a response to the Tiananmen crackdown of 1989, the (then) EU Member States imposed an embargo on the export of arms/weapons to China, as did the US. The embargo then remained in place but off the political agenda until 2003, when the EU began to review the embargo, with a view to lifting it. The EU went through a period of internal debate over the issue; however, the more significant debate was across the Atlantic; the US was strongly opposed to such a move by the EU, at a time when relations were already strained due to divisions over the Iraq war. We will consider the events of the arms embargo debate, and its implications for EU-China relations, as well as the EU-US-China strategic triangle.

Reading
Grad student additional reading (optional for undergrad)

Optional Reading

11/17 US-EU-China Relations III: The South China Sea Dispute
China and a number of other Southeast Asian nations are locked in disputes over sovereignty claims pertaining to waters and islands of the South China Sea. In recent years, China has undertaken efforts to transform some of the islands it claims as its own into, ostensibly, military and naval bases, in effect militarizing the South China Sea. A recent international tribunal has ruled against China in this case, but the latter refuses to accept the verdict. The issue is now one of the West’s resolve to uphold international laws which they developed and, for the US in particular, its ability to influence regional security in East/Southeast Asia.

Reading

Grad student additional reading (optional for undergrad)

Optional Reading

Optional Podcasts

11/20 Policy brief guidance
Ahead of the reflection paper (see above for submission deadline), I will talk you through how to research and write such a piece for this course and take questions.

No reading for today.

11/27 China-Russia Relations: A Challenge for the Transatlantic Alliance?
The China-Russian relationship - whether in its bilateral format, in the context of the ‘BRICS’ group, or in the UNSC and other major international institutions and forums (e.g. the G20) - has been described by some as a potential challenge to the Western-led international system of rules and norms. In particular, the sanctions against Russia following the Ukraine crisis have led to concerns that rather than integrating Russia into the status quo order, it pushes it into the arms of China. How the West manage
this potential ‘axis’ may become a hot issue in 21st century global politics.

Reading

Optional Reading
Singh, A (2016) *A China–Russia maritime confluence in littoral Asia*

11/29 What Future for the EU?
The EU political integration project has come under severe strain in recent years. Despite treaty changes to adapt to life with 27+ members, the EU has struggled to deal with the global financial crisis and the ensuing Eurozone crisis, conflicts on its border (Ukraine) and the refugees seeking shelter from the ongoing violence in the Middle East. The EU’s future is also challenged by the UK’s decision to leave, which some fear might embolden Eurosceptic movements across the continent. Alternatively, the seismic shock of the UK’s departure - a state which obstructed closer political and economic integration - may spur the rest of the EU to cooperate more closely to guard against future crises. Antidemocratic or authoritarian governments currently hold power in Poland and Hungary, testing the very norms upon which the EU is founded.

Reading

Optional Reading

Optional Podcasts

Optional Video

12/1 Decline of the West, Rise of the Rest?
Over the past few decades, some politicians, commentators, etc. have feared the ‘decline’ of the Western-led international system and its main powers. The ‘rise of the rest’ - China, Russia, India, etc. - has given an external ‘Other’ to fret over, politically, economically and potentially militarily. However,
such previous concerns - e.g. the rise of Japan in the 1980s - have not borne out the worst fears. This has not stopped some from attempting to exploit this politically within Western countries, particularly the US.

**Reading**
Lagadec, Ch.10 [ONLINE]

**Optional Reading**

**Optional Podcasts**
World in 30 Minutes (2017) *The End of the World #1: Interview with Edward Luce*
World in 30 Minutes (2017) *The End of the World #: Interview with Edward Luttwak*

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<th><strong>Reflection and Review</strong></th>
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<td>We will wrap up the course with a reflection on the state of contemporary transatlantic relations and what has changed since the end of the Cold War.</td>
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<td><strong>No reading for today.</strong></td>
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