

PO/IR 370 EU – U.S. RELATIONS: A MULTI-DIMENSIONAL PARTNERSHIP

IES Abroad Freiburg
European Union Program Syllabus

SEMESTER: Fall/Spring

DESCRIPTION:

This course focuses on various aspects, policies, and levels of EU-US relations in the post-cold war world, including European institutions. It will cover different aspects of transatlantic foreign and security policy, economic and trade relations, and shared and conflicting values. Moreover, it will examine the ongoing debate about the destiny of Europe and the global challenges. Students will be introduced to key players and fundamental policy concepts while investigating the transatlantic partnership from the above perspectives.

CREDITS: 3

CONTACT HOURS: 45 (including course-related trips, details see below)

INSTRUCTOR:

LANGUAGE OF INSTRUCTION: English

ADDITIONAL COST: None

PREREQUISITES: Course in European History, Contemporary Politics, or International Relations

METHOD OF PRESENTATION:

Lectures, student summaries, seminar discussions, group work, role play, meetings during course-related trips.

Generally, students are expected to discuss the readings for each class with their fellow students and their professor.

Participation is part of the students' overall grade; therefore, it is indispensable that all students do contribute during class meetings.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Reading assignments, active participation 10%
- Midterm Exam 30%
- Two short reflection analysis essays 25%
- Final Paper 35%

Course Participation

The participation grade reflects students' attentiveness and involvement in all kinds of classroom activities, particularly discussions and group work. Homework or responses to reading assignments are also counted towards this grade. Constructive and reflective contributions will be rewarded, as well as co-operative and supportive interaction with classmates. Seminar discussions are based upon the required readings for each session. The students are expected to join the debate with (prepared) questions and arguments related to the readings as well as contributions from their own reflections. Occasionally, quizzes may be given.

Grading Rubric for Student Participation

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
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B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way and shows lack of interest in constructing over others' ideas.

Midterm Exam (*topics see below page 9*) consists of a number of short-answer questions and a short essay on different aspects of the topics addressed in the class discussions (e.g. main facts and dates, political assessment of certain aspects of the EU-US partnership, proposals and ideas for the future development of the transatlantic relations)

2 short reflection analysis papers (*style guide and topics see below page 8-9*) will be written on session-related topics. The short review/reflection analysis papers will serve as a basis for seminar discussions and group work. They are to be submitted as a printout and via email as a pdf attachment.

The final paper (*style guide see below page 10*) is a research-paper based upon a topic of your own choosing in consultation with the course instructor.

LEARNING OUTCOMES:

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

- identify the historical framework and operating constraints of the transatlantic relationship.
- better understand and analyze different approaches to common transatlantic challenges.
- evaluate the impact of shared values and differing attitudes on both sides of the Atlantic.
- recognize the strategic importance and advantages of the partnership for both parties.
- position the transatlantic relationship in relation to the BRICs.

ATTENDANCE POLICY:

All IES courses require attendance and participation. Attendance is mandatory per IES Abroad policy. Any unexcused absence will incur a penalty on your final course grade (1 absence - 1%, 2nd absence -2%, 3rd absence – 3%). Any student who has more than three (3) unexcused absences will receive an “F” as the final grade in the course. Any student who misses more than 25% of a course, whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course. Absences due to sickness, religious observances, and family emergencies may be excusable at the discretion of the Center Director. In the case of an excused absence, it is the student's responsibility to inform the Academic Dean of the absence with an Official Excused Absence Form, as well as any other relevant documentation (e.g. a doctor's note), and to keep a record thereof. The absence form must be turned in as soon as possible before the class, in the case of a planned absence, or immediately upon return to the Center, in the case of an unplanned absence, in order for the absence to be considered excused. It is also the student's responsibility to inform the professor of the missed class. Students can collect and submit the Official Excused Absence Form from the office of the Academic Dean.

ACADEMIC INTEGRITY CODE:

Students are expected to abide by the IES Abroad Code of Academic Integrity. The detailed IES Abroad academic integrity code can be accessed on Moodle.

All work submitted by a student for academic credit should constitute the student's own original work. Regardless of the quality of work, plagiarism will result in a failing grade for the course and/or an academic review and possible expulsion from the program. Plagiarism may be broadly defined as “copying of materials from sources, without acknowledging having done so, claiming other’s ideas as one’s own without proper reference to them, buying materials such as essays/exams, and using AI-generated content without disclosure.”

As AI tools continue to evolve, learning how to use them responsibly is an important emerging skill. Some of our courses allow students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT for some assignments and assessments. The instructor of each course will communicate whether GAI may be used in a course and provide specific guidelines and procedures for its appropriate use.

TESTS, QUIZZES, OR PRESENTATIONS MISSED DURING UNEXCUSED ABSENCES CANNOT BE MADE UP!

ASSIGNMENTS NOT HANDED IN ON THE DUE DATE WILL BE SUBJECT TO A 3% PENALTY PER DAY POST-DUE DATE (with the exception of students who have an excused absence).

CONTENT

Week	Content	Assignments and Readings
Session 1	Introduction to EU-US relations - Origins of the postwar development of the EU-US relations: The Truman Doctrine, Marshall Plan and beyond - Americanization - Understanding each other: American perceptions of Europe, European perceptions of America	Required readings: - Berghahn, <u>Awkward Relations. American Perceptions of Europe, European Perceptions of America</u>, pp. 238-249. - Miller, <u>Germans and Americans: Understanding and Managing Change</u>, pp. 257-262. <i>In-class handout: current EU-US issue (BBC & CNN)</i> Recommended Readings: - Martinelli, <u>The political democracies of the United States and the European Union</u>, pp. 1-23.
Session 2	EU-US Relations in Global Affairs	Required readings: - Gardner, <u>A vital partnership: EU-US relations</u>, pp. 311-314. - Betts, <u>Pick your battles</u>, pp. 15-24 (skim) - Ikenberry, <u>The Plot Against American Foreign Policy</u>, pp. 2-9. Recommended readings: - Sullivan, <u>Yes, America Can Still Lead the World (American Exceptionalism Reclaimed)</u>, pp. 1-20.
Session 3	The institutional framework(s) for EU-US relations	Required readings: <u>EU-U.S. Summit Joint Statement</u>, pp. 1-10. - Sbragia, <u>Intergovernmental relations or multi-level governance</u>, pp.14-28.

		<i>In-class handout: official EU-US statements from various meetings 2020-2025.</i>
Session 4	The Transatlantic Trade and Investment Partnership (TTIP)	Required readings: • EU Commission, <u>The Transatlantic Trade and Investment Partnership (TTIP)</u>, pp. 1-6. • Cremona, <u>Negotiating the Transatlantic Trade and Investment Partnership</u>, pp. 351-362 • Rodrik, <u>What do trade agreements really do?</u>, pp. 73-90. Recommended readings: • German Federal Ministry of Economics and Technology, <u>Dimensions and effects of a Transatlantic Free Trade Agreement between the EU and USA</u>, pp.1-11. • German Marshall Fund, <u>Transatlantic Trend Survey</u>, pp. 1-62 (skim) • SPIEGEL, <u>How a Trans-Atlantic Trade Deal Can Still Be Fixed</u>, pp. 1-7. • EU TTIP Negotiating Texts (Website), https://policy.trade.ec.europa.eu/eu-trade-relationships-country-and-region/countries-and-regions/united-states/eu-negotiating-texts-ttip_en
Session 5	The role of the Euro and Eurozone crisis • The Euro in the international monetary area • Eurozone stability and growth • Case study: Eurozone crisis	Required readings: • Bénassy-Quéré, <u>The euro as an international currency</u>, pp. 1-16. Recommended readings: • Terzi, <u>International payments imbalances and the prospective role of the Euro</u>, pp. 288-303. • Rossi, <u>The role of the Euro in the international monetary arena</u>, pp. 266-287. <i>Deadline Assignment 1</i>

Session 6	Human Rights in the EU and the Death Penalty in the US	Required readings: - ECHR, <u>Soering v the UK</u>: paras. 11-26, 39-41, 61-64, 80-81, 88, 91, 100, 111. - ECHR, <u>Trabelsi v Belgium</u>: paras. 5-22, 27-28, 62, 110, 112-113, 115, 118-119, 127, 134, 136-139. - Strasbourg Observers, <u>Belgium violated the ECHR by extraditing a terrorist to the USA despite an interim measure by the Strasbourg Court</u>, pp. 1-3 Recommended readings: - ECHR, <u>Harkins and Edwards v the UK</u>: paras. 6-7, 12, 19, 23-24, 59-60, 129-130, 134-135, 137-140.
Experiencing Europe: “EU Institutions” Course Related Trip Destinations: Brussels, Belgium, and Paris, France (7 days)		
Session 7	EU-U.S. Data Protection - Umbrella Agreement - Surveillance after Snowden - Rethinking the impact of surveillance - Spying on friends?	Required readings: - Grimmelmann, <u>Chapter 4: Privacy C. National Security</u>, pp. 261-273. - Grimmelmann, <u>Chapter 4: Privacy F. An International Perspective</u>, pp. 303-321. Recommended readings: - Preibusch, <u>Privacy behaviours after Snowden</u>, pp. 48-55. - Cole, <u>Privacy 2.0: Surveillance in the digital state</u>, pp. 218-221. Course meeting in Brussels: Carnegie Europe
“Experiencing Europe: “European Parliament” Course-Related Trip Destination: Strasbourg, France (1 day)		
Session 8	Democracy at the UN Role of the Security Council and EU’s role within the UN	Required readings: - Teló, <u>A world of regions</u>, pp. 29-40. - Finizio, <u>The Security Council reform as “sustainable process”</u>. <u>The role of the EU</u>, pp. 289-316. Recommended readings: - Katz, <u>The secretary-general in his labyrinth</u>, pp. 41-45.

Session 9	Environment and ecology in the EU-US relations Paris – Climate convention	Required readings: - IPCC, <u>Global Warming of 1.5 C</u>, UNEP Report 2018, pp. 1-32. - European Parliament, <u>Climate Policies in the EU and USA: Different Approaches, Convergent Outcomes?</u>, pp. 1-8. Recommended readings: - Harris/Roach/Codur, <u>The economics of global climate change</u>, pp. 1-70. (skim) - Carlarne, <u>Climate Change Policies an Ocean Apart: EU & US Climate Change Policies Compared</u>, pp. 435-482. (skim)
Local Field trip I: The German-American-Institute in Freiburg		
Session 10	Midterm Exam	See page 9 below for content, topics etc.
Session 11	NATO Enlargement – Between East & West - Ukraine Crisis - Turkey’s role within NATO	Required readings: - Walker, <u>Between East & West: NATO enlargement</u>, pp. 1-7. - Bogzeanu, <u>Implications of the transition toward multipolarity on NATO EU relations</u>, pp. 6-14. Recommended readings: - Bugajski, <u>Frontline Vulnerability: The Strategic Case for the Western Balkans</u>, pp. 1-9. <i>In-class handout: current developments NATO and Ukraine-Russia war</i>
Experiencing Europe: The European Union Funds in in the Region Destination: South Baden, Germany (see selection in description below) (1 day)		
Session 12	NATO and Cybersecurity	Required readings: - Lewis, <u>The role of offensive cyber operations in NATO’s Collective Defence</u>, pp. 1-15. - Maldre, <u>Moving toward NATO deterrence for the Cyber Domain</u>, pp. 1-16.
Session 13	EU-US relations in view of counterterrorism	Required readings: Archick, <u>US-EU cooperation against terrorism</u>, pp. 1-33.
Experiencing Europe: “EU Member States Course Related Trip”		

Destinations: 2 countries (see selection in description below) (7 days)		
Session 14	Challenging immigration – EU vs. US Humanitarian protection	Required readings: - Fargues et al., <u>Shared challenges and opportunities for EU and US immigration policymaker</u>, pp.1-30. Recommended readings: - The Economist –articles on Moodle
Local Field trip II tba		
Session 15	Use of Force by Law Enforcement in the EU and the US	Required readings: - Amnesty International, <u>Deadly Force: Police Use of Lethal Force in the US</u>, pp. 1-33. - ICRC, <u>The use of force in law enforcement operations</u>, pp. 1-3. <i>Deadline Assignment 2</i>
Session 16	From Obama to Trump to Biden back to Trump – US Presidencies and EU-US relations	Required readings: - Applebaum, <u>Obama and Europe. Missed signals, renewed commitments</u>, pp. 37-44. - Jaffe, <u>Merkel seen as key to Obama's success at G-Z</u>, pp. 1-4. <i>In-class handouts: Trump and Biden presidencies</i> <i>Deadline Final Research Paper</i>
Session 17	Populism and far-right nationalism growing – relevance for EU-US relations	Required readings: - Mounk, <u>Pitchfork Politics</u>, pp. 1-10. - Mudde, <u>The Problem with Populism</u>, pp. 1-3. Recommended readings: - Kyle and Gultchin, <u>Populists in Power Around the World</u>, pp. 1-55 (skim)
Session 18	Conclusion	Required readings: - Bonikowski and DiMaggio, <u>Varieties of American Popular Nationalism</u>, pp. 949-980. - Tooze, <u>Everything you know about global order is wrong</u>, pp. 1-6.

COURSE-RELATED TRIPS:

- Franco-German History Trip: Alsace, France– 1 day
During the first course-related trip you will visit two significant historical and cultural landmarks in Franco-German history. You will have guided tours and learn about how age-old controversies and catastrophes in the heartland of Europe are represented, the role of memorials in constructing a European identity, and the challenges of overcoming centuries of conflict and rivalry.
- Germany in Europe: Then and Now Trip: Berlin, Germany – 5 days
During the course-related trip to Berlin, you will continue to learn about the past and present of German culture, economy and politics of Germany. Historically this capital is a crucial place if one wants to understand the importance German politics has for the dynamics of European integration. In Berlin you will learn about the fall of the Berlin Wall, the reunification of Europe after the end of the Cold War, the challenges that emerged during the process of post-communist transition and about Germany's hegemonic position within the EU.
- EU Parliament Trip: Strasbourg, France – 1 day
During this one-day trip, which is thematically linked to the second course-related trip (EU Institutions) you will visit the European Parliament in session in Strasbourg, France. There you will attend the parliamentary session, get a guided tour through the parliament and meet an MEP who will discuss current events and elaborate on the workings of the European Parliament.
- EU Institutions Trip: Brussels, Belgium and Paris, France – 7 days
This course related trip will take you first to Brussels, the EU's institutional power center. In Brussels you will have the opportunity to meet with not only EU officials but also representatives of national delegations to the EU, think tanks and NGOs, as well as academic experts. The EU institutions you will visit include the European Commission, the Council of the EU and the European Council and you will have a chance to discuss with those actors who draft, shape and finally take decisions in the European Union. You will continue to have first-hand experience of the EU by visiting various agencies, institutions, and museums in Paris, you will meet French academic experts to discuss French culture, economy, politics and society.
- EU Funds in the Region Trip: South Baden, Germany– 1 day
This day trip will start with a meeting where an expert from the region will introduce you to EU's agricultural and structural funds and their implementation with examples from the region. Following the meeting you will visit a family farm that is typical for South Baden.
- Member States Trip - 7 days
Students choose one out of the three following course related trip options, e.g.:
 - 1) Stockholm, Sweden; Warsaw, Poland/Prague, Czechia
 - 2) Rome, Italy; Budapest, Hungary
 - 3) Athens, Greece; Sofia, Bulgaria/Bucharest, Romania

The destinations may vary according to topicality and nature of challenges of the EU and its integration process. The member states of the EU are still characterized by different state structures, economic ideologies and cultural identities. This third course-related trip gives you the opportunity to choose between three different field trip options. On these trips, you will learn about the current issues, opportunities and challenges of European integration. Experiencing the particularities and cultural diversity of these societies is essential in order to understand the variation in terms of domestic debates and national preferences when it comes to such important issues like, for instance, immigration, macroeconomic integration as well as European security.

REQUIRED READINGS:

- Amnesty International (2015) *Deadly Force: Police Use of Lethal Force in the US*, pp. 1-33.
- Applebaum, Anne (2015) *Obama and Europe. Missed signals, renewed commitments. Foreign Affairs* September/October, pp. 37-44.
- Archick, Kristin (2014) *US-EU Cooperation Against Terrorism. Congressional Research Service*, pp. 1-33.
- Bénassy-Quéré, Agnès (2015). *The Euro as an International Currency. G-MonD Working Paper 41*, pp. 1-16.

- Berghahn, Volker R. (2005) Akward Relations. American Perceptions of Europe, European Perceptions of America. In: Alexander Stephan (ed.) *Americanization and Anti-Americanism: The German encounter with American culture after 1945*, pp. 238-249.
- Betts, Richard K. (2014): Pick Your Battles. Ending America's era of permanent war. *Foreign Affairs* November/December, pp. 15-24.
- Bogzeanu, Cristina (2013) Implications of the transition toward multipolarity on NATO EU relation. *Strategic Impact* 3, pp. 6-14.
- Bonikowski, Bart/DiMaggio, Paul (2016). Varieties of American Popular Nationalism. *American Sociological Review* 81(5), pp. 949-980.
- Cremona, Marise (2015) Negotiating the Transatlantic Trade and Investment Partnership (TTIP). *Common Market Law Review* 52 (2), pp. 351-362.
- ECHR. Excerpts from cases *Soering v the UK* and *Trabelsi v Belgium* (see Moodle)
- European Commission (2015) The Transatlantic Trade and Investment Partnership (TTIP), pp. 1-6.
- European Parliament (2015) Climate Policies in the EU and USA: Different Approaches, Convergent Outcomes? , pp. 1-8.
- EU-US Summit Joint Statement (201) 26 March, pp. 1-10.
- Fargues, Philippe/ Papademetriou, Demetrios/Salinari, Giambattista/ Sumption, Madeleine (2011) Shared Challenges and Opportunities for EU and US Immigration Policymakers. Florence and Washington, DC: European University Institute and Migration Policy Institute, pp. 1-30.
- Finizio, Giovanni (2013) The Security Council reform as a "sustainable process". The Role of the European Union. In: Giovanni Finizio and Ernesto Gallo (eds.) *Democracy at the United Nations. UN Reform in the Age of Globalisation*, pp. 289-316.
- Gardner, Anthony Luzzato (2015) A vital Partnership: US-EU relations are increasingly significant in global affairs. *European Foreign Affairs Review* 20 (2), pp. 311-314.
- Grimmelmann, J (2017) Internet Law: Cases and Problems. Chapter 4: Privacy C. National Security. Semaphore Press, pp. 261-273.
- Grimmelmann, J (2017) Internet Law: Cases and Problems. Chapter 4: Privacy F. An International Perspective. Semaphore Press, pp. 303-321.
- ICRC (2015) The Use of Force in Law Enforcement Operations, pp. 1-3.
- Ikenberry, John G. (2017) The plot against American foreign policy can the liberal order survive? *Foreign Affairs* 96(3), pp. 2-9.
- IPCC (2018) Global Warming of 1.5 C". UNEP Report, pp. 1-32.
- Jaffe, Greg (2015) Merkel seen as key to Obama's success at G-7. *The Washington Post* June 7, pp. 1-4.
- Lewis, James (2015) The Role of Offensive Cyber Operations in NATO's Collective Defence. *The Tallinn Papers*, pp. 1-16, <https://ccdcoe.org/library/publications/tallinn-paper-the-role-of-offensive-cyber-operations-in-natos-collective-defence/>
- Maldre, Patrik (2016) Moving Toward NATO Deterrence for the Cyber Domain. *CEPA*, pp. 1-16
- Martinelli, Alberto (2007) The political democracies of the United States and the European Union. *Working Paper 1/07 Dipartimento di Studi Sociali e Polici Università degli Studi die Milano*, pp. 1-23
- Miller, Bowman H. (2005) Germans and Americans: Understanding and Managing Change, In Alexander Stephan (ed.) *Americanization and Anti-Americanism: The German encounter with American culture after 1945*, pp. 257-262.
- Mounk, Yascha (2014) Pitchfork Politics. *Foreign Affairs* (September/October), pp. 27-36.
- Mudde, Cas (2015) The Problem with Populism. *The Guardian* (17 February 2015), pp. 1-3.
- Rodrik, D. (2018) What Do Trade Agreements Really Do? *Journal of Economic Perspectives* 32(2), pp. 73-90.
- Sbragia, Alberta M. (2010): Intergovernmental relations or multi-level governance? Transatlantic comparisons and reflections, in: Edoardo Ongaro (ed.) *Governance and Intergovernmental Relations in the European Union and the United States*, pp. 14-28.
- Strasbourg Observers (2014) Belgium violated the ECHR by extraditing a terrorist to the USA despite an interim measure by the Strasbourg Court: *Trabelsi v. Belgium*, <https://strasbourgobservers.com/2014/09/12/belgium-violated-the-echr-by-extraditing-a-terrorist-to-the-usa-despite-an-interim-measure-by-the-strasbourg-court-trabelsi-v-belgium/>.

- Teló, Mario (2013) A world of regions? New regionalism as a response to Globalisation and the decline of the US Hegemony. In: Giovanni Finizio and Ernesto Gallo (eds.): *Democracy at the United Nations. UN Reform in the Age of Globalisation*, pp. 29-40.
- Tooze, Adam (2019) Everything you know about global order is wrong. *Foreign Policy* 30 January, pp. 1-6.
- Walker, Edward W. (2015) Between East & West: NATO Enlargement & the geopolitics of the Ukraine Crisis. *E-International Relations* April, pp. 1-7, <https://www.e-ir.info/2015/04/13/between-east-west-nato-enlargement-the-geopolitics-of-the-ukraine-crisis/>.

RECOMMENDED READINGS:

- Bugajski, Frontline Vulnerability: The Strategic Case for the Western Balkans. *Transition Brief No. 4*, pp. 1-9.
- Carlarne, Cinnamon (2010) Climate Change Policies an Ocean Apart: EU & US Climate Change Policies Compared. *Pennsylvania State Environmental Law Review* 14 (3), pp. 435-482.
- Cole, David (2015): Privacy 2.0: Surveillance in the Digital State. *Nation* 300 (14), <https://www.thenation.com/article/archive/privacy-20-surveillance-digital-age/>, pp. 218-221.
- ECHR. Case *Harkins and Edwards v the UK* (see Moodle).
- EU TTIP Negotiating Texts (Website), https://policy.trade.ec.europa.eu/eu-trade-relationships-country-and-region/countries-and-regions/united-states/eu-negotiating-texts-ttip_en.
- German Marshall Fund (2014) Transatlantic Trend Survey. http://trends.gmfus.org/files/2012/09/Trends_2014_complete.pdf, pp. 1-62.
- German Federal Ministry of Economic and Technology (2013) Dimensions and effects of a Transatlantic Free Trade Agreement between the EU and USA, <https://www.ifo.de/publikationen/2013/dimensions-and-effects-transatlantic-free-trade-agreement-between-eu-and-us>, pp. 1-11.
- Harris, Jonathan M., Roach, Brian and Codur, Anne-Marie Codur (2017) The Economics of Global Climate Change. *Global Development And Environment Institute, Tufts University*, pp. 1-70
- Katz, Jonathan M. (2015): The Secretary-General in his labyrinth. *New Republic* March/April 2015, <https://newrepublic.com/article/121190/ban-ki-moon-profile-does-united-nations-still-matter>, pp. 41-45.
- Kyle, J and L. Gultchin, L. (2018) Populists in Power Around the World. *Tony Blair Institute for Global Change*, <https://institute.global/insights/geopolitics-and-security/populists-power-around-world>, pp. 1-55.
- Preibusch, Sören (2015) Privacy Behaviors After Snowden. *Communications of the ACM* 58 (5), <https://cacm.acm.org/research/privacy-behaviors-after-snowden/>, pp. 48-55.
- Rossi, Sergio (2007) The role of the Euro in the international monetary arena: present and prospects. In: Jörg Bibow and Andrea Terzi (Eds.) *Euroland and the World Economy*, pp. 266-287.
- SPIEGEL, How a Trans-Atlantic Trade Deal Can Still Be Fixed, <https://www.spiegel.de/international/world/how-ttip-and-an-eu-us-free-trade-deal-can-be-fixed-a-1036831.html>, pp. 1-7.
- Sullivan, J. (2019) Yes, America Can Still Lead the World (American Exceptionalism Reclaimed). *The Atlantic* Jan/Feb, <https://www.theatlantic.com/magazine/archive/2019/01/yes-america-can-still-lead-the-world/576427/>, pp. 1-6.
- Terzi, Andrea (2007): International payments imbalances and the prospective role of the Euro. In: Jörg Bibow and Andrea Terzi (eds.) *Euroland and the World Economy*, pp. 288-303.

EU - US RELATED WEBSITES

- US Mission to the EU: <http://useu.usmission.gov/>
- EU Delegation to the USA: https://www.eeas.europa.eu/delegations/united-states-america_en?s=253
- EU Commission – US Relations: https://policy.trade.ec.europa.eu/eu-trade-relationships-country-and-region/countries-and-regions/united-states_en
- European Parliament: <https://www.europarl.europa.eu/delegations/en/d-us/home>
- Council of the EU: <https://www.consilium.europa.eu/en/policies/united-states/>
- EU negotiating papers on TTIP: https://policy.trade.ec.europa.eu/eu-trade-relationships-country-and-region/countries-and-regions/united-states/eu-negotiating-texts-ttip_en