CIEE Prague, Czech Republic

Course title: Europe and the United States: Transatlantic Relations Past and Present
Course code: INRE 3001 PRAG / HIST 3001 PRAG
Programs offering course: Central European Studies, Communication, New Media, and Journalism
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Fall 2020

Course Description

This course focuses on a comprehensive study of history, ideology, and the development of the main characteristics and policies of the Old and New Europe and the European Anti-Americanism. It addresses Europeanism, Atlanticism and Eurasianism and examines their historical development with regard to the institutionalization of transatlantic relations as well as the relationship between religion and politics in Europe and the U.S. Using the case study approach, the course specifically analyzes bilateral relations between the Czech Republic, Poland, UK and U.S. with regard to their pro-/anti-Americanism. Furthermore, the course examines the effect of the onset and end of the Cold War on transatlantic relations, the key divisive issues, as well as cooperative warm ties (including its origins), between Europe and the U.S., and the extent to which they have prevailed and developed in the contemporary context of geopolitical affairs.

Learning Objectives

By completing this course, students will:

- Determine the roots and forms of the European Anti-Americanism of the Old Europe, and the Pro-Americanism of the New Europe;
- Assess and discuss the basic elements that factor into democratic and undemocratic meanings of Europeanism, as well as the undemocratic character of Eurasianism;
- Analyze these topics in the light of the Eastern question, i.e. the traditional issue of West-East (South) relationships, and explain the framework of European Pro-Americanism, i.e. describe the British, Czech, and Polish versions of Pro-Americanism, the traditional German and French Anti-Americanism, the Cold War Atlanticism, the complex and tense issue of the EU-U.S.A. relationship (including the mainstream question of ideology);
- Write a scholarly book review on a course-related book of their choice;
- Actively, thoughtfully and critically participate in a discussion exploring a class topic, defend their arguments and ask relevant follow-up questions;
- Provide critical peer assessment of views presented in a group discussion based on specific criteria.

Course Prerequisites

A general knowledge of the history and present issues of Europe and the United States is beneficial but not mandatory.

Methods of Instruction

The didactical approach is based on student-centered learning. The frontal lectures should not exceed the 1/3 of contact hours. Rest of the time will be dedicated to various participatory activities such as whole class discussions, group discussion, in-class assignments, structured discussions based on reading materials, in-class research, etc. Classes will also include the use of visual material (documentaries, interpretation of other visual materials).

The course design does not utilize the midterm/final exams to test the students’ knowledge. However, it is more demanding on student’s ability to understand the readings in context and communicate the knowledge in a classroom setting. Factual knowledge of the class materials is evaluated on the basis of regular online quizzes.

To maintain an active engagement, the use of laptops and other electronic devices is not allowed unless instructed otherwise.
Office hours will be held on the regular basis, and students are encouraged to make use of them to consult the assignments and receive additional feedback on their performance.

**Assessment and Final Grade**

1. Reading Quizzes 25%
2. Case Presentation 15%
3. Book Review 20%
4. Book Review - Summary of Key Arguments 5%
5. Final Graded Colloquium 10%
6. Handout Creation 5%
7. Class Participation 20%

**TOTAL** 100%

**Course Requirements**

**Reading Quizzes**

Given the participatory nature of the course, it is crucial for the students to be actively reading (with emphasis on critical reading and contextual understanding). For this reason, 25% of the final grade comprises of online reading quizzes (run on the Canvas platform). Each quiz includes questions based on all the week's required readings. In total there are ten quizzes, each represents 2.5% of the final grade while most quizzes have around five questions. Quizzes are due on Monday before the respective session, then the access closes. Quizzes schedule can be found in the Weekly Schedule.

**Case Presentation**

Students are expected to deliver a presentation on a selected event that represents a significant period in transatlantic relations. In this assignment, students will work in pairs. The goal is to outline the context of the selected event and explain the links to the course topics (5 minutes). Then they should introduce an authentic material and the demonstration that includes the audience (e.g., the audience can analyze text and identify passages demonstrating the presented phenomena). Analytic conclusions should be drawn after the activity/demonstration ends. The authentic material may comprise of speeches (transcribed to text, video), statements, policies, and any other relevant texts or videos (preambles to constitutions, etc.). This assignment should help students to be able to recognize different levels of abstraction, apply theoretical/analytical concepts to a given empirical case and lead an educated discussion on a given topic. Presentation schedule can be found in the Weekly Schedule. Students are encouraged to utilize the office hours to consult the choice of the material. Broad case presentation topics are set by the instructor so that the topics pertains to the topic of the week. However, students are responsible for designing the case study and are highly encouraged to consult their concept with the instructor prior to the presentation during the office hours. Unless instructed otherwise, all the case presentations are held on the first class of each week. The specific grading criteria, further instructions and tips are posted on Canvas.

**Book Review**

To develop a profound understanding of a topic of students’ scholarly interests, students will write a brief book review (1500 - 2000 words) on a book of their own choice. The book should be relevant to the political, cultural, or social dimension of transatlantic relations and the choice has to be consulted with the lecturer (preferably in the office hours, alternatively by e-mail). The book should be released in 2013 or later; however, other options are opened for consideration as well. The book review shall summarize the main argument, strengths, and weaknesses of the analysis, and outline the author's position in the context of his/her field of study. Due to the length of the book review, students are required to make the argument clear and concise. Deadline for the book review submission is the end of week 11. Deadline for the book selection is the end of week 4; however, students are highly recommended to select and consult the book earlier. The specific grading criteria, further instructions and tips are posted on Canvas.

**Book Review - Summary of Key Arguments**

To improve the quality of the final book reviews and give students further guidance, by the end of the week 7, students submit a summary of the key arguments & theses of the selected book (300-400 words) and provide a brief reflection on how the chosen book relates to their learning goals (as defined in week 1, for details see weekly schedule) and academic interests (200-300 words). The specific grading criteria, further instructions and tips are posted on Canvas.

**Final Graded Colloquium**
To enhance students’ skills of making and defending an academic argument, the traditional concept of the final written test is replaced by a colloquium. Colloquium simulates an expert discussion where the lecturer will open broad topics and students will assume and defend a position in discussion with others. This concept should teach students to regard knowledge not as given objective facts but rather as perspectives. Students are evaluated based on their ability to make a convincing argument and competently address a scholarly topic. The final grade of this requirement is also partly based on students’ peer review that reflects how clear and convincing the argument was for others. Over the course of the semester, we will practice this concept to make sure students have developed the necessary soft skills before the final (graded) round. The specific grading criteria, further instructions and tips are posted on Canvas.

**Handout Creation**

To promote effective note-taking, contextual understanding, and provide students with additional learning resource for the final graded colloquium, each team will prepare a handout that summarizes one of the weekly topics. Students work in the same teams that were formed for the purpose of case study presentations. Handout format will be distributed via Canvas. However, the structure of the handout includes the summary of the topics (400 words), key terms & keywords (at least 5) and the most important questions of the week (at least 3). Upon submitting, students will receive feedback which they have to incorporate into the handout. Then, the final versions of the handouts are posted and shared via Canvas discussions. Both versions of the handout are graded; however, the quality of the final version is prioritized. The first version of the handout is due on Sunday of the respective week, final version has to be resubmitted in three days after receiving a feedback. The specific grading criteria, further instructions and tips are posted on Canvas.

**Class Participation**

Class participation creates 20% of the final grade and reflects the students' active participation and engagement in classroom activities as well as the level of how well students are prepared for each class. Participation grade considers engagement in group discussions, whole class discussions, simulations, guest lectures & Q&A sessions and other activities introduced in the class. On a regular basis, students will be provided with feedback on their performance. Participation grade also considers the student’s ability to act on the previously received feedback.

**CIEE Prague Class Participation Policy**

Assessment of students’ participation in class is an inherent component of the course grade. Participation is valued as **meaningful contribution in the digital and tangible classroom**, utilizing the resources and materials presented to students as part of the course. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class. Meaningful contribution requires students to be prepared, as directed, in advance of each class session. This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor’s or other students’ line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students’ active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor.

Students will receive a partial participation grade every three weeks.

**Attendance**

Regular class attendance is required throughout the program.

If you will miss a class for any reason, notify the Program Coordinator and your instructor beforehand via Canvas. You are responsible for any materials covered in class during your absence, and except in the specific cases listed below, credit will not be granted for missed assessments.

Excessive absences will result in a notification letter, and finally a warning letter, sent to you and your home
school, based on the following:

<table>
<thead>
<tr>
<th>% of course hours missed</th>
<th>Number of CIEE classes</th>
<th>Minimum penalty</th>
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</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>One to Three 90-min. classes; or One 180-min. class</td>
<td>No penalty</td>
</tr>
<tr>
<td>10% - 20%</td>
<td>Four 90-min. classes</td>
<td>Written notification* to the student, followed by a warning letter to the student and home school; 3% reduction in the final grade</td>
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<tr>
<td></td>
<td>Five 90-min. classes</td>
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<td>Two 180-min classes</td>
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<tr>
<td>More than 20%</td>
<td>Six 90-min. classes; or Three 180-min. classes</td>
<td>Automatic course failure, and possible expulsion with notification to the home school</td>
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* The notification letters are intended to ensure that you are well advised in advance of any potential for failure or dismissal, so that you can take steps to avoid this.

As the table shows, **missing more than 20% of any class (e.g., due to undocumented illness, travel delays, flight cancellations, over-sleeping, etc.) results in automatic failure of the course.**

If you miss an assessment in class due to an absence, you will be able to make it up in the following instances:

- You provide a relevant doctor’s note from a local medical professional to your Program Coordinator within 24 hours of your absence (a scan or photograph sent via e-mail are acceptable).
- A CIEE staff member verifies that you were too ill to attend class.
- You provide evidence of a family emergency to your Program Coordinator.
- You have an approved absence related to the observance of a religious holiday from the Academic Director based on a request submitted before you arrived onsite.

Please note: Absences incurred due to documented illness, documented family emergency or the observance of a religious holiday approved before arrival onsite do not count towards the total of absences. Students may self-certify one absence due to illness without providing a doctor’s note as long as they notify the Program Coordinator within 24 hours of their absence by e-mail or a text message.

**Other attendance-related policies**

If you transfer from one CIEE class to another during the Add/Drop period, you will not be considered absent from the first session(s) of the new class provided you were marked present for the first session(s) of the original class.

If you are over 15 minutes late for a class, the instructor is required to mark you absent.

In case of class conflicts (irregularities in the class schedule, including field trips and make-up classes), always contact the Academic Department to decide the appropriate course of action.

Please remember to track your attendance on the Canvas Course Sites and report any errors in the record to the Academic Department within one week of the discrepancy date, as later claims may not be considered.

These attendance rules also apply to any required co-curricular excursion, activity, or event, and to for-credit internships.

CIEE staff does not manage absences at partner institutions providing direct enrollment classes (FAMU, ECES and FSV), but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

_N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site._

**Weekly Schedule**

**Week 1**

Class: 1.1 First Steps First:

**Defining Conceptual Starting Points & Introduction of the Course Topics**

**Class 1:** besides introducing the course topics and requirements, the first class seeks to provide a working definition of transatlantic relations while stressing out the importance of the cultural and social context. Apart from the introduction of theoretical aspects, we will outline the key phases & highlights of Czech-American relations. The class will also introduce the paradigms in international
relations (realism, liberalism, constructivism)

Class: 1.2

Class 2: in the second class we will recap the key paradigms and discuss their application using various excerpts and commentaries of international affairs. Additionally, we define Europe in terms of Atlanticism, Europeanism, and Euroasianism, and outline the historical forms of US-European cooperation. Additionally, we will discuss the students’ expectations and define the individual learning goals.

Week 1 readings do not have to be read prior to the class but will be required for the final colloquium.

Readings:
Shlapentokh 1997

Week 2

Class: 2.1

Religion, Politics and the Birth of Modern Democracy

Class 1: We will summarize the phases of Czech-American relations by introducing the major contemporary political figures. After the week 1 summary, the class will propose a working definition of modern western liberal democracy. Then, we will explore the historical development of the fundamental principles upon which the concept of liberal democracy was built. What were the differences between the early democracies in the US and Europe? All of the above contributes to answering the central questions of what contexts shaped the early democracies and how were the divides between the Old World and New World conceived.

Class: 2.2

Class 2: the second session introduces several theories conceptualizing the relations between religion and social order (Marx, Durkheim, Weber). Then, based on an analysis of historical documents, we will proceed to discuss the relation between religion and politics, and the role religion played in shaping the early democracies. By the end of the lecture, we will further discuss the secularization and the diminishing role of religion in modern societies - to which extent the modernistic prognosis applies?

Readings:
Henrikson 2016
Johnson 1995

Student teams will be created (for the purpose of case study presentation and handout exercise)

Week 3

Class: 3.1

European Cultural Anti-Americanism: Divides between the Old and New World

In this week’s lectures, we will address the development of European political and cultural anti-Americanism with regard to its dynamics in the 20th century.

Class 1: will cover the definition of anti-Americanism as well as the general causes and stages of European anti-Americanism. In discussion, we will interpret examples of anti-Americanism. Part of the session will be dedicated to the questions of how to write a book review and how to select a suitable book.

Class: 3.2

Class 2: we will continue the scrutiny of European anti-Americanism in further detail. Particular focus will be paid to the prevalent consequences and the broader cultural and social context of the phenomenon. Specifically, we will examine empirical varieties of European cultural anti-Americanism in different national contexts.

Readings:
This week enhances our inquiry of transatlantic relations and introduces the neo-materialist perspective that brings forward critical factors which may be easily disregarded when assuming one strict epistemological framework of previously discussed paradigms. Specifically, we will address the impact of coal & oil on the transatlantic relations and answer the question of why the modernization and the rise of how the resources matter beyond realism in international relations. To which extent was the development of modern democracies enabled by the use of fossil fuels?

**Class 1:** in the first session, we will examine the historical period of the age of coal. What are the relations between technology of coal production and democratization of 19th century? Following this question, the session scrutinizes the links between coal strikes, political crises and the process of democratization.

**Class 2:** in the second session, we shall zoom into the age of oil and answer the question how the oil showed the limits of further democratization.

**Readings**

Mitchell 2009

**Quiz**

**Case Study Presentation**

**Deadline for book selection**

**Handout**

**Week 5**

**Class:** 5.1 The UK and US from Burke to Thatcher and Beyond

Week 5th moves away from the broader theoretical discussions of the previous sessions and explores the historical context and scenarios of future development of the so-called special relationship between the UK and US.

Class 1: the first session focuses on the historical basis of development and institutionalization of UK-US special relationship. We will answer the question of why the relationship between the two countries is typically understood as “special” and what are the key milestones in the development of US-UK relations.

Class: 5.2

Class 2: the second session is dedicated to contemporary affairs and will examine how the special relationship was challenged by the end of the Cold War and the onset of War on Terror. Finally, we will look into the current discussions on Brexit and define the possible scenarios of its impact on transatlantic relations in general.

**Readings**

Dumbrel 2004

Fondation Robert Schuman: Transatlantic Relations after Brexit

**Bonus Readings**
Week 6
Class:  6.1  Germany and the West:

From 19th Century Cultural Polarization to the Contemporary Resistance to Americanization

Class 1: we will focus on topics of German national revival and the cultural polarization between Germany and the West. To further understand the phenomena we will adopt the concept of ethnic and civic nationalism and discuss both its utility and criticism.

Class:  6.2  Midterm Exam Period

Class 2: in the second class, we will explore the contemporary affairs and explore the question of whether (and to which extent) anti-Americanism prevails. What are the links between anti-Americanism and modernization, rationalization, and identity? Rest of the class is dedicated to the simulation of expert debate on the future and present role of Germany in the European and transatlantic relations.

Readings
Beyer & Liebe 2017
Tharsen 2005

Bonus Readings
Harrington 2005

Quiz
Case Study Presentation
Handout

Week 7
Class:  7.1  Negotiating Democracy in Central Europe

Focusing on the events of national revival, we will substantiate the geopolitical conceptions that were negotiated in the area of CEE in the 19th and early 20th century.

Class 1: will scrutinize the Czech national revival, the construction of the nation, and the dominant visions for the future of Czechs that had preceded the establishment of the First Republic. The topic of nationalism and emergence of nation-states will also serve as an appetizer for the later sessions dedicated to contemporary challenges. Can we learn from history, or are the contextual factors so complex and inherently different that the knowledge we produce is merely a sophisticated description with no analytical value?

Class:  7.2  Midterm Exam Period

Class 2: is dedicated to the discussion of T. G. Masaryk, his concept of Central Europe, and the historical period of the Czechoslovak First Republic. Expanding on the topic of class I, we will learn how the initially cultural phenomenon of national revival was politicized and translated into the vision of Czech independence.

Readings
Beneš 1925
Hroch 2015, 528-632
Week 8

Class: 8.1 First Czechoslovak Republic: From 1918 to the Munich Agreement

**Class 1:** we will continue with the discussion of T. G. Masaryk and tie the topic with Czech pro-Americanism. Why is the First Republic considered to be the Island of Democracy and how did the philosophy upon which it was established differ from the trends in foreign policy? What were the key problems of newly emerged small nations?

**Exploring the case of Poland: From Second Polish Republic to the Illiberal Turn**

Class: 8.2

**Class 2:** will introduce the Polish tradition of pro-Americanism which will be comparatively contextualized in the broader European development. The class will provide an understanding of the historical development of Poland. Specifically, we will look into the several historical partitions of Poland, and the period of the Second Polish Republic. In the second half, we will discuss the contemporary political affairs in Poland. Why is the contemporary development described as illiberal turn, and what threats does the current populism in Poland pose?

**Readings**

Čapek 1996 (session 1)
Mix 2016 (session 2)
Stratfor: Stuck between the US and the EU, Poland Explores its Options (session 2)

**Quiz**

**Case Study Presentation**

**Handout**

Week 9

Class: 9.1 Wars in the 20th Century: The Last Pieces of the Historical Puzzle

In this week’s lectures, we will focus on selected significant events in the 20th century. Namely, we will cover World War I and II, and the Cold War period with its dichotomization of the world order. This week should also serve as a summary of historical development in the 20th century, as the rest of the course focuses on contemporary societies and events of the last decades.

**Class 1:** the first session is mostly dedicated to the events WW1 and WW2, their impact on reconfiguration of Europe, and their resonance after the Yalta Conference. How these events contributed to the European integration project and how their affected institutionalization of transatlantic relations?

Class: 9.2

**Class 2:** in the second session, we will briefly cover the historical events of the Cold War. However, most attention will be paid to transatlantic relations after the Cold War. We will finish with a query of whether the concept of east vs. west dichotomy is still analytically useful to describe the current geopolitical organization of Europe.

**Readings**

Duffield 2001
Sedivy et Zaborowski 2004
Week 10

Class: 10.1 Through the Valley of Tears:

**the Fall of Communism and the Transitional Period in the Czech Republic**

The fall of communism opened the space for the post-Soviet countries to negotiate their position in the post-1989 world. We will explore the topics of the fall of communism, the transitional period, and answer the question of how the Czech Republic justified its place in geopolitics after the Velvet Revolution of 1989.

**Class 1:** is dedicated to the 1989 revolution and the fall of communism. We will discuss why the sovietology failed to predict the dissolution of Soviet Union. In general, this case study also opens the question of predictability in the social sciences. What can we learn about today’s predictions and methodology of foreign affairs analysis?

Class: 10.2

**Class 2:** will then focus on the transition from the centrally-planned to the market-based economy and the key challenges that arose. We will also cover the historical figure of Václav Havel and discuss his political leanings regarding the transatlantic relations.

**Readings**

Císař et Navrátil 2017

Rutland 1993

Quiz

Case Study Presentation

Handout

Week 11

Class: 11.1 European Challenges and the Rise of Populism

Moving to the European context, this session will introduce the European challenges of the last decade and discuss how said challenges contributed to the rise of European populism. In the light of these events, we will discuss the departure from the idea of the teleological, universal trajectory to liberal democracy (in other words, the failure of the famous statement “now you have your democracy”).

**Class 1:** we will debate the global financial and economic crisis, European Debt Crisis of 2013, and the migration crisis. How these events contributed to the upsurge of European populism? What is the spectrum of populist movements/parties across Europe? Answering these questions will help us introduce selected right-wing, left-wing populist movements, parties, actors as well as the transnational movements that arose as a reaction (e.g., EurAlter, DiEM25).

**Artificial Intelligence, Autonomous Robotics, and the Future of Warfare**

Class: 11.2

**Class 2:** many scholars argue we are on the verge of another industrial revolution. Such development might fundamentally change the landscape of international relations and overall configuration of the balance of power. In this session, we will discuss the impact of technology on international affairs and explore how EU reacts to new trends in technology.

**Readings**

Riddervold & Newsome 2018 (session 1)
**Week 12**

Class: 12.1 Divisions of Europe over the US and Russian Foreign Policy & Key Security Issues in Europe

In this week, we will further explore the contemporary political divides over Russian and US foreign policies. How are the security issues connected to the previously discussed crises?

**Class 1:** will analyze the Russian foreign policy influence on European political development and the pressing security concerns. We will also analyze the EU Global Strategy, its vision, and scenarios of future development.

Class: 12.2

**Class 2:** will put under scrutiny the broader security issues and Europe, the eastern question and the influence of US foreign policy. What are the major divides and political camps in contemporary Europe? Session will also provide a snapshot summary of the course topics as a preparation for the final graded colloquium.

McFaul et al. 2014

Waisova 2007

European Union: The EU Global Strategy

**Quiz**

**Week 13**

Class: 13.1 Between Globalization and Westernization: Global Cultural Influence of the West

**Class 1:** graded colloquium (see course requirements)

Class: 13.2 Final Exam Week

**Class 2:** in the final session of the semester, we will reflect on the learning goals as defined in week 1. Review of learning goals will also serve as a basis for the final discussion aiming to summarize the course topics. As a marginal final topic, tips on further academic development and learning will be shared. In the remaining time we shall discuss the cultural impact of the West on the rest of the world (soft power), and distinguish between the concepts of globalization and westernization.

Week 13 reading is not part of the final colloquium.

**Readings**

Sen 2006

**Course Materials**

**Readings**


