

## **POL 363E US – EUROPEAN RELATIONS SINCE WORLD WAR II**

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### **Course Information**

Spring 2023

Tuesdays & Thursdays

12:00 till 13:20

### **Course Description**

The course will analyze the transatlantic relations between Europe and the United States at different levels since the Second World War.

### **Course Goals and Methodology**

The main goal of this course is to provide the student with the appropriate tools to analyze the relation between the United States and Europe. In order to do so we will depart from providing the theoretical, historical and institutional context that affects the relation, to later focus on different current issues.

The methodology of the course will be based on lectures and class discussions. Students are encouraged to use a Blackboard site, where the professor will post slides, lecture notes, journal articles, assignment instructions, announcements and additional resources. Ultimately, the goal of this course is to help students understand the current events of international politics and how the US and the EU react to them.

### **Learning Objectives**

Through this course, students will:

- Understand the main IR theories and how to use them to analyze current events.
- Examine the main historical events that have led to the current international context and determine American and European international attitudes.
- Approach to EU institutions and understand how they affect decision making in Europe.
- Address the main international current issues and the American and European responses.
- Demonstrate an understanding of the international dynamics and the constraints faced by Americans and Europeans.
- Gain analytical and critical skills.

## Required Texts

There is no textbook required for this course. Therefore, students are not expected to purchase any material. The instructor will post the class material (Google Slides, case studies handouts, in-class worksheets, announcements, links, and any additional reading) on Blackboard, which is accessible both on campus and off campus. To log in, you need to sign in on <https://campusvirtual.upo.es> using the username and password you received in your orientation folder.

However, the contents of the course are mainly but not only based on the following texts:

- Baylis J. et al: *The Globalization of World Politics*, Oxford University Press, 2020.
- CRS In Focus IF10931, *U.S.-EU Trade and Economic Issues*, August 1<sup>st</sup> 2018
- CRS In Focus IF10930, *U.S.-EU Trade and Investment Ties: Magnitude and Scope*, July 20<sup>th</sup> 2018
- Derek E. Mix: *The United States and Europe: Current Issues*, Washington DC: Congressional Research Service, 2017.
- Derek E. Mix: *Spain and its relations with the United States: in brief*, Washington DC: Congressional Research Office, 2015.
- Derek E. Mix: *The European Union: Foreign & Security Policy*, Washington DC: Congressional Research Service, 2013.
- Elspeth Guild et al.: *The 2015 Refugee Crisis in the European Union*, CEPS Policy Brief no. 332 (September 2015).
- Hix, S. and Høyland, B.: *The Political System of the European Union*, Macmillan, 2011.
- John McCormick: *Understanding the European Union: a Concise Introduction*, 7th Edition, Basingstoke: Palgrave Macmillan, 2017.
- Joyce P. Kaufman: "The US Perspective on NATO under Trump: lessons of the past and prospects for the future," *International Affairs*, 93, 2017
- Kagan, R. (2004) *Of Paradise and Power*. Vintage
- Kristin Archick: *The European Union: Current Challenges and Future Prospects* CRS-R44249, Washington DC, Congressional Research Service, 2017.
- McGlinchey et al, *International Relations Theory*, E-International Relations Publishing, 2017.
- Patricia Lewis et al, "The Future of United States and Europe: An Irreplaceable Partnership", *Chatham House*, April 2018
- Robin Niblett: *What should Europe's policy be towards Russia?* Policy Paper no. 349, Brussels: Robert Schuman Foundation, 2015.
- Stephen McGlinchey et al (eds.): *International Relations Theory*, Bristol: E-International Relations Publishing, 2017

- Warren S. Payne, *North American Free Trade Association: An Overview*, Bipartisan Policy Center, 2017

### Course Requirements and Grading

Assessment for the course consists of a mid-term written exam and a final exam. The final exam will relate to all the materials covered in the course. In addition, students will be required to complete assigned readings outside class, which will be tested through five unannounced "pop" quizzes throughout the semester, a group presentation on a topic of their choice, and active participation 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:

Midterm Exam	25%	Pop quizzes	20%
Final Exam	25%	Participation	20%
Group Presentation	10%		

Final Grade Expectations: The instructor will use the Spanish 10-point grading scale. The grades that will appear on your final transcript are also Spanish grades.

Check out the Student Handbook for the grade conversion table (some universities may use a slightly different scale).

#### *Participation*

In-class discussions will be encouraged at all sessions. Class participation will therefore be graded according to the students' previous work and reflections about the provided material. Active participation means not only attendance (being there ≠ participation) but discussion with relevant basis (text-based and not just random personal experience and background), asking and answering questions in class, engaging in class discussions and conversations with class mates, questioning information presented and discussed.

Students are also expected to actively participate in in-class exercises and to do some homework. Participation points will be assigned based on the following criteria:

	<b>Exemplary (9-10)</b>	<b>Proficient (8-9)</b>	<b>Developing (7-8)</b>	<b>Unacceptable (0-7)</b>
<b>Frequency of participation in class</b>	Student initiates contributions more than once in each class.	Student initiates contribution once in each class.	Student initiates contribution at least in half of the classes.	Student does not initiate contribution & needs instructor to solicit input
<b>Quality of comments</b>	Comments always insightful & constructive;	Comments mostly insightful & constructive; mostly uses appropriate	Comments are sometimes constructive, with	Comments are uninformative, lacking in appropriate



	uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	terminology. Occasionally comments are too general or not relevant to the discussion.	occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
<b>Listening Skills</b>	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

### General Course Policies

Leaving the classroom: Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10 minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Punctuality and tardiness: Arriving late to class is disruptive to both the professor and your classmates. Please be punctual as your professor may count your late arrival as half of an absence or simply close the door, not let any late students in and consider it as one full absence.

Communicating with instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

### **Attendance and Absentee Policy**

Attendance is mandatory at all classes. As we understand that you might fall ill or be unable to come to class (e.g. due to a religious holiday, a flight delay, a family wedding/reunion, a graduation, a job interview, etc.) at some point during the semester, you are allowed up to 4 absences. You will be responsible for the material covered and any work missed. You will not need to justify your absences (up to 4) in any way unless you miss an exam, a presentation, a quiz, etc. In this case, you must present a doctor's note (signed, stamped and dated) to be able to reschedule the exam, etc. It will still count as an absence but you will be allowed to retake the exam, etc. We don't encourage you to use all 4 days unless you really need them as your participation grade may suffer if you are not in class. If used unwisely and you get sick late in the semester, the following penalties will apply:

- On your 5th absence, 1 point will be taken off of your final Spanish grade
- On your 6th absence, 3 points will be taken off of your final Spanish grade
- On your 7th absence, you will automatically fail the course

For classes that meet once a week, each absence counts as two. For classes that meet daily, the penalties outlined above apply if you go over 6 absences (7<sup>th</sup> absence=5th absence above). Exams missed due to an excused absence must be made up within a week of returning to classes. Talk to your professor immediately after your return.

### **Academic Honesty**

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 and a bibliography, and not cutting and pasting information from various websites when writing assignments.

### **Learning accommodations**

If you require special accommodations, you must stop by the International Center to speak to Marta (the Faculty coordinator: [mcaroro@acu.upo.es](mailto:mcaroro@acu.upo.es)) to either turn in your documentation or to confirm that our office has received it. The deadline is February 6.

### **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. Cell phone use is not allowed and animals (except seeing-eye dogs) are not permitted in the classrooms.

### **Course contents**

1. INTRODUCTION TO IR THEORY
2. HISTORICAL CONTEXT
3. EUROPEAN AND INTERNATIONAL INSTITUTIONS
4. CURRENT ISSUES & CHALLENGES

### **Class Schedule**

#### **1. INTRODUCTION TO IR THEORY**

***24<sup>th</sup> January – Presentation of course/Introduction to IR***

***26<sup>th</sup> January – The concept of international order and globalization***

Baylis (2020) Chapter 2

***31<sup>st</sup> January – Realism/Liberalism***

McGlinchey *et al* (2017) pp.15-21; pp.22-27

***2<sup>nd</sup> February – Constructivism/Marxism***

McGlinchey *et al* (2017) pp.36-41; pp.42-48

#### **2. HISTORICAL CONTEXT**

***7<sup>th</sup> February – Establishing a New World Order***

Class hand-outs

***9<sup>th</sup> February – Dynamics of the Cold War***

Class hand-outs

***14<sup>th</sup> February – Evolution of the EU I***

Archick (2017)

***16<sup>th</sup> February – Evolution of the EU II: United in diversity?***

Archick (2017)

### **3. EUROPEAN AND INTERNATIONAL INSTITUTIONS**

#### ***21<sup>st</sup> February – Structure & Functioning of the EU I***

Simon Hix & Høyland (2011) pp. 9-14; McCormick (2017) pp.73-95

#### ***23<sup>rd</sup> February – Structure & Functioning of the EU II***

McCormick (2017) pp.73-95

#### ***2<sup>nd</sup> March – NATO and European Defence & Security Institutions***

Kaufman (2017); Mix (2013)

#### ***7<sup>th</sup> March –Other common international organizations***

Class hand-outs

#### ***9<sup>th</sup> March – MIDTERM EXAM***

### **4. CURRENT ISSUES & CHALLENGES**

#### ***14<sup>th</sup> March – Exam review & introduction to current issues and challenges***

#### ***16<sup>th</sup> March – Transatlantic Relations: Overview***

Mix (2017)

#### ***21<sup>st</sup> March – Europe and the US: Divided by Culture?***

Class hand-outs

#### ***23<sup>rd</sup> March – Brexit? The British Connection***

Archick (2017)

#### ***28<sup>th</sup> March – Transatlantic Economic Relations***

CRS IF10931 (2018); CRS IF10930 (2018); Payne (2017)

#### ***30<sup>th</sup> March – Immigration & Refugee Crisis***

Guild (2015)

***11<sup>th</sup> April – US–Spanish Relations: Then and Now***

Mix (2015)

***13<sup>rd</sup> April –China***

Class hand-outs

***18<sup>th</sup> April – Russia post-Cold War: Putin Rise***

Niblett (2015)

***20<sup>th</sup> May – Russia post-Cold War: The War in Ukraine***

Class hand-outs

***2<sup>nd</sup> May – Climate Change***

***4<sup>th</sup> & 9<sup>th</sup> May – Presentations***

***TBA – FINALS***

**Holidays**

Tuesday, February 28 – Día de Andalucía

Sunday, April 2 - Sunday, April 9 - Semana Santa (Holy Week)

Saturday, April 22 - Saturday, April 29 - Feria de Abril (Seville's April Fair)