INTA 3223: TRANSATLANTIC RELATIONS

Dr. Scott Brown

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212A Habersham Building (IAC Building, 781 Marietta St.)
Office hours: Monday & Wednesday 12-1pm and by appointment

Class: Monday, Wednesday & Friday 2-3pm
L1105 ES&T (Ford Building)
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.

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 Texts:


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.
- You can usually just find an article or journal via the main library webpage’s search box.

List of Graded Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Share of total (%)</th>
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</thead>
<tbody>
<tr>
<td>Essay</td>
<td>50</td>
</tr>
<tr>
<td>Reflection paper</td>
<td>30</td>
</tr>
<tr>
<td>Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Class participation</td>
<td>10</td>
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</tbody>
</table>
Essay
Please follow these guidelines:

- The essay should be about **2,000 words for undergraduates / 3000 words for postgraduates** in length, systematically referenced where appropriate and with a bibliography (list of references) at the end - detailing only the material you have actually used.
- 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).
- The essay must be properly referenced and include a bibliography with the sources used appropriately acknowledged. Absence of adequate referencing and a bibliography will result in the essay being penalized.

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.

Presentation
Each undergraduate student will be required to give one five-minute presentation during class throughout the semester. Each postgraduate student will be required to give **two five minute presentations**. The remit of the presentation is to reflect on the readings for that day’s class - summarize the key points conveyed in the reading, reflect on the different sides of the argument, and consider the strengths/weaknesses of the pieces. The emphasis in the presentation should be the student’s own thoughts on what the literature conveys, rather than regurgitating points at length.

Reflection Paper
The purpose of this assignment is to reflect on the course as a whole, where students will, in the first section, identify what they consider to be the key opportunities and challenges in the contemporary transatlantic relationship. The paper also requires students to, in the second section, critically assess whether Kagan’s (2004) maxim that Americans are from Mars and Europeans are from Venus remains valid in the present day. The paper should cover key issues covered in the course, but students are also free to draw in other case studies as they see fit.

The maximum length of the reflection paper should be **1,000 words for undergraduate students / 1500 words for graduate students**. The rules regarding the word limit and referencing requirements outlined for the course essay (above) also apply to the reflection paper.

Class Participation
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).

Essay questions and presentation topics will be disclosed via t-square at a later date.

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.
To count summaries must be submitted (by email) within a week of the event.
No more than two may be submitted.
Additional extra-credit (25 points each)
Attend the ‘Cartooning for Peace’ event (Wed 10/12)
Attend other approved CETS/INTA events (approved events will be notified in class)

Grades

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Descriptors</th>
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<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>18</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>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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<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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<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>
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</table>

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.

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/

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

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 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.
# Course overview

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
<td></td>
<td></td>
<td><strong>Introduction to Transatlantic Relations</strong></td>
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<tr>
<td>1</td>
<td>8/22</td>
<td>Introduction</td>
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<td>8/24</td>
<td>Importance of the Transatlantic Relationship</td>
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<td>3</td>
<td>8/26</td>
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<td>8/29</td>
<td>Historical Overview of the Transatlantic Relation</td>
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<td><strong>Understanding and Explaining Transatlantic Relations</strong></td>
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<td>4</td>
<td>8/31</td>
<td>Foreign Policymaking in the US I</td>
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<td>9/2</td>
<td>Foreign Policymaking in the US II</td>
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<td>6</td>
<td>9/7</td>
<td>Essay guidance</td>
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<td>9/9</td>
<td>Foreign Policymaking in the EU I</td>
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<td>Foreign Policymaking in the EU II</td>
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<td>9/14</td>
<td>Theorizing Transatlantic Relations I: Realism</td>
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<td>9/16</td>
<td>Theorizing Transatlantic Relations II: Liberalism</td>
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<td>11</td>
<td>9/19</td>
<td>Theorizing Transatlantic Relations III: Constructivism (and Others)</td>
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<td><strong>The Transatlantic Partnership and the International System</strong></td>
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<td>12</td>
<td>9/21</td>
<td>American and European Political Cultures, Values and Interests</td>
<td>[Must have completed Kagan’s book by now!]</td>
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<td>13</td>
<td>9/23</td>
<td>Americans from Mars, Europeans from Venus?</td>
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<td>14</td>
<td>9/26</td>
<td>The Transatlantic Relationship and International Institutions: Global Dominance?</td>
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<td>15</td>
<td>9/28</td>
<td>The Transatlantic Relationship and UNSC Reform</td>
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<td><strong>Trade and Economics</strong></td>
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<td>9/30</td>
<td>Competitive Cooperation? Trade and Economics</td>
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<td>17</td>
<td>10/3</td>
<td>Transatlantic Responses to the Global Financial Crisis</td>
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<td>18</td>
<td>10/5</td>
<td>The Transatlantic Trade and Investment Partnership</td>
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<td><strong>Security and Defense</strong></td>
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<td>Security and Defense Cooperation Since the End of the Cold War</td>
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<td>10/10</td>
<td>No class - Student Recess</td>
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<td>20</td>
<td>10/12</td>
<td>What Future for NATO?</td>
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<td>21</td>
<td>10/14</td>
<td>The War on Terror</td>
<td>Essay</td>
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<td>22</td>
<td>10/17</td>
<td>The Afghanistan and Iraq Wars</td>
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<td>23</td>
<td>10/19</td>
<td>International Intervention I: Background / Kosovo</td>
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<td>24</td>
<td>10/21</td>
<td>International Intervention II: Libya and Syria</td>
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<td>25</td>
<td>10/24</td>
<td>The Politics of Nuclear Weapons</td>
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<td>26</td>
<td>10/26</td>
<td>Nuclear Non-Proliferation: The Iran Deal</td>
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<td><strong>Great Power Politics</strong></td>
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<td>27</td>
<td>10/28</td>
<td>US-EU-Russia I: Overview</td>
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<td>28</td>
<td>10/31</td>
<td>US-EU-Russia II: The Ukraine Crisis</td>
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<tr>
<td>29</td>
<td>11/2</td>
<td>US-EU-China Relations I: Overview</td>
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<tr>
<td>31</td>
<td>11/7</td>
<td>US-EU-China Relations III: The South China Sea Dispute</td>
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<tr>
<td>32</td>
<td>11/9</td>
<td>Presidential Election Special: Implications for US Foreign Policy &amp; Transatlantic Relations</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>33</td>
<td>11/11</td>
<td>Reflection paper guidance</td>
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<tr>
<td>34</td>
<td>11/14</td>
<td>China-Russia Relations: A Challenge for the Transatlantic Alliance?</td>
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**Brexit**

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<th>Title</th>
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<tbody>
<tr>
<td>35</td>
<td>11/16</td>
<td>Brexit I: Background - The Awkward Partner?</td>
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<tr>
<td>36</td>
<td>11/18</td>
<td>Brexit II: Campaign &amp; Referendum</td>
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<td>37</td>
<td>11/21</td>
<td>Brexit III: Implications for Transatlantic Relations</td>
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<td>11/23</td>
<td>No class</td>
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<tr>
<td>11/25</td>
<td>No class - Thanksgiving</td>
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**The Transatlantic Relationship in a Changing World Order**

<table>
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<tr>
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<th>Topic</th>
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<tbody>
<tr>
<td>38</td>
<td>11/28</td>
<td>GUEST LECTURE: General Philip Breedlove</td>
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<tr>
<td>39</td>
<td>11/30</td>
<td>What Future for the EU?</td>
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<tr>
<td>40</td>
<td>12/2</td>
<td>Decline of the West, Rise of the Rest?</td>
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<tr>
<td>41</td>
<td>12/5</td>
<td>Reflection and Review &amp; Reflection paper</td>
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</table>
### Detailed course outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>8/22</td>
<td>Introduction</td>
<td>This class will explore what participants know and think about the transatlantic relationship through a ‘pub’ (trivia) quiz. It will also provide a substantive and administrative overview of the course.</td>
</tr>
</tbody>
</table>
| 8/24 | 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.  
**Reading**  
Lagadec, Introduction  
| 8/29 | 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.  
*or*  
*and*  
[grad students should manage to read all three pieces] |
| 31/8 | 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 focusses on the President and the Executive Branch Agencies.  
**Reading**  
**Optional Podcast**  
[this gives interesting insights into a very small, but potentially very important, part of the foreign policymaking process] |
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<th>Topic</th>
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</table>
| 9/2  | 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**  
| 9/7  | 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. |
| 9/9  | 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)  
| 9/12 | 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**  
[read the latter first!]
| 9/14 | 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.  
**Reading**  
Optional Reading
If you’re completely new to IR theory, you might want to read these two short articles first:

Or, if you’re already familiar with the basics of realism, you can opt to read this:
[Grad students should definitely read this]

9/16 Theorizing Transatlantic Relations II: Liberalism
Liberalism is potentially the greatest 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 - thus is important to this course.

Reading

Optional Reading
If you’re already familiar with the basics of (neo)liberalism, you can opt to read this:
[Grad students should definitely read this]

9/19 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 [Chapter 8; available as ebook through library]
Lagadec Ch.11

Optional Reading
If you’re already familiar with the basics of constructivism, you can opt to read this:
[Grad students should definitely read this]

9/21 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.
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<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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| 9/23 | Americans from Mars, Europeans from Venus? | Lagadec, Ch.2  
Kagan’s *Of Paradise and Power* (complete text).  
*and*  
| 9/26 | The Transatlantic Relationship and International Institutions: Global Dominance? | Lagadec, Ch.12  
| 9/28 | The Transatlantic Relationship and UNSC Reform | ECFR (2012) European Policy on UN Reform. At  
Optional Video  
[https://www.youtube.com/watch?v=1Ywr4_Sg0qg](https://www.youtube.com/watch?v=1Ywr4_Sg0qg) |
| 9/30 | Competitive 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, Michael (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

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**10/3 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**

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**10/5 The Transatlantic Trade and Investment Partnership**
TTIP (‘tee-tip’), as it is commonly known, is a highly ambitious proposal for a free trade area between the EU and the US. This deal - if it goes through - is potentially significant for setting a new precedent in bilateral free trade agreements but simultaneously contentious due to a number of potential implications and provisions of the treaty.

**Reading**

Grad student additional reading (optional for undergrad)

Optional Podcast

Optional Video
### 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  
*European Security, 22:3, pp395-412*

### 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  
*European Political Science* 2:3 pp387-397  
[http://mearsheimer.uchicago.edu/pdfs/A0055.pdf](http://mearsheimer.uchicago.edu/pdfs/A0055.pdf)

### 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**
*European Security, 21:4* 497-517  
*International Affairs* 81:5 pp905-923  

### 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 - which was linked by the US 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**
*Foreign Policy Analysis, 5:3*, pp.265-286  
Shepherd, A (2006) ‘Irrelevant or Indispensable? ESDP, the ‘War on Terror’ and the Fallout from Iraq’,  
*International Politics, 43:1*, 71-92

### 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**


**Optional**


**Optional Video**

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)

### 10/21 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**


### 10/24 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**


### 10/26 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**


### 10/28 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 podcast**


### 10/31 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**


Merry, EW (2015) *Dealing with the Ukrainian Crisis: Transatlantic Strategy Dilemmas*. Available at: [http://www.iai.it/sites/default/files/iaiwp1551.pdf](http://www.iai.it/sites/default/files/iaiwp1551.pdf)


### 11/2 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**


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

Optional

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

Optional podcast

Presidential Election Special: Implications for US Foreign Policy & Transatlantic Relations
By the time of our class, the US should know - in theory - the identity of its next president. In this class, we will discuss the result and what we might expect from the incoming president’s foreign policy broadly and specifically with respect to the EU and NATO.

Reading
Ahead of class, identify two articles (one for each major party’s candidate) which tells us something about their likely foreign policy approach broadly, and in particular their attitude towards the EU and/or NATO. Be prepared to discuss in class.

Optional Podcast
ECFR (2016) The Trump Alliance? The US Presidential Election and Transatlantic Relations. Available at http://www.ecfr.eu/podcasts/episode/the_trump_alliance_transatlantic_relations_and_us_presidential_election [Discussion at the ECFR in March 2016, giving a European perspective on what might happen following the
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<td>11/11</td>
<td>Reflection paper guidance</td>
<td>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 about research, writing, referencing, etc. No reading for today.</td>
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| 11/14 | 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  
| 11/16 | Brexit I: Background - The Awkward Partner?                          | To understand the UK’s recent 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 (I)  
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/) |
| 11/18 | Brexit II: Renegotiation, 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)  
Baimbridge, M & Whyman, P (2008) *Britain, the Euro and Beyond*, Burlington: Ashgate, Chapter 14 (I) |
| 11/21 | Brexit III: Implications for Transatlantic Relations                 | Brexit is not a decision which impacts the UK alone. As one of the ‘EU3’, Brexit leaves 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. It also, arguably, threatens the prospects for TTIP and helps weaken the EU overall. 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  
11/28  GUEST LECTURE:  General Philip Breedlove
Room TBC. Attendance is mandatory. This guest lecture can be covered in the extra credit exercise, if you so wish.

No reading for today.

11/30  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.

Reading

12/2  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

12/5  Reflection and Review
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.

No reading for today.

Assignment
Reflection paper to be submitted in class.