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
   1 - Presentation of course; Post-War scenario
      Pastor, pp.218-224

   2 - Origins of the Cold War
      Class handouts
      Lundestad, Chapter 2
      Pastor, pp.218-224

   3 - US role in European integration; Pax Americana
      McCormick pp.48-52
      Class handouts
4 - Transatlantic rivalries in the Cold War
Class handouts
Hook & Spanier, pp.378-393

2. THE EUROPEAN UNION
5 - Evolution of the key treaties
McCormick, pp.52-73

6 - Institutional Framework
Class handouts
Alesina & Perroti, pp.1-7

7 - Common Policies
Class handouts
Alesina & Perroti, pp.7-21

8 - QUIZ

3. US FOREIGN POLICY IN THE POST-COLD WAR ERA
9 - 'New World Order'
Hutchings 2009
Pastor, pp.229-233

10 - Clinton & the Politics of Globalization
Class handouts
David 2003

11 - NO CLASS

12 - The 'Bush Doctrine' & the Iraq War
Mearsheimer & Walt 2003
Gordon & Shapiro, chapter 7

13 & 14 - US-Spanish relations then & now I
Chislett 2006

15 - US-Spanish relations then & now II
Chislett 2006

16 - MIDTERM EXAM

4. TRANSATLANTIC SECURITY DEBATES
17 - NATO & its role in European security
Sloan, Chapter 1
Daalder, pp. 6-27.

18 - European foreign & security policy
Brimmer 2007.

19 - Intelligence-sharing: cooperation & tensions
Archick 2013
20 - Significance of social & culture values on foreign policy
Lama de Espinosa 2005

5. OUT OF AREA ISSUES
1 - Turkey
Chislett 2011

2 - Russia & Eastern Europe
Alcaro, Chapter 1

3 - Iran & Afghanistan
Mix 2011
Gorges 2013

4 - EASTER (NO CLASSES)

5 - Arab Spring & Libya
Gorges 2013
Anderson 2011

6 - China
Class notes

6. TRANSATLANTIC ECONOMIC RELATIONS
7 - Bilateral trade: the good, bad & the ugly
Cooper 2013

8 – The Euro and managing the eurozone
Class handouts
Mourlon-Druol 2011

9 - FERIA (NO CLASSES)

10 - Monetary & financial issues
Class handouts
Cooper 2013

11 - Future of US-EU relations
Tocci & Alcaro 2012

12 & 13- 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
Archick, Kristin.: US-EU Cooperation Against Terrorism, Congressional Research Service, September 2013
Hutcheson, 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
Mourlon-Druol, Emmanuel.:The Euro Crisis: A Historical Perspective, LSE Strategic Update, June 2011

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 student has 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam (TBA)</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
</tbody>
</table>

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 a 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 than 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: February
Midterm Exam: March
Presentation: TBA
Final Exam: May

Holidays
Holy Week:
Seville's April Fair