



LONDON SOUTH BANK
UNIVERSITY

unit guide

Transatlantic Relations: the USA and Europe since 1945

SPS_3_TRR

***Faculty of Arts and Human
Sciences***

2008-9

become what you want to be

Table of Contents

1.	Unit Details	2
2.	Short Description	2
3.	Aims of the Unit	2
4.	Learning Outcomes	2
4.1	Knowledge and Understanding	2
4.2	Intellectual Skills	3
4.3	Practical Skills	3
4.4	Transferable Skills	3
5.	Assessment of the Unit	3
6.	Feedback	8
7.	Introduction to Studying the Unit	8
7.1	Overview of the Main Content	8
7.2	Overview of Types of Classes	8
7.3	Importance of Student Self-Managed Learning Time	8
7.4	Employability	9
8.	Equality and Diversity	9
9.	Learning Resources	9
9.1	Core Materials	9
9.2	Background Materials	10
9.3	Optional Materials	10
9.4	Additional Materials	10
10.	Weekly Teaching and Learning Programme	11

1. Unit Details

Unit Title:	Transatlantic Relations: the USA and Europe since 1945
Unit Level:	3
Unit Reference Number:	SPS_3_TRR
Credit Value:	1
Student Study Hours:	150
Contact Hours:	40
Private Study Hours:	110
Pre-requisite Learning (If applicable):	Levels one and two
Co-requisite Units (If applicable):	None
Course(s):	BA (Hons) International Politics BA (Hons) European Policy Studies BA (Hons) Citizenship Studies
Year and Semester	Year 3, Semester 1
Unit Coordinator:	Dr. Adrian Budd
UC Contact Details (Tel, Email, Room)	x 5746, buddam@lsbu.ac.uk, B240
Subject Area:	Social and Policy Studies
Summary of Assessment Method:	500-word book review (20%), 1000-word seminar paper (30%), 2 hour exam (50%)

2. Short Description

This unit draws on the disciplines of International Political Economy and International Relations to explore a central component of the post-1945 international politico-economic system, characterised by some scholars as the *pax Americana*. Focussing on what has been called the capitalist core of the post-war world system, the unit analyses the evolution of the US's relations with Europe (including the USSR/Russia), initially in the context of the Cold War super-power rivalry and later against the background of the post-Cold War 'new world order' and globalisation. Key aspects of International Relations theory (including Realism and its critics, and competing conceptualisations of hegemony) will be studied alongside historical and contemporary developments.

3. Aims of the Unit

1. To enhance your knowledge of key relationships and processes in the contemporary international system, focusing on its transatlantic dimension, and to encourage you to write and speak lucidly on them.
2. To foster a lively, critical and self-sustaining interest in contemporary international politics.
3. To encourage critical reflection on the rival perspectives in international relations scholarship, and on the interpenetration of international and national processes.
4. To promote an appreciation of historical change in the international system, deriving from both inter-state rivalry and the transformation of the international economy.

4. Learning Outcomes

4.1 Knowledge and Understanding

On completion of the unit you will have:

acquired a deeper body of knowledge relating to international political processes, structures, and issues, particularly as they impact on transatlantic relations;

developed a comprehensive understanding of the varied and inter-related factors involved in contemporary international politics, with particular reference to the transatlantic dimension of these factors;

4.2 Intellectual Skills

On completion of the unit you will have:

developed and extended the analytical and synthetic skills acquired in the first and second year units;

enhanced your conceptual and theoretical thinking about international political and economic processes, structures, and issues, in particular in their transatlantic dimension;

enhanced your skills of critical analysis of source material relating to international politics.

4.3 Practical Skills

On completion of the unit you will have:

shown the ability to present, in written form, a sustained, analytical and coherent piece of academic work.

4.4 Transferable Skills

At the end of the unit, which will devote some time specifically to study skills, you will have developed and enhanced a number of skills, including: effective oral and written communication; use of IT; efficient time management and working to deadlines; collaborative work in groups; the critical appraisal of source material.

You may be directed to appropriate classes and study materials available through the Core Skills Unit.

This unit, together with the International Politics unit in semester two, forms a sound basis for further study of international relations at masters level.

5. Assessment of the Unit

Assessment will be by a combination of coursework and examination.

You must complete two pieces of coursework:

1. a 500-word review, carrying 20% of the total marks, of a book chosen from a list provided at the start of the unit;
2. a written-up seminar presentation of c.1,000 words, carrying 30% of the total marks.

You must also sit a two-hour unseen end of unit exam, for 50% of the total marks, answering two questions on topics unrelated to the above pieces of coursework.

There is a minimum mark of 30% for each of the three elements, and to pass the unit as a whole a mark of 40% is required.

The coursework submission deadline will be in the second half of the semester, the precise date being available from the course administrator, Haydrol Hanson, early in the semester. All coursework should include a word-count and be submitted to the Student Information Centre in B266.

Marks will be deducted for late submission or for exceeding the word limit.

Assessment Objectives

All coursework essays and examination scripts are assessed in relation to the individual learning outcomes for each unit. Requirements in relation to the level of conceptual analysis and acquired skills will intensify with your progression through the course.

At Level One

The overall learning outcome of level one units is that the student should be able to demonstrate a good knowledge of basic institutions, concepts and ideas, in the Politics area and should be attempting to provide some analysis of alternative views. In particular, at the end of level one, students should have acquired a number of key skills, which should be reflected in their written work:

- the ability to collect, sift and record information from a variety of sources (e.g. library, database, lectures);
- the ability to distinguish between description and analysis in information sources;
- the ability to isolate key arguments within source material;
- the ability to use information to present a relevant and coherent argument in written and oral form (e.g. 2,000 word essay and a ten minute oral presentation).

At Level Two

The conceptual analysis and skills developed at level one will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate:

- ability to distinguish between differing viewpoints;
- ability to identify key elements of a problem and choose the theories/methods for its resolution;
- ability to analyse political systems using comparative methodology;
- ability to research a topic of their choice as part of a group, and to present this research in oral and written form (Group Project).

At Level Three

Students will be expected to demonstrate:

- ability to identify and define problems in the area of inter-state relations;
- ability to apply appropriate knowledge and skills to the solution of problems;
- clear understanding of the relation between economic, social and political factors in international political processes;
- a clear understanding of the influence of global political forces on international relations;
- ability to present in written form a critical piece of academic analysis and research, demonstrating a firm grasp of methodological principles in the selection and use of themes for a more specialised piece of work (10,000 word Contemporary Issues Project).

At level three, the student should be able to critically review evidence-supporting conclusions and to assess its validity and significance.

Marking Criteria

At all levels, five areas of assessment objective can be recognised:

1. Knowledge of the topic - ideas, concepts and institutions
2. Analysis of issues and an awareness of different viewpoints
3. Evaluation of competing explanations or theories applied to a problem
4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:I	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

Plagiarism

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. In many cases plagiarism takes the form of copying from books and articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a book/journal article and put them directly into your essay without properly attributing the source. Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations to deal with it if it is discovered. You will find a discussion of the University regulations & procedures governing plagiarism in your Course Guide. You must read these carefully. It is vital when taking notes to:

- a) Note the FULL reference of the book/article at the top of the first page of notes.

- b) Keep a precise note of the page numbers of any quoted material (for example in the margins of your notes)
- c) Use precise double quote marks at the beginning & end of any quotes in your notes and check that any quotes/material used in your essay is accurately and carefully attributed.

Referencing & Bibliography

All essays must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. There are two well known systems of referencing which can be used for academic work - the Harvard System and the Notes system.

The Harvard System

This takes the form of giving details of the author and date of publication in square brackets after the relevant place in the text, for example [Pugh:1994]. The full reference to this text is then given in the bibliography. When citing specific arguments or using quotations the page number must also be given in the bracket: e.g. [Thompson: 1963, p.66]

Note: When using sources which themselves quote or paraphrase other pieces of work always cite the source that you have consulted, e.g. Bentham believed.... [Garland:1985, p.77]. The source in the bracket should be listed in the bibliography.

Perry Library has a very detailed Help Sheet on the operation of the Harvard system. You should obtain a copy from the Library and read it carefully.

When constructing the bibliography works should be listed by authors' surnames in alphabetical order. When you have used two more works by the same author these should be listed by chronological order of publication. Where there are two or more works by one author in the same year they should be distinguished in the text and the bibliography by a letter [a,b,c...] thus [Tilly: 1977a], [Tilly:1977b].

Titles of books and journals should always be underlined and the date of publication given. For your purposes it is not necessary to give place of publication OR publisher.

Books should be cited in the following manner:

K.LAYBOURN, Britain on the Breadline, (1990)

J.STEVENSON & C.COOK, The Slump, (1977)

Articles in readers (i.e. edited collections) are cited as follows:

G.FENNELL, "The Second World War and the Welfare State in Britain: Sociological Interpretations of Historical Development," in L.JAMIESON & H.CORR, State, Private Life, and Political Change, (1990)

Articles in journals should be cited giving volume and issue number as well as date, for example:

J.TOMLINSON, "Planning: Debate and Policy in the 1940s," Twentieth Century British History, V.3(2), 1992

The Notes System

With this system references are cited in the text by means of consecutive numerals and the sources given either at the bottom of the relevant page (footnotes) OR gathered together in numerical order at the end of the text (endnotes). The footnote/end note usually gives full text citation the first time a particular source is used. Subsequent citations of the same source can be abbreviated. The text references are gathered together at the end of the essay for the Bibliography, set out in the manner described above. Many word processing programmes now have easily operated systems for creating and editing footnotes/endnotes. You may use either of these referencing systems. BUT the important point is to be *consistent* and not to mix them.

Guidelines for Website Referencing for SPS

There is no standard format for citing internet resources within academia and different publishers, academic journals and universities have their own styles. Please find below the recommended format for website referencing within the Department of Social and Policy Studies and all students submitting coursework within the department are required to follow the format as set out below.

The term **Online** in brackets indicates the medium consulted, and should be used for all internet sources.

The **Accessed date** is the date on which you viewed or downloaded the document. This allows for any subsequent changes to the document. Remember that pages are constantly erased from the web and there is no guarantee that you will ever find that page again.

1. Individual Works: For example

Trangmar, K, (1999), Y2K: the cost effective solution to tackling the Millennium Bug (Online). Harlend Computer Services. <http://www.cix.co.uk/-harlend/y> (Accessed 26 June 2008).

2. Electronic Journals: For example

Cumper, P. and Rodgers, M.E. (1997), Equality for All? Higher Education and the Disability Discrimination Act 1995 Web Journal of Current Legal Issues (Online). 1997, 3. Available from: <http://www.ncl.ac.uk/-nlawwww/1997/issue3/cumper3.html> (Accessed 30 June 1997).

When using the Harvard Reference System it is acceptable to list the author and date of the work along with its (Online) status and the (date accessed) for a text reference. In your bibliography you are required to provide the full reference in line with the examples provided above.

For example:

Harvard Reference in the body of the text: (Trangmar: (1999) (Online) (Accessed 26 June 2008))

Bibliography Reference: Trangmar, K, (1999), Y2K: the cost effective solution to tackling the Millennium Bug (Online). Harlend Computer Services. <http://www.cix.co.uk/-harlend/y> (Accessed 26 June 2008).

Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references later in this guide, you should use the Web site LISA <http://www.lisa.lsbu.ac.uk>

Our Learning and Information Services have created this site as your starting point for information searching. Use it to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use it to renew your books.

LISA can be used by anyone anywhere, but access to its premium databases and full text article services is restricted to SBU campuses and members of the University at home who apply for off-campus access. Details for off-campus access are on Help Sheet 3 Off-Campus (Remote) Access on LISA at <http://www.lisa.lsbu.ac.uk/helpsheets/index.html>

For help with using books, journals and electronic materials use the Information Support Centre (ISC) on Level 3 East in the Perry Library (ext.6627) or Help Desks in the other

Libraries. The ISC contains reference and statistics collections and over 15 PCs dedicated to information searching. Staff will guide you to the most appropriate sources.

You can also use our Information Quest package <http://www.lisa.lsbu.ac.uk/quest> to learn how to search for materials for assignments.

6. Feedback

Feedback will normally be given to you 15 working days after the submission of an assignment.

7. Introduction to Studying the Unit

7.1 Overview of the Main Content

International Relations theory
Conceptualising 'the international sphere'
The super-powers and the Cold War division of Europe
The US, Europe and the making of 'the West'
The economics and politics of postwar transatlantic relations
The nature of US 'hegemony' in the West
The end of the cold war and transatlantic change
Agency and structure in the international system – the globalization debate
Contemporary US geo-strategy
European integration and EU foreign policy
Soviet/Russian foreign policy

7.2 Overview of Types of Classes

This unit will be supported by a Blackboard (virtual learning environment) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 2-hour lecture and a 1-hour seminar each week.

Students are expected to read from core texts and from a bibliography provided for each topic, and, where appropriate, keep abreast of current developments. Seminars form an integral part of the course and all students are required to attend on a regular basis. They are expected to contribute to seminars by presenting at least one paper (either individually or in pairs) and preparing in advance to discuss others' papers. Seminars will be used to address both the academic content of the unit and study skills. Group working, allowing students to develop the core material further and benefit from supervised discussion, will be a recurrent feature of the seminars

7.3 Importance of Student Self-Managed Learning Time

The 110 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and essay, and, more generally, to develop your knowledge and understanding. It is to be expected that questions raised and difficulties encountered here will be brought to seminars for discussion. Occasionally, there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups with a view to presentation of an oral report, and commenting on documentary evidence.

Questions from previous years should be attempted as part of the pattern of learning. This can be used as material for revision purposes.

7.4 Employability

This unit develops skills that you should find very useful in your future employment. In particular it will demonstrate your ability to think analytically, to meet deadlines, to search for academic materials, and to write a piece of coursework within a given word-length.

8. Equality and Diversity

This unit addresses equality and diversity issues in a number of ways:

classroom discussion of each student's seminar presentation encourages reflection upon the diversity of experiences and perceptions of LSBU students;

the posting of teaching materials (including lecture notes) on the unit's dedicated Blackboard site frees students with learning difficulties from the problems they may face in note-taking during lectures and allows unhurried reflection on the issues raised;

the posting of materials and articles on the Blackboard site encourages students to explore a range of evidence and opinions relevant to the seminar topics;

the availability of the unit coordinator for tutorial supervision allows students to discuss in confidence controversial aspects of their topics and any academic problems they encounter.

9. Learning Resources

There is no set text for this unit, but if you were to buy just one book I would recommend, from the core materials below, either Baylis and Smith or Mansbach and Rafferty. These will also be useful for the second semester unit International Politics in the Global Sphere.

9.1 Core Materials

S Ambrose	<i>Rise to Globalism</i> 327.73AMB
C J Bartlett	<i>The Global Conflict: the international rivalry of the great powers, 1880-1990</i> (2 nd ed 1994) 909.82
J Baylis & S Smith (eds)	<i>The Globalization of World Politics</i> (3 rd ed. 2005) 327.1
C Bretherton	<i>Global Politics: an Introduction</i> (1996) 327.1
C Brown	<i>Understanding International Relations</i> (2 nd ed 2001)
Z Brzezinski	<i>The Grand Chessboard: American Primacy and its Geostrategic Imperatives</i> (1997) 327.73BRZ
A Callinicos	<i>The New Mandarins of American Power: the Bush administration's plans for the world</i> (2003)
P Calvocoressi	<i>World Politics Since 1945</i> (8 th edition, 2001) 320.9044
A Dobson & S Marsh	<i>US Foreign Policy Since 1945</i> (2000) 327.73DOB
S Haseler	<i>Super-state – the new Europe and its Challenge to America</i> (2004) 320.9409045HAS
D Held et al	<i>Global Transformations</i> (1999) 321.04
W Keylor	<i>A World of Nations. The International Order Since 1945</i> (2003) 327.09045KEY
R Mansbach & K Rafferty	<i>Introduction to Global Politics</i> (2008)

B Russett et al	<i>World Politics</i> (6 th ed. 2000) 327
K Van Der Pijl	<i>The Making of an Atlantic Ruling Class</i> (1984)
K Van Der Pijl	<i>Global Rivalries from the Cold War to Iraq</i> (2006)
J W Young	<i>The Cold War in Europe, 1945-1989: A Political History</i> (1991) 940.55
J W Young	<i>The Longman Companion to Cold War and Détente 1941-91</i> (1993) 909.82
J W Young & J Kent	<i>International Relations Since 1945 – a global history</i> (2004) 327.09045YOU

9.2 Background Materials

J Agnew	<i>Hegemony – the new shape of global power</i> (2005)
R W Cox	<i>Production, Power and World Order: Social Forces in the Making of History</i> (1987) 337COX
R Kagan	<i>Paradise and Power: America and Europe in the New World Order</i> (2004)
R Keohane	<i>After Hegemony: Cooperation and Discord in the World Political Economy</i> (1984)
R Keohane & J Nye	<i>Power and Interdependence</i> (2 nd edition 1989)
M Mann	<i>Incoherent Empire</i> (2003)

9.3 Optional Materials

I Clark	<i>Globalization and Fragmentation. International Relations in the Twentieth Century</i> (1997) 303.482
B Hettne	<i>International Political Economy. Understanding Global Disorder</i> (1995) 337
P Hirst & G Thompson	<i>Globalization in Question</i> (2 nd ed 1999) 337
J Hobson	<i>The State and International Relations</i> (2000) 327.1HOB
P Kennedy	<i>The Rise and Fall of the Great Powers</i> (1989) 909
W Robinson	<i>A Theory of Global Capitalism</i> (2004)

9.4 Additional Materials

The Journal of Transatlantic Studies
 BBC series *Cold War* videos **327.73047**
 Cold War International History Project, <http://cwihip.si.edu/default.htm>
 Chatham House, which publishes *International Affairs*, <http://www.chathamhouse.org.uk/>
 Web-site for the journal *Foreign Affairs*, <http://www.foreignaffairs.org/>

Further specialist literature is available on the internet. Use Google to search for key words.

In the weekly reading lists I sometimes provide a long list of sources. You are not expected to read all of these, but you will hopefully find the lists helpful in tracking down materials.

10. Weekly Teaching and Learning Programme

Week 1

Lecture Part 1 - an overview of post-war international politics: from superpower politics to globalisation

Key concepts and issues: Cold War bi-polarity, hegemony, interdependence, integration of the Atlantic core of the world economy, transatlantic tensions, globalisation, empire and imperialism

Part 2 - Superpower war aims and the Cold War division of Europe

Key concepts and issues: military power and dependency, economic statecraft, bloc consolidation, liberalism and an open world economy

Seminar Organisation of the unit

Week 2

Lecture Transatlantic rivalries in the Cold War

Key concepts and issues: common and conflicting interests, the limits of European independence, (euro-) Gaullism, détente, Ostpolitik, economic competition

Seminar "Without the Cold War Transatlantic relations in the decade after the end of the Second World War would have been far more conflictual and may well have broken down". Discuss.

Presenter(s)

Reading Core

- S Gill & D Law *The Global Political Economy. Perspectives, Problems and Policies* (1988), chs.4 & 6
R Mansbach & K Rafferty *Introduction to Global Politics* (2008), chs.3-4

Further

- C J Bartlett *The Global Conflict: the international rivalry of the great powers, 1880-1990* (2nd ed 1994)
J Baylis & S Smith (eds) *The Globalization of World Politics* (3rd ed. 2005), part 1
I Clark *Globalization and Fragmentation. International Relations in the Twentieth Century* (1997), chs.6&7
A W DePorte *Europe Between the Superpowers* (2nd edition 1986)
M Dockrill *The Cold War 1945-1963* (1988)
D W Ellwood *Rebuilding Europe. Western Europe, America and Postwar Reconstruction* (1992)
H Feis *From Trust to Terror: the onset of the Cold War 1945-1950*
J Gaddis *Russia, the Soviet Union and the United States*, esp. chs.9&10
J Gaddis *The United States and the Origins of the Cold War 1941-47* (1972)
N Graebner *Cold War Diplomacy 1945-1975*
P Kennedy *The Rise and Fall of the Great Powers* (1988), chs.7&8
G Kolko *The Politics of War* (new edition 1990)

W Lafeber	<i>America, Russia and the Cold War</i> (7 th ed. 1993), intro.
C Layne	<i>The Peace of Illusions: American Grand Strategy from 1940 to the Present</i> (2006)
W Loth	<i>The Division of the World, 1941-1955</i> (1988)
M McCauley	<i>The Origins of the Cold War</i> (1983)
A Milward	<i>The Reconstruction of Europe 1945-51</i> (1984)
M Trachtenberg (ed)	<i>Between Empire and Alliance: America and Europe during the Cold War</i> (2003), ch.1
K Van Der Pijl	<i>The Making of an Atlantic Ruling Class</i> (1984)
D Yergin	<i>Shattered Peace</i> (1977)

Week 3

Lecture Understanding international politics I - mainstream perspectives: realism, liberalism, and their off-shoots

Key concepts and issues: state-centrism, the inter-state system, security, balance of power, interdependence

Seminar Critically evaluate the argument that the Transatlantic tensions that emerged from the mid-1960s are best characterised as 'family feuds'.

Presenter(s)

Reading

Core

A Budd	<i>The EC and Foreign and Security Policy</i> (1993)
R Mansbach & K Rafferty	<i>Introduction to Global Politics</i> (2008), ch.4

Further

A W DePorte	<i>Europe between the Superpowers</i> (2nd ed. 1986), ch.10
J Dunbabin	<i>International relations since 1945: Vol. 1: The Cold War, the Great Powers and their Allies</i> (1994)
L Freedman (ed)	<i>The Troubled Alliance. Atlantic Relations in the 1980s</i> (1983)
W E Griffith	<i>The Ostpolitik of the Federal Republic of Germany</i> (1978)
A Grosser	<i>French Foreign Policy under De Gaulle</i> (1977)
F Halliday	<i>The Making of the Second Cold War</i> (1984)
W F Hanrieder (ed)	<i>The United States and Western Europe</i> (1974)
M Harrison	<i>The Reluctant Ally: France and Atlantic Security</i> (1981)
P Hassner	'Europe between the United States and the Soviet Union', <i>Government and Opposition</i> , Winter 1986
G Lundestad	<i>The American Empire</i> (1990)
G Lundestad	'Empire by Invitation? The United States and Western Europe, 1945-1952' <i>Journal of Peace Research</i> , Vol 23 1986
E Mandel	<i>Europe versus America? Contradictions of Imperialism</i> (1971)
J Palmer	<i>Europe Without America?</i> (1987)
B Rowthorn	'Imperialism: unity or rivalry?', <i>New Left Review</i> 69 (1971)
M Smith & S Woolcock	<i>The US and the EC in a Transformed World</i> (1993)

Week 4

Lecture Understanding international politics II - critical perspectives

Key concepts and issues: state-society complexes, social forces, ideology, historical transformations, holism versus atomism

Seminar Why, in your opinion, does Realism remain such an important perspective in International Relations?

Presenter(s)

Reading

Core

K Waltz *Theory of International Politics* (1979), chs.1-4

Further

D Baldwin 'Neoliberalism, neorealism and world politics', in D Baldwin (ed) *Neorealism and Neoliberalism: the contemporary debate* (1993)

J Baylis & S Smith (eds) *The Globalization of World Politics* (3rd ed. 2005), part 2

K Booth & S Smith *International Relations Theory Today* (1995)

C Brown *Understanding International Relations* (2nd ed. 2001)

S Burchill et al *Theories of International Relations* (2nd ed. 2001), esp. chs. 2-4

E H Carr *The Twenty Years Crisis* (1946)

S Gill & D Law *The Global Political Economy. Perspectives, Problems and Policies* (1988), especially part I

R Gilpin 'The richness of the realist tradition', *International Organization*, spring 1984

R Gilpin *The Political Economy of International Relations* (1987)

C Kegley & E Wittkopf *World Politics. Trend and Transformation* (5th ed. 1995), especially part I

R Keohane *After Hegemony: cooperation and discord in the world political economy* (1984)

R Keohane & J Nye *Power and Interdependence* (2nd edition 1989)

R Little et al *Perspectives on World Politics* (2nd ed. 1991)

A Moravcsik & J Legro 'Is anybody still a realist?' *International Security*, autumn 1999

M Nicholson *International Relations. A concise introduction* (2nd ed. 2002)

J Steans & L Pettiford *International Relations: Perspectives and Themes* (2001)

P Viotti & M Kauppi *International Relations Theory* (2nd ed 1993; 3rd ed 1999)

Week 5

Lecture **US geo-strategy in the global era**

Key concepts and issues: unilateralism, neo-conservatism, war on terror, Eurasia, hegemony, full spectrum dominance

Seminar What makes critical International Relations theory critical?

Presenter(s)

Reading

Core

R Cox 'Social forces, states and world orders: beyond international relations theory', *Millennium: Journal of International Studies*, vol.10, no.2, 1981

Further

See general IR theory texts from last week's list, plus

A Bieler *Globalisation and Enlargement of the European Union* (2000), especially chs. 1, 6, & 7

J Hobson	<i>The State and International Relations</i> (2000), part 2
M Rupert & H Smith (eds)	<i>Historical Materialism and Globalisation: Essays on Continuity and Change</i> (2002)
A Wendt	<i>Social Theory of International Relations</i> (1999)

Week 6

Student self-directed study week

I recommend that you work on your book review and essay! I will be available during my office hours if you need to discuss your assignment or other matters related to the unit

Week 7

Lecture US economic statecraft in the global era

Key concepts and issues: neo-liberalism, globalisation, the power of the dollar, the 'Dollar-Wall-Street Regime', structural adjustment programmes, transnationalism

Seminar "The neo-cons pursue an America-first strategy with great conviction, but this should not obscure the continuities between Clinton and Bush in the geo-political sphere". Discuss.

Presenter(s)

Reading

Core

Z Brzezinski	<i>The Grand Chessboard: American Primacy and its Geostrategic Imperatives</i> (1997)
R Kagan	<i>Paradise and Power: America and Europe in the New World Order</i> (2004)

Further

S Berger	'American Foreign Policy for the Global Age', <i>Foreign Affairs</i> 79/6, 2000
C Bergsten	'America and Europe: Clash of the Titans', <i>Foreign Affairs</i> 78/2, 1999
W Blum	<i>Rogue State. A guide to the world's only superpower</i> (2001)
A Callinicos	<i>The New Mandarins of American Power: The Bush Administration's Plans for the World</i> (2003)
E Cohen	'Defending America in the Twenty-first Century', <i>Foreign Affairs</i> 79/6, 2000
M Dunne	'US Foreign Relations in the Twentieth Century: from world power to global hegemony', <i>Foreign Affairs</i> 79/1, 2000
J Feffer (ed)	<i>Power Trip: US Unilateralism and Global Strategy After September 11</i> (2003)
P Gowan	<i>The Global Gamble</i> (London 1999), esp. part 1
N Guyatt	<i>Another American Century?</i> (2000)
D Harvey	<i>The New Imperialism</i> (2003/5)
D Held & M Koenig-Archibugi (eds)	<i>American Power in the 21st Century</i> (2004)
S Huntington	'The Clash of Civilizations?', <i>Foreign Affairs</i> 72/3, 1993

G John Ikenberry	'Liberal hegemony and the future of American postwar order', in T Paul & J Hall (eds) <i>International Order and the Future of World Politics</i> (1999)
<i>International Affairs</i>	78/2 2004, special issue on US foreign policy after 9/11
B W Jentleson	'The Reagan Administration and Coercive Diplomacy', <i>Political Science Quarterly</i> , Spring 1991
M Mann	<i>Incoherent Empire</i> (2003)
J Nye	'The US and Europe: continental drift?', <i>Foreign Affairs</i> 79/1 2000
J Nye	'Redefining the National Interest', <i>Foreign Affairs</i> 78/4 1999
J Nye	'The Decline of America's Soft Power', <i>Foreign Affairs</i> 83/3, 2004
C Rice	'Promoting the National Interest', <i>Foreign Affairs</i> 79/1, 2000
K von Hippel	<i>Democracy by Force: US military intervention in the post-Cold War world</i> (2000)
G Wills	'The bully of the Free World', <i>Foreign Affairs</i> 78/2, 1999

See also the web-site of the 'neocon' *Project for the New American Century* at <http://www.newamericancentury.org/>.

Week 8

Lecture The EU in the global political-economy

Key concepts and issues: neo-liberalism, globalisation, 'Rheinland capitalism', European trans-nationals, the rise of the Euro

Seminar Outline, and critically evaluate, the measures taken by the United States since the mid-1970s in its attempts to re-fashion the global political economy.

Presenter(s)

Reading

Core

P Gowan *The Global Gamble* (London 1999), part 1

Further

G Arrighi	'Hegemony Unravelling – 1', <i>New Left Review</i> Mar-Apr 2005
G Arrighi	'Hegemony Unravelling – 2', <i>New Left Review</i> May-Jun 2005
W Blum	<i>Rogue State. A guide to the world's only superpower</i> (2001)
A Callinicos	<i>The New Mandarins of American Power: The Bush Administration's Plans for the World</i> (2003)
N Chomsky	<i>Hegemony or Survival: America's Quest for Global Dominance</i> (2004)
R Du Boff	'US Hegemony: Continuing Decline, Enduring Danger', <i>Monthly Review</i> Dec 2003
M Dunne	'US Foreign Relations in the Twentieth Century: from world power to global hegemony', <i>Foreign Affairs</i> 79/1, 2000
J Feffer (ed)	<i>Power Trip: US Unilateralism and Global Strategy After September 11</i> (2003)
N Guyatt	<i>Another American Century?</i> (2000)
D Harvey	<i>Spaces of Global Capitalism</i> (2006), esp. ch1
D Held & M Koenig-Archibugi (eds)	<i>American Power in the 21st Century</i> (2004)
B Hocking & M Smith	<i>Beyond Foreign Economic Policy. The United States, the Single European Market and the Changing World Economy</i> (1997)

G John Ikenberry	'Liberal hegemony and the future of American postwar order', in T Paul & J Hall (eds) <i>International Order and the Future of World Politics</i> (1999)
R Kagan	<i>Paradise and Power: America and Europe in the New World Order</i> (2004)
R Kiely	<i>Empire in the age of Globalisation</i> (2005), esp. ch5
M Mann	<i>Incoherent Empire</i> (2003), esp. ch2
J Nye	'The Decline of America's Soft Power', <i>Foreign Affairs</i> 83/3, 2004
L Panitch & S. Gindin	'Global Capitalism and American Empire', in L Panitch and C Leys (eds), <i>Socialist Register 2004: The New Imperial Challenge</i> (2003)
K Rodman	<i>Sanctions Beyond Borders: multi-national corporations and US economic statecraft</i> (2001)

Week 9

Lecture The rise of the EU as an international actor – the politico-military dimension

Key concepts and issues: EU security and defence identity, counter-balancing, EU enlargement, 'old' v 'new Europe, NATO

Seminar How accurate is the argument that the EU poses a long-term challenge to the US's global economic hegemony?

Presenter(s)

Reading Core

J Grahl 'The European Union and American Power', in L Panitch and C Leys (eds), *The Empire Reloaded: Socialist Register 2005* (2004)

Further

C Bergsten 'America and Europe: Clash of the Titans', *Foreign Affairs* 78/2 1999

C Bretherton & J Vogler *The European Union as a Global Actor* (1999)

W Brown *The European Union and Africa* (2002)

J Diez Medrano 'The European Union: economic giant, political dwarf', in T Paul & J Hall (eds) *International Order and the Future of World Politics* (1999)

S Dosenrode & A Stubkjaer *The European Union and the Middle East* (2002)

P Falk 'An Inquiry into the Political Economy of World Order', *New Political Economy* vol.1, no.1, 1996

A Giddens *Europe in the Global Age* (2007)

A Giddens et al (eds) *Global Europe Social Europe* (2006)

H Grabbe 'The sharp edges of Europe: extending Schengen eastwards', *International Affairs* 76/3, 2000

S Haseler *Super-state – the new Europe and its Challenge to America* (2004)

B Hocking & M Smith *Beyond Foreign Economic Policy. The United States, the Single European Market and the Changing World Economy* (1997)

International Affairs 80/4 2004, special issue on Transatlantic relations

S Marsh & H Mackenstein *The International Relations of the European Union* (2005)

J Peterson *Europe and America. The Prospects for Partnership* (2nd ed 1996)

K Smith *European Union Foreign Policy in a Changing World* (2003)

L Vasapollo *Another America is Possible: US-European Union Rivalry in Latin America* (2004) (available from Adrian Budd)

Week 10

Lecture Soviet collapse and contemporary Russian foreign policy

Key concepts and issues: imperial overstretch, economic stagnation, near abroad, counter-balancing and (regional or global?) power projection

Seminar “A European Security and Defence Identity is slowly emerging, but for the foreseeable future it will amount to little more than an auxiliary to the external power projection of its major members”. Discuss.

Presenter(s)

Reading

Core

- | | |
|--------------------------|--|
| T Forsberg & G Herd | <i>Divided West: European Security and the Transatlantic Relationship</i> (2006) |
| J Baylis & J Roper (eds) | <i>The United States and Europe – beyond the neo-conservative divide?</i> (2006) |

Further

See appropriate sources from last week's list, plus;

- | | |
|------------------------------|--|
| A Budd | <i>The EC and Foreign and Security Policy</i> (1993) |
| A Collins | <i>The Security Dilemma and the End of the Cold War</i> (1997) |
| S Everts | 'Unilateral America, Lightweight Europe? Managing divergence in transatlantic foreign policy', <i>Centre for European Reform Working Paper</i> (2001) |
| T Galen Carpenter (ed) | <i>NATO Enters the 21st Century</i> (2001) |
| J Gow | <i>Defending the West</i> (2005) |
| S Hoffmann | 'Towards a Common European Foreign and Security Policy?', <i>Journal of Common Market Studies</i> Vol38, No2, June 2000 |
| J Howorth | 'European Defence and the Changing Politics of the European Union: Hanging Together or Hanging Separately?', <i>Journal of Common Market Studies</i> Vol39, No4, November 2001 |
| J Howorth & J Keeler | <i>Defending Europe: the EU, NATO and the quest for European autonomy</i> (2003) |
| <i>International Affairs</i> | 78/4 2002, special issue on European defence |
| R Rauchhaus (ed) | <i>Explaining NATO Enlargement</i> (2001) |
| S Sloan | <i>NATO, the European Union, and the Atlantic Community</i> (2003) |
| J Sperling (ed) | <i>Two Tiers or Two Speeds? : The European Security Order and the Enlargement of the European Union and NATO</i> (2000) |
| J Weiler et al (eds) | <i>Integration in an Expanding Europe</i> (2003), part III |

Week 11

Lecture Review of the unit: conceptualising transatlantic relations today

Key concepts and issues: hegemony, international society, empire, imperialism, transnationalism, the transnational state, geo-political competition, the end of the nation-state?

Seminar To what extent is it accurate to say that a new Cold War is developing between Russia and the West?

Presenter(s)

Reading

Core

B Kagarlitsky 'The Russian State in the Age of American Empire', in L Panitch and C Leys (eds), *The Empire Reloaded: Socialist Register 2005* (2004)

Further

R Allison, M Light, S White *Putin's Russia and the Enlarged Europe* (2006)
M Bowker & C Ross *Russia after the Cold War* (2000), part III
R Donaldson & J Noguee *The Foreign Policy of Russia – Changing Systems, Enduring Interests* (3rd edition 2005)
R Fawn (ed) *Realignments in Russian Foreign Policy* (2003)
G Gorodetsky (ed) *Russia Between East and West: Russian Foreign Policy on the Threshold of the Twenty-First Century* (2003)
K Henderson & N Robinson *Post-Communist politics: An Introduction* (1997)
B Lo *Vladimir Putin and the Evolution of Russian Foreign Policy* (2003)
R Sakwa *Soviet Politics in Perspective* (2nd ed. 1998), ch.16
J Snyder 'Russia: responses to relative decline', in T Paul & J Hall (eds) *International Order and the Future of World Politics* (1999)
D Trenin 'Russia Leaves the West', *Foreign Affairs*, Jul-Aug 2006
S White et al (eds) *Developments in Russian Politics* (2005), ch.13

Week 12

Lecture Revision and exam preparation

Seminar Critically discuss the argument that there has been a fundamental change in the organisation of the world system, which has become transnationalised.

Presenter(s)

Reading

J Agnew *Hegemony: the new shape of global power* (2005)
G Arrighi 'Hegemony Unravelling – 1', *New Left Review* Mar-Apr 2005
G Arrighi 'Hegemony Unravelling – 2', *New Left Review* May-Jun 2005
W Brown et al (eds) *Ordering the International: history, change and transformation* (2004), chs.1 & 5
A Budd 'Transnationalist Marxism: a critique', *Contemporary Politics*, vol13, no4, Dec 2007
A Callinicos 'Does capitalism need the state system?', *Cambridge Review of International Affairs* 2007 (see also the replies)
S Gill 'The Contradictions of American Supremacy', in L Panitch and C Leys (eds), *The Empire Reloaded: Socialist Register 2005* (2004)
J Joseph *Hegemony: a realist analysis* (2002)
J Joseph 'Re-stating Hegemonic Theory' *Journal of Critical Realism*, vol.2, no.1, 2003
J Joseph 'Hegemony and the structure-agency problem' *Review of International Studies*, vol.34, no.1, 2008
L Panitch & S. Gindin 'Global Capitalism and American Empire', in L Panitch and C Leys (eds), *Socialist Register 2004: The New Imperial Challenge* (2003)
W Robinson *A Theory of Global Capitalism* (2004)

