

# INTA 3223/8803-AY Transatlantic Relations Fall 2020

Subject to change with notice

MW 12:30-1:45

## Hybrid Synchronous

Remote sessions will be conducted using WebEx ([gatech.webex.com](https://gatech.webex.com)).

In person sessions will be held in Habersham (IAC) 136.

### Dr. Alasdair Young

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Remote office hours: Monday and Wednesday 3-4 and by appointment. Skype address: [alsadair.young5](https://www.skype.com/join/alsadair.young5).

**Any and all changes affecting the course will be posted  
in announcements in Canvas.**

### Course Description:

Despite the rapid rise of China and other emerging economies, Europe is by far the United States' most important economic partner. It is also a critical political partner. The transatlantic relationship, however, is under intense strain due to the U.S.'s "America First" foreign policy and the EU's quest for greater "autonomy." 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. In particular, the course will deploy a comparative approach to generate insights; focus on the interaction of preferences and power to explain international outcomes; and develop critical thinking skills.

### Learning Outcomes:

By the end of this course, students will be able to:

- demonstrate theoretical knowledge of the discipline to address international policy issues.
- use oral communication to demonstrate knowledge and to make cogent arguments in international affairs.
- demonstrate proficiency in written communication to increase knowledge and develop cogent arguments in international affairs.

### Required Text:

Gardner, A. L. (2020), *Stars with Stripes: The Essential Partnership between the European Union and the United States* (Palgrave Macmillan). Available from the Bookstore and as a PDF from the publisher.

Additional resources are available through the GT library (I) or on Canvas (c).

To access electronic journal articles through the library website:

- 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.

### **Statement on inclusiveness**

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

### **Course Requirements and Evaluation:**

Each student enrolled in the course will become an expert on one European country and provide focused information on that country and on its relationship with the United States during the first portion of the course. During the second portion of the course students will give two (2) group presentations on topical policy issue. There will also be a remote, open-book, timed midterm. The final assessment will be to write a policy briefing on the transatlantic relationship for the in-coming administration. Graduate students are expected to take leadership roles in the group presentations, answer an additional question on the mid-term and write a longer policy paper.

<b>Graded assignments</b>	<b>Date due</b>	<b>Maximum points possible</b>	<b>Share of total</b>
Country backgrounder	8/26	200	10
Country Covid-19 response	8/31	100	5
Country economic recession response	9/2	100	5
Country perspective on the relationship	9/21	200	10
Midterm	9/28	300	15
Group presentations (2)	10/12 or 10/14 and 11/16 or 11/18	400	20
Policy briefing	12/7	400	20
Participation*	continuous	300	15
TOTAL		2000	100

\* This will include presenting country information in class.

**Late assignments will NOT be accepted**, except for medical reasons or personal emergencies.

**Extra-credit** (50 points for a serious effort) (up to 2 assignments may be submitted)

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

## Grading

Grade	Points	Descriptors
A	20 19 18	Exceptionally good performance demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.
B	17 16 15	Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.
C	14 13 12	Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems.
D	11 10 9	Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating serious deficiencies.
F	<9	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.

### *Final grades:*

> 1800	A
1500-1799	B
1200-1499	C
900-1199	D
<900	F

### Grade Change Policy

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

### Special Accommodations

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

## **Class participation and conduct**

You are expected to participate actively in all classes and to attend in-class sessions unless you have a compelling reason not to do so. Feeling ill is a compelling reason. If you feel ill, please stay home and let me know. For guidance, see <http://health.gatech.edu/coronavirus/students>. Students are expected to sit in assigned seats and to come to class only on days that are assigned to them.

We are all required to wear a face covering while inside any campus facilities/buildings, including during in-person classes, and to adhere to social distancing of at least 6 feet. If an individual forgets to bring a face covering to class or into any indoor space, there will be a clearly marked supply of these in each building. If a student fails to follow Georgia Tech's policies on social distancing and face coverings, they will initially be reminded of the policy and if necessary, asked to leave the class. If they still fail to follow the policy, they may be referred to the Office of the Dean of Students.

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.

## **Honor Code and Plagiarism Policy**

*"I commit to uphold the ideals of honor and integrity by refusing to betray the trust bestowed upon me as a member of the Georgia Tech community."*

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

Plagiarism is defined, for the purposes of this class, as: copying, borrowing, or appropriating another person's work **and** presenting it as one's own in a paper or oral presentation, deliberately or by accident. In order to avoid being charged with plagiarism, if you use the words, ideas, phrasing, charts, graphs, or data of another person or from published material, then you must either: 1) use quotation marks around the words **and** cite the source, or 2) paraphrase or summarize acceptably using one's own words **and** cite the source. Any student suspected of plagiarizing will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

## Course overview

8/17	Introduction	
8/19	Dimensions and importance of the relationship	
8/24	What is the EU?	
8/26	How does the EU work ?	Country backgrounder
8/31	Common problems I: Covid-19	Student presentations
9/2	Common problems II: Economic recession	Student presentations
9/7	<b>Labor Day</b>	
9/9	Common problems III: Brexit	
9/14	Common problems IV: Racism	Be prepared to comment on racism in 'your' country
9/16	Development of the relationship	
9/21	Perspectives on the relationship I	Student presentations
9/23	Perspectives on the relationship II	Student presentations
9/28	<b>MIDTERM</b>	
9/30	Economic relationship and governance	
10/5	Transatlantic Trade and Investment Partnership	
10/7	Transatlantic trade relations under Trump	
10/12	China: Economic opportunity or rival?	Student presentations
10/14	Digital economy I: Governance	Student presentations
10/19	Digital economy II: Privacy	
10/21	NATO I: History and background	Guest speaker Robert Bell
10/26	NATO II: How does it work?	Guest speakers Robert Bell and Philip Breedlove
10/28	Contemporary European security issues	Guest speaker Philip Breedlove
11/2	Transatlantic relations in the election	
11/4	Terrorism and counter terrorism	
11/9	Development	
11/11	Climate change	
11/16	Russia	Student presentations
11/18	The EU in great power rivalry	Student presentations
11/23	Panel discussion: Transatlantic relations after the election (asynchronous)	
12/7		Briefing paper due

Dates highlighted in green will be in-person sessions (1/2 the class at a time).

## Detailed course outline

8/17	<p><b>Introduction</b> This class will explore what participants know and think about the transatlantic relationship. It will also provide a substantive and administrative overview of the course.</p>
8/19	<p><b>Dimensions and importance of the relationship</b> This class will focus on Europe’s economic and political importance to the U.S. and on the transatlantic relationship’s place in global governance. It will also introduce the multi-level and multi-dimensional nature of the relationship. In doing so it will introduce some of the analytical tools that we will use to analyze the relationship during the course.</p> <p><u>Reading</u> McGuire, S. and Smith, M. (2008), <i>The European Union and the United States: Competition and Convergence in the Global Arena</i> (Palgrave Macmillan), 36-66 (c)</p>
8/24	<p><b>What is the EU?</b> The EU is an increasingly important component of the transatlantic relationship, but it defies easy categorization. It is more politically centralized than a typical international organization, but less so than a conventional state. This class will begin to explore the implications of that duality for transatlantic relationship.</p> <p><u>Reading</u> McCormick, J. (2017), <i>Understanding the European Union</i>, 7th edition, Palgrave, Ch. 1 (c)</p>
8/26	<p><b>How does the EU work?</b> Given that the EU is neither an international organization nor a state, its policy making process is extremely complex. Like the US, the EU’s decision making is intended to make the center weak. This class will explore EU policy-making in broad terms.</p> <p>Country backgrounders due</p> <p><u>Reading</u> Young, A. R. and Roederer-Rynning, C. (forthcoming), “The European Policy Process in Comparative Perspective,” in H. Wallace, M. A. Pollack, C. Roederer-Rynning and A. R. Young (eds), <i>Policy-Making in the European Union</i>, 8<sup>th</sup> edition, Oxford University Press. (c) Gardner, pp. 43-56</p>
8/31	<p><b>Common problems I: Covid-19</b> The Covid-19 pandemic has affected countries around the world. The US, European countries and the EU have responded differently to this challenge. This class will explore those differences in order to illuminate differences in priorities, capabilities and the location of authority.</p> <p>Country reports due. Selected students will present in class.</p> <p><u>Resources</u> Loenhardt, D. (2020), “The Unique U.S. Failure to Control the Virus,” <i>New York Times</i>, 7 August. <a href="https://www.nytimes.com/2020/08/06/us/united-states-failure-coronavirus.html">https://www.nytimes.com/2020/08/06/us/united-states-failure-coronavirus.html</a> <a href="https://www.worldometers.info/coronavirus/?utm_campaign=homeAdvegas1?#countries">https://www.worldometers.info/coronavirus/?utm_campaign=homeAdvegas1?#countries</a></p>

	<p><a href="https://www.ft.com/content/a2901ce8-5eb7-4633-b89c-cbdf5b386938?emailId=5f2837570f8e830004431d99&amp;segmentId=2785c52b-1c00-edaa-29be-7452cf90b5a2">https://www.ft.com/content/a2901ce8-5eb7-4633-b89c-cbdf5b386938?emailId=5f2837570f8e830004431d99&amp;segmentId=2785c52b-1c00-edaa-29be-7452cf90b5a2</a></p> <p><a href="https://www.bbc.com/news/explainers-52575313">https://www.bbc.com/news/explainers-52575313</a></p> <p><a href="https://www.imf.org/en/Topics/imf-and-covid19/Policy-Responses-to-COVID-19">https://www.imf.org/en/Topics/imf-and-covid19/Policy-Responses-to-COVID-19</a></p>
9/2	<p><b>Common problems II: Economic recession</b>  The Covid-19 pandemic – through lock downs, fear and supply chain disruptions -- has had devastating effects on economies around the world. This class will explore how the US, European countries and the EU have responded in order to illuminate differences in priorities, capabilities and the location of authority.</p> <p><b>Country reports due. Selected students will present in class.</b></p> <p><b>Resources</b>  “The Fiscal Response to the Economic Fallout from the Coronavirus,” Bruegel Datasets, <a href="https://www.bruegel.org/publications/datasets/covid-national-dataset/">https://www.bruegel.org/publications/datasets/covid-national-dataset/</a>.</p> <p><a href="https://www.ft.com/content/a2901ce8-5eb7-4633-b89c-cbdf5b386938?emailId=5f2837570f8e830004431d99&amp;segmentId=2785c52b-1c00-edaa-29be-7452cf90b5a2">https://www.ft.com/content/a2901ce8-5eb7-4633-b89c-cbdf5b386938?emailId=5f2837570f8e830004431d99&amp;segmentId=2785c52b-1c00-edaa-29be-7452cf90b5a2</a></p> <p><a href="https://www.imf.org/en/Topics/imf-and-covid19/Policy-Responses-to-COVID-19">https://www.imf.org/en/Topics/imf-and-covid19/Policy-Responses-to-COVID-19</a></p> <p><a href="https://www.imf.org/en/Topics/imf-and-covid19/Fiscal-Policies-Database-in-Response-to-COVID-19">https://www.imf.org/en/Topics/imf-and-covid19/Fiscal-Policies-Database-in-Response-to-COVID-19</a></p> <p><a href="https://www.ilo.org/global/topics/coronavirus/country-responses/lang--en/index.htm">https://www.ilo.org/global/topics/coronavirus/country-responses/lang--en/index.htm</a></p>
9/7	<p><b>Labor Day</b></p>
9/9	<p><b>Common problems III: Brexit</b>  The UK left the EU in January. That development has profound implications for the EU and for the transatlantic relationship, as the US has lost its closest ally within the Union. This class will explore why Brexit occurred and consider the implications for the EU and for the transatlantic relationship. In doing so, it will explore two EU policy domains -- the single market and trade policy – that substantially govern the transatlantic economic relationship.</p> <p><b>Reading</b>  Gardner, Ch. 3 [early portion interesting, but pay particular attention from p. 87]  Young, A. R. (forthcoming), “The Single Market: Central to Brexit,” in H. Wallace, M. A. Pollack, C. Roederer-Rynning and A. R. Young (eds), <i>Policy-Making in the European Union</i>, 8<sup>th</sup> edition, Oxford University Press. Excerpts (c)  Young, A. R. (forthcoming), “Trade Policy: Making Policy in Turbulent Times,’ in H. Wallace, M. A. Pollack, C. Roederer-Rynning and A. R. Young (eds), <i>Policy-Making in the European Union</i>, 8<sup>th</sup> edition, Oxford University Press. pp. 14-22 (c)  CRS (2020), “Transatlantic Relations: U.S. Interests and Key Issues,” Congressional Research Service Report R45745, 27 April. <a href="https://fas.org/sgp/crs/row/R45745.pdf">https://fas.org/sgp/crs/row/R45745.pdf</a>: 11-13.</p>

9/14	<p><b>Common problems IV: Racism</b> Both the US and European countries have confronted the legacies of racism in their societies this year. These legacies have quite different origins, but many of the effects are similar. In addition, there is strong reverberation within the anti-racism movement across the Atlantic. We will watch <a href="#">“Do Black Lives Matter in Europe?”</a> a panel discussion with Jean Beaman, Terrie E. Givens and Kennetta H. Perry and convene to discuss the issues. <b>Be prepared to comment on racism in ‘your’ country.</b></p>
9/16	<p><b>Development of the relationship</b> The US and the EU have had a long and complex relationship. Although they share many values and objectives, the relationship has often been fraught. This class will explore the key tensions in the relationship as well as efforts to bring the two sides closer together. This class will help to put the current transatlantic tensions into context.</p> <p><u>Reading</u> McGuire, S. and Smith, M. (2008), <i>The European Union and the United States: Competition and Convergence in the Global Arena</i> (Palgrave Macmillan), 6-35 (c) Gardner, pp. 25-43. CRS (2020), “Transatlantic Relations: U.S. Interests and Key Issues,” Congressional Research Service Report R45745, 27 April. <a href="https://fas.org/sgp/crs/row/R45745.pdf">https://fas.org/sgp/crs/row/R45745.pdf</a>: 1-11 and 30-33. German Marshall Fund, <i>Transatlantic Trends 2020</i>. Available at: <a href="https://www.gmfus.org/sites/default/files/TT20_Final.pdf">https://www.gmfus.org/sites/default/files/TT20_Final.pdf</a>: 7-13.</p>
9/21	<p><b>Perspectives on the relationship I</b> Some of the students will <b>present ‘their’ country’s perspective</b> on the transatlantic relationship.</p>
9/23	<p><b>Perspectives on the relationship II</b> The other students will <b>present ‘their’ country’s perspective</b> on the transatlantic relationship.</p>
9/28	<p><b>Midterm</b> The midterm will be open book. It will be posted at the start of class and will be due at the end. There will be three (3) short essay questions, which will emphasize interpretation of facts, rather than their recall. Undergraduate students are required to answer two (2) questions. Graduate students must answer all three (3).</p>
9/30	<p><b>Economic relationship and governance</b> The transatlantic economic relationship is the most valuable and complicated relationship in the world. This class will introduce its complexity and importance, identify key sources of tension and describe how the economic relationship is governed.</p> <p><u>Readings</u> Young, A. R. (2017), <i>The New Politics of Trade: Lessons from TTIP</i> (Agenda Publishing): Ch. 2. (c) Hamilton, D. S., and Quinlan, J. P. (2020), <i>The Transatlantic Economy 2020: Annual Survey of Jobs, Trade and Investment between the United States and Europe</i> (Washington, DC: Foreign Policy Institute, Johns Hopkins University SAIS). Available at: <a href="https://transatlanticrelations.org/wp-content/uploads/2020/03/TE2020_Report_FINAL.pdf">https://transatlanticrelations.org/wp-content/uploads/2020/03/TE2020_Report_FINAL.pdf</a>: 10-25. German Marshall Fund, <i>Transatlantic Trends 2020</i>. Available at: <a href="https://www.gmfus.org/sites/default/files/TT20_Final.pdf">https://www.gmfus.org/sites/default/files/TT20_Final.pdf</a>: 23-27.</p>
10/5	<p><b>The Transatlantic Trade and Investment Partnership</b> The TTIP negotiations were the most ambitious trade negotiations that have ever been undertaken. They provoked unprecedented public opposition in Europe and posed an insurmountable coordination challenge in the US. As a result, the negotiations were in deep trouble before Donald Trump was elected president. This class will examine the difficulties the TTIP negotiations</p>



	<p>encountered and explore what they suggest about the prospects for closer transatlantic economic integration in the future.</p> <p><u>Readings</u>  Young, A. R. (forthcoming), “Trade Policy: Making Policy in Turbulent Times,” in H. Wallace, M. A. Pollack, C. Roederer-Rynning and A. R. Young (eds), <i>Policy-Making in the European Union</i>, 8<sup>th</sup> edition, Oxford University Press. pp. 2-13 (c)  Young, A. R. (2017), <i>The New Politics of Trade: Lessons from TTIP</i> (Agenda Publishing): Ch. 3 and pp. 125-130. (c)  Gardner pp. 118-144.</p>
10/7	<p><b>Transatlantic trade relations under Trump</b>  This class will look in closer detail as the strains in the transatlantic economic relationship that have stemmed from Donald Trump’s “America First” strategy.</p> <p><u>Reading</u>  CRS (2020), “Transatlantic Relations: U.S. Interests and Key Issues,” Congressional Research Service Report R45745, 27 April. <a href="https://fas.org/sgp/crs/row/R45745.pdf">https://fas.org/sgp/crs/row/R45745.pdf</a>: 23-30.</p>
10/12	<p><b>China: Economic opportunity or rival?</b>  The transatlantic relationship is not just about how the US and the EU engage with each other, but whether and how they cooperate with respect to others. Until recently, they tended to view China’s rise somewhat differently, with the US emphasizing the threat and the EU emphasizing the opportunity. The EU’s position has begun to harden lately, although there remain significant differences with the US. This class will examine those differences and seek to explain them.</p> <p><b>Student presentations</b>  Opportunity or threat: US perspective  Opportunity or threat: EU perspective</p> <p><u>Readings</u>  CRS (2019), “US-China Relations,” Congressional Research Service Report R45898, updated 3 September. <a href="https://crsreports.congress.gov/product/pdf/R/R45898">https://crsreports.congress.gov/product/pdf/R/R45898</a>. Summary, 12-15 and 19-27, but note the rest.  Commission (2019), “EU-China – A Strategic Outlook,” JOIN(2019) 5, 12 March (<a href="https://ec.europa.eu/commission/sites/beta-political/files/communication-eu-china-a-strategic-outlook.pdf">https://ec.europa.eu/commission/sites/beta-political/files/communication-eu-china-a-strategic-outlook.pdf</a>)  “Dealing with the Dragon: China as a Transatlantic Challenge,” June 29, 2020 (<a href="https://asiasociety.org/sites/default/files/inline-files/Dealing%20with%20the%20Dragon_Report_25.06.20.pdf">https://asiasociety.org/sites/default/files/inline-files/Dealing%20with%20the%20Dragon_Report_25.06.20.pdf</a>): 10-25  German Marshall Fund, <i>Transatlantic Trends 2020</i>. Available at: <a href="https://www.gmfus.org/sites/default/files/TT20_Final.pdf">https://www.gmfus.org/sites/default/files/TT20_Final.pdf</a>: 29-32.</p>
10/14	<p><b>Digital economy I: Governance</b>  Transatlantic tensions in the digital space extend far beyond the regulation of privacy (next class). There are significant policy differences between the two when it comes to market dominance and taxation, although some in the US share European concerns. Tensions have been heightened by recent EU initiatives to enhance its “technological sovereignty.”</p> <p><b>Student presentations</b>  US approach to governing the digital economy  EU approach to governing the digital economy</p> <p><u>Readings</u>  Gardner Ch. 6</p>

	<p>Commission (2020), “Communication: Shaping Europe’s Digital Future,” COM(2020) 67, 19 February. Available at: <a href="https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age/shaping-europe-digital-future_en#documents">https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age/shaping-europe-digital-future_en#documents</a>.</p> <p>Vestager, M. (2020), “Statement by Margrethe Vestager, Executive Vice-President, European Commission,” to the Committee on the Judiciary Committee on Antitrust, Commercial and Administrative Law, United States House of Representatives,” 29 July. <a href="https://www.congress.gov/116/meeting/house/110883/documents/HHRG-116-JU05-20200729-SD007.pdf?mc_cid=a3b833aad3&amp;mc_eid=f43ad39a6c">https://www.congress.gov/116/meeting/house/110883/documents/HHRG-116-JU05-20200729-SD007.pdf?mc_cid=a3b833aad3&amp;mc_eid=f43ad39a6c</a>.</p> <p>Barshefsky, C. (2020), “EU Digital Protectionism Risks Damaging Ties with the US,” <i>Financial Times</i>, 2 August. (I)</p>
10/19	<p><b>Digital economy II: Privacy</b></p> <p>The US and the EU have very different approaches to protecting personal data with respect both to commercial use and government use (law enforcement, surveillance). These differences have implications for data transfers across the Atlantic, which are extremely important economically. The two sides have struggled to bridge these differences satisfactorily. This class will explore those differences and the efforts to reconcile them. We will listen to Henry Farrell and Abraham Newman discussing their book <i>Of Privacy and Power: The Transatlantic Struggle Over Freedom and Security</i> (Princeton University Press, 2019) in a <a href="#">Lawfare podcast</a> and use it as a springboard for our discussion.</p> <p><u>Readings</u></p> <p>Hamilton, D. S., and Quinlan, J. P. (2020), <i>The Transatlantic Economy 2020: Annual Survey of Jobs, Trade and Investment between the United States and Europe</i> (Foreign Policy Institute, Johns Hopkins University SAIS). Available at: <a href="https://transatlanticrelations.org/wp-content/uploads/2020/03/TE2020_Report_FINAL.pdf">https://transatlanticrelations.org/wp-content/uploads/2020/03/TE2020_Report_FINAL.pdf</a>: 26-47</p> <p>Gardner Ch. 5</p> <p>German Marshall Fund, <i>Transatlantic Trends 2020</i>. Available at: <a href="https://www.gmfus.org/sites/default/files/TT20_Final.pdf">https://www.gmfus.org/sites/default/files/TT20_Final.pdf</a>: 33-38.</p> <p>Kuner, C. (2020), “The Schrems II Judgement of the Court of Justice and the Future of Data Transfer Regulation,” <i>European Law Blog</i>, 17 July. <a href="https://europeanlawblog.eu/2020/07/17/the-schrems-ii-judgment-of-the-court-of-justice-and-the-future-of-data-transfer-regulation/">https://europeanlawblog.eu/2020/07/17/the-schrems-ii-judgment-of-the-court-of-justice-and-the-future-of-data-transfer-regulation/</a></p>
10/21	<p><b>NATO I: History and background</b></p> <p>The security pillar of the transatlantic relationship rests heavily on the North Atlantic Treaty Organization, arguably the most successful military alliance that has ever existed. Founded during the Cold War in order to defend western Europe against Soviet aggression, its mission has evolved with the times. This class will explore NATO’s origins and how it has developed over time.</p> <p><b>Guest lecturer:</b> Robert Bell, Senior Civilian Representative of the Secretary of Defense in Europe and the Defense Advisor to the U.S. Ambassador to the NATO (2010-17).</p> <p><u>Readings</u></p> <p>Gardner, pp. 351-2 and 362-76</p> <p>CRS (2019), “Assessing NATO’s Value,” Congressional Research Service Report R45652, 28 March. <a href="https://fas.org/sgp/crs/row/R45652.pdf">https://fas.org/sgp/crs/row/R45652.pdf</a></p> <p>CRS (2020), “Transatlantic Relations: U.S. Interests and Key Issues,” Congressional Research Service Report R45745, 27 April. <a href="https://fas.org/sgp/crs/row/R45745.pdf">https://fas.org/sgp/crs/row/R45745.pdf</a>: 20-21.</p> <p>German Marshall Fund, <i>Transatlantic Trends 2020</i>. Available at: <a href="https://www.gmfus.org/sites/default/files/TT20_Final.pdf">https://www.gmfus.org/sites/default/files/TT20_Final.pdf</a>: 15-22.</p>
10/26	<p><b>NATO II: How does it work?</b></p>

	<p>NATO is both a political and military alliance. In this class the guest speakers will address how each of those functions work in practice.</p> <p><b>Guest lecturers:</b>  <u>Robert Bell</u>, Senior Civilian Representative of the Secretary of Defense in Europe and the Defense Advisor to the U.S. Ambassador to the NATO (2010-17).  <u>Gen. Philip Breedlove</u> (USAF-Ret.), Supreme Allied Commander Europe and US European Command Commander (2013-16).</p>
10/28	<p><b>Contemporary European security issues</b>  This class will provide an overview of the key security issues confronting the US and Europe in Europe.</p> <p><b>Guest lecturer:</b> <u>Gen. Philip Breedlove</u> (USAF-Ret.), Supreme Allied Commander Europe and US European Command Commander (2013-16).</p>
11/2	<p><b>Transatlantic relations in the election</b>  This class will discuss the positions of the two presidential candidates as they relate to the transatlantic relationship. A key issue to consider is whether the current transatlantic tensions are associated specifically with President Trump or are a symptom of a deeper malaise. We will also consider the extent to which the transatlantic relationship has figured in the campaign.</p> <p><u>Readings</u>  Brattberg, E. and Whineray (2020), “Transatlantic Relations Ahead of the 2020 U.S. Election,” Carnegie Endowment for International Peace,  <a href="https://carnegieendowment.org/2020/02/20/how-europe-views-transatlantic-relations-ahead-of-2020-u.s.-election-pub-81049">https://carnegieendowment.org/2020/02/20/how-europe-views-transatlantic-relations-ahead-of-2020-u.s.-election-pub-81049</a>  Joe Biden (2020), “American Leadership: The Power of America’s Example: The Biden Plan for Leading the Democratic World to Meet the Challenges of the 21<sup>st</sup> Century,”  <a href="https://joebiden.com/americanleadership/">https://joebiden.com/americanleadership/</a> [click continue to joebiden.com]  Soros, A. (2020), “A Biden Victory Could Rest Transatlantic Relations,” 6 July.  <a href="https://www.ecfr.eu/article/commentary_a_biden_victory_could_reset_transatlantic_relations">https://www.ecfr.eu/article/commentary_a_biden_victory_could_reset_transatlantic_relations</a></p>
11/4	<p><b>Terrorism and counter terrorism</b>  Terrorism is a pressing security concern for the United States and the countries of Europe. This class will explore the nature of the threats in Europe and America and consider their collaborative efforts to address at least some of the threats. We will also critically assess news coverage of the 2016 attacks in Brussels to highlight the importance of critical thinking.</p> <p><u>Readings</u>  Gardner, pp. 311-23 and 332-50.  Jones, S. G., Doxsee, C. and Harrington, N. (2020), “The Escalating Terrorism Problem in the United States,” CSIS Brief (Center for Strategic and International Studies), June. <a href="https://csis-website-prod.s3.amazonaws.com/s3fs-public/publication/200612_Jones_DomesticTerrorism_v6.pdf">https://csis-website-prod.s3.amazonaws.com/s3fs-public/publication/200612_Jones_DomesticTerrorism_v6.pdf</a>  Europol (2020), “European Union Terrorism Situation and Trend Report (TE-SAT) 2020,” available from: <a href="https://www.europol.europa.eu/activities-services/main-reports/european-union-terrorism-situation-and-trend-report-te-sat-2020">https://www.europol.europa.eu/activities-services/main-reports/european-union-terrorism-situation-and-trend-report-te-sat-2020</a> (overview, pay attention to “your” country and follow-up what interests you).</p>
11/9	<p><b>Development</b></p>

	<p>The United State and the European Union are the world’s largest international aid donors. They differ, however, in how they deliver aid and to which countries. This class will seek to understand the reasons for those differences.</p> <p><u>Readings</u>  Gardner, pp. 423-4 and 433-43.  OECD Development Co-operation Directorate profiles (<a href="http://www.oecd.org/dac/development-cooperation-report/">http://www.oecd.org/dac/development-cooperation-report/</a>) for:</p> <ul style="list-style-type: none"> <li>• US</li> <li>• EU institutions</li> <li>• “your” country</li> </ul>
11/11	<p><b>Climate change</b></p> <p>Climate change presents a profound and severe global challenge. Transatlantic cooperation is necessary (although hardly sufficient) for responding effectively to that challenge. Such cooperation has, however, been only sporadic. The EU has committed itself to reducing greenhouse gas emissions, although that goal is internally contested. The US’s efforts to address climate change have waxed and waned. When the US has abdicated from global leadership, the EU has sought to seize the reins.</p> <p><u>Readings</u>  Gardner, pp. 379-85 and 388-417.  Cross, M. K. D. (2018), “Partners at Paris? Climate Negotiations and Transatlantic Relations,” <i>Journal of European Integration</i>, 40/5, 571-586. (I)  CRS (2020), “Transatlantic Relations: U.S. Interests and Key Issues,” Congressional Research Service Report R45745, 27 April. <a href="https://fas.org/sgp/crs/row/R45745.pdf">https://fas.org/sgp/crs/row/R45745.pdf</a>: 21-22.  Pew Research Center, “Global Threats,” February 10, 2019. <a href="https://www.pewresearch.org/global/2019/02/10/climate-change-still-seen-as-the-top-global-threat-but-cyberattacks-a-rising-concern/#table">https://www.pewresearch.org/global/2019/02/10/climate-change-still-seen-as-the-top-global-threat-but-cyberattacks-a-rising-concern/#table</a></p>
11/16	<p><b>Russia</b></p> <p>Russia’s aggression against Ukraine and disinformation campaigns have presented serious challenges to the US and Europe. This class will explore the nature of the challenges and how the US and EU have responded.</p> <p><b>Student presentations</b>  Ukraine crisis:  Russia  US  EU</p> <p><u>Readings</u>  Gardner, pp. 279-83; 241-66.  CRS (2020), “Transatlantic Relations: U.S. Interests and Key Issues,” Congressional Research Service Report R45745, 27 April. <a href="https://fas.org/sgp/crs/row/R45745.pdf">https://fas.org/sgp/crs/row/R45745.pdf</a>: 13-15.  Stricklin, K. (2020), “Why Does Russia Use Disinformation?” LAWFARE, 29 March. <a href="https://www.lawfareblog.com/why-does-russia-use-disinformation">https://www.lawfareblog.com/why-does-russia-use-disinformation</a>.  Ramsay, G. and Robertshaw, S. (2018), “Weaponizing News: RT, Sputnik and Targeted Disinformation,” (Kings College London: Centre for the Study of Media, Communication &amp; Power), 10 March. <a href="https://www.kcl.ac.uk/policy-institute/assets/weaponising-news.pdf">https://www.kcl.ac.uk/policy-institute/assets/weaponising-news.pdf</a>: Executive summary.</p>

	Those presenting might want to consider the relevant chapters in: V.L. Birchfield and A.R. Young (2018), <i>Triangular Diplomacy among the European Union, the United States and the Russian Federation: Responses to Crisis in Ukraine</i> , Palgrave Macmillan (c)
11/18	<p><b>The EU in great power rivalry</b></p> <p>There is much talk of the increasing great power rivalry between the US and China, at the same time Russia has become more assertive. This has prompted some soul searching in Europe about the EU's appropriate place in the global distribution of power. This class will consider to what extent the EU can be considered a great power in its own right. It will also discuss whether the EU should seek to increase its "autonomy" from the US or seek to align more closely with it. This class, therefore, will draw extensively on our previous discussions.</p> <p><b>"Debate": The EU should seek greater autonomy v. The EU should align more closely</b></p> <p><u>Readings</u></p> <p>Moravcsik, A. (2017), "Europe Is Still a Superpower: And It's Going to Remain One for Decades to Come," <i>Foreign Policy</i>, 13 April. <a href="https://foreignpolicy.com/2017/04/13/europe-is-still-a-superpower/">https://foreignpolicy.com/2017/04/13/europe-is-still-a-superpower/</a></p> <p>Smith, M. E. (2018), "Transatlantic Security Relations since the European Security Strategy: What Role for the EU in its Pursuit of Strategic Autonomy?", <i>Journal of European Integration</i>, 40/5, 605-620. (I)</p> <p>Helwig, N. (2019), "The New EU Leadership: The Von Der Leyen Commission Focuses on Europe's Geo-Economic Power," FIIA Briefing Paper 274, November. Finnish Institute of International Affairs. <a href="https://www.fia.fi/en/publication/the-new-eu-leadership">https://www.fia.fi/en/publication/the-new-eu-leadership</a></p> <p>Charlemagne (2020), "Europe Still Lacks a Foreign Policy," <i>Economist</i>, 1 August. <a href="https://www.economist.com/europe/2020/08/01/europe-still-lacks-a-foreign-policy">https://www.economist.com/europe/2020/08/01/europe-still-lacks-a-foreign-policy</a></p>
11/23	<p><b>Panel discussion: Transatlantic relations after the election</b> (remote - asynchronous)</p> <p>On 12 November a panel of experts will discuss the implications of the outcome of the US election for the transatlantic relationship. The discussion will be recorded and the link will be published on Canvas when it becomes available. This discussion should inform your response in the final assessment.</p>
12/7	<b>Briefing paper due</b>