



## POL 363E US-EUROPEAN RELATIONS SINCE WORLD WAR II

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### **Course objective/methodology**

By the end of this course the students should have developed a more coherent theoretical framework to better understand, and engage in critical debates about, the dynamic political, economic, military and socio-cultural nature of transatlantic relations. To that end, and the given complexity of the subject matter, the course adopts *multidisciplinary* approach: historical, geographical and cultural aspects considered necessary accompaniments to the main political/economic/military framework adopted.

### **Course description**

The course is divided into six broad sections. The first part establishes the historical framework, analysing the significance firstly of the WWII and the advent of the Cold War, in dramatically shaping the priorities of, and shifting relationship between, both actors. It is in this context, and under *Pax Americana*, that European integration took place. Indeed, section 2 is specifically dedicated to shedding some light on the evolution, functioning and key policies of the EU. Section 3 then addresses US foreign policy in the post-Cold War era under the Bush I, Clinton and Bush II administrations, respectively, and how it affected Europe and especially the relationship with Spain. ('Foreign policy' here understood in the broad sense, including 'economic statecraft'). Section 4 addresses the very complex issue of transatlantic security, paying special attention to the role of NATO in Europe, the nature of the EU's common security policy, transatlantic intelligence cooperation and assessing the importance of social and cultural values on foreign policy formulation. Section 5 then looks at the areas of convergence and divergence between the American and European policies with regards some key areas of the world, notably the Middle East and China. The final part of the course is dedicated to analysing the good, the bad and 'ugly' of transatlantic economic relations and reviewing likely future scenarios.

### **Course structure**

#### **1. HISTORICAL FRAMEWORK**

##### ***Presentation of course; Post-War scenario***

*Pastor, pp.218-224*

##### ***Origins of the Cold War***

*Class handouts*

*Lundestad, Chapter 2*

*Pastor, pp.218-224*

##### ***US role in European integration; Pax Americana***

*McCormick pp.48-52*

*Class handouts*

**Transatlantic rivalries in the Cold War***Class handouts**Hook & Spanier, pp.378-393***2. THE EUROPEAN UNION*****Evolution of the key treaties****McCormick, pp.52-73***Institutional Framework***Class handouts**Alesina & Perroti, pp. 1-7****Common Policies****Class handouts**Alesina & Perroti, pp. 7-21***QUIZ****3. US FOREIGN POLICY IN THE POST-COLD WAR ERA*****'New World Order'****Hutchings 2009**Pastor, pp.229-233****Clinton & the Politics of Globalization****Class handouts**David 2003***NO CLASS*****The 'Bush Doctrine' & the Iraq War****Mearsheimer & Walt 2003**Gordon & Shapiro, chapter 7****US-Spanish relations then & now I****Chislett 2006****US-Spanish relations then & now II****Chislett 2006***MIDTERM EXAM****4. TRANSATLANTIC SECURITY DEBATES*****NATO & its role in European security****Sloan, Chapter 1**Daalder, pp. 6-27.****European foreign & security policy****Brimmer 2007.****Intelligence-sharing: cooperation & tensions****Archick 2013*

**Significance of social & culture values on foreign policy**  
*Lama de Espinosa 2005*

**5. OUT OF AREA ISSUES**

**Turkey**

*Chislett 2011*

**Russia & Eastern Europe**

*Alcaro, Chapter 1*

**Iran & Afghanistan**

*Mix 2011*

*Gerges 2013*

**– EASTER (NO CLASSES)**

**Arab Spring & Libya**

*Gerges 2013*

*Anderson 2011*

**China**

*Class notes*

**6. TRANSATLANTIC ECONOMIC RELATIONS**

***Bilateral trade: the good, bad & the ugly***

*Cooper 2013*

***The Euro and managing the eurozone***

*Class handouts*

*Mourlon-Druol 2011*

**FERIA (NO CLASSES)**

***Monetary & financial issues***

*Class handouts*

*Cooper 2013*

***Future of US-EU relations***

*Tocci & Alcaro 2012*

**FINALS**

**N.B.** The syllabus may be subject to change

**Required Texts**

We will not use one single text book in class but a serious of articles (as indicated below) which I will post on the *Blackboard*, in addition to the class handouts:

Alcaro, Riccardo: "Transatlantic Relations in a Multipolar Europe", Chapter 1 in

*European Security and the Future of Transatlantic Relations*, Alcaro, R & Jones

- E. (eds), IAI Research Papers, April 2011
- Alesina, Albero & Perroti, Roberto: "The European Union: a politically incorrect view", *NBR Working Series, Working Paper 10342*, March 2004
- Anderson, Lisa: "Demystifying the Arab Spring", *Foreign Affairs*, May/June, 2011
- Archick, Kristin.: US-EU Cooperation Against Terrorism, *Congressional Research Service*, September 2013
- Brimmer, Esther: "Seeing Blue: American visions of the European Union", *Chaillot Paper No. 105*, Paris: EUISS, 2007.
- Cooper, William, H.: "EU-US Economic Ties", *Congressional Research Service*, April 2013
- Chislett William, "Spain and the US: So Close Yet so Far", *ERI Working Paper*, 2006
- Chislett William, The Cost of Losing Turkey, *ERI Working Paper*, 2011
- Daalder, Ilvo: "NATO's Purpose After the Cold War", in NATO in the 21<sup>st</sup> Century. What Purpose? What Missions?, Washington DC: Brookings, 2001,
- David, Charles-Philippe: "'Foreign Policy Is Not What I Came Here to Do' Dissecting Clinton's Foreign Policy-Making: A First Cut", *International Studies Association Conference Paper*, June 2003
- Gerges, Fawaz A: "The Obama approach to the Middles East", *International Affairs*, 89:2, 2013
- Gordon, Philip H. & Shapiro, Jeremy: *Allies at War: America, Europe, and the Crisis over Iraq*. New York: McGraw-Hill, 2004
- Hutching, Robert.: Transatlantic Relations Since the End of the Cold War, Chapter 11 in *A Companion to Europe Since 1945*, Larres, Klaus (eds), Blackwell, Chichester 2009
- Hook, Steven W. & Spanier, John: *American Foreign Policy Since World War II*, Washington, DC: CQ Press, 2004
- Lama de Espinosa, Emilio.: "A Difference that Makes a Difference? The US and Europe on Values and Culture", *ERI Working Paper*, 2005
- Lundestad, G.: "The Cold War in Europe 1945-49: Some Old and New Theories about the Cold War", Chapter 2 in *East, West, North, South*, Sage, London, 2005
- McCormick, John: *Understanding the European Union: A Concise Introduction*, Palgrave MacMillan, London,
- Mearsheimer, John J. & Walt, Stephen E.: "An Unnecessary War", *Foreign Affairs*, January/February 2003,

Mix, Derek E.: "The United States & Europe: Current Issues", *Congressional Research Service*, June 2011

Mourlon-Druol, Emmanuel.:The Euro Crisis: A Historical Perspective, *LSE Strategic Update*, June 2011

Pastor, Robert (ed.). *A Century's Journey: How the Great Powers Shape the World*, New York: Basic Books, 2000

Sloan, Stanley R.: *NATO, the European Union and the Atlantic Community*, Lanham: Rowman & Littlefield, 2003

Tocci, Natalie & Alcaro, Riccardo: "Three Scenarios for the Future of the Transatlantic Relationship", *Transworld Working Paper*, September 2012

### **Course Requirements and Grading**

Assessment for the course consists of one short quiz and two exams (all written) and an oral presentation (in pairs/small groups) on an assigned relevant topic. With regards the oral presentation, on the day of their presentations each students have to hand the following document for their section: an outline, a bibliography and a half page summary (TMR 12, single space). Students will be graded individually

Finally, students will be required to complete assigned readings/summarize articles etc outside class and to actively participate in class discussions, which will be reflected in their 'participation' grade. (N.B.: 'being there' does not = 'participation').

The distribution of the final grade is the following:

Quiz	15%	Midterm Exam	25%
Presentation	15%	Final Exam (TBA)	25%
Participation	20%		

The dates for the quiz, exams and presentation will not be changed under any circumstances.

Spanish grades run: 10-9.0 (A), 8.9-7.0 (B), 6.9-5.0 (C), 4.9-0 (F)

### **Attendance, Punctuality and General Course Policies**

Attendance is mandatory. If there is justifiable excuse for missing class, some form of documentation (e.g. doctor's note) must be provided to the proper authorities. Any student missing class must catch up on the lost notes from fellow students.

More than 3 unexcused absences will result in the lowering of the grade. Students with more than 2 such absences may not challenge the final grade received.

Punctuality is required. If a student arrives more 15 minutes late it will constitute a 0.5 absence. However no student will be permitted entrance more than 25 minutes after the beginning of the class and hence will be marked absent.

Please keep your cell phones turned off during class.

Strictly no food to be consumed in class.

### **Academic Dishonesty**

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she

presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. Avoid plagiarism by citing sources properly (using footnotes or endnotes and a bibliography).

### **Students with Disabilities**

If you have a disability that requires special academic accommodation, please speak to your professor within the first three (3) weeks of the semester in order to discuss any adjustments. It is the student's responsibility to provide the International Center with documentation confirming the disability and the accommodations required (if you have provided this to your study abroad organization, they have most likely informed the International Center already but please confirm).

### **Behavior Policy**

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

### **Calendar**

Quiz

Midterm Exam

Presentation

Final Exam:

### **Holidays**

No classes

Holy Week

Seville's April Fair