



CIEE Prague, Czech Republic

Course Name:	Europe and the United States: Transatlantic Relations Past and Present
Course Number:	INRE 3001 PRAG/HIST 3001 PRAG
Programs offering course:	CES, CNMJ
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Fall 2018

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. We will discuss Europeanism and Eurasianism and examine the relationship between religion and politics in Europe and the U.S. Furthermore, we will compare and analyze the Czech, Polish, and British Pro-Americanism, learn about the Cold War between the communist part of Europe and the U.S. and the divisive issues, as well as cooperative warm ties (including its origins), between Europe and the U.S.

Learning Objectives

At the end of this course students will be able to:

- 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).

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%

Course Requirements

1. 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.

2. 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 pertain 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.

3. 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.

4. Book Review - Summary of the Key Argument

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.

5. 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.

6. 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.

6. 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.



CIEE Prague Attendance Policy

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

Missing classes will lead to the following penalties:

90-minute semester classes:

<i>Number of 90-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
one to two 90-minute classes	up to 10%	no penalty
three 90-minute classes	10.1–15%	reduction of the final grade by 3%
four 90-minute classes	15.1–17%	reduction of the final grade by 5%; written warning
five 90-minute classes	17.1–20%	reduction of the final grade by 7%; written warning
six and more 90-minute classes	more than 20%	automatic course failure and possible expulsion

180-minute semester classes:

<i>Number of 180-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
one 180-minute class	up to 10%	no penalty
two 180-minute classes	10.1–20%	reduction of the final grade by 5%; written warning
three and more 180-minute classes	more than 20%	automatic course failure and possible expulsion



Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student's home school, and possibly a dismissal from the program.

Missing more than 20% of the total class hours will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

Late arrival to class will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**

Students must notify their professor and Program Coordinators (PC) beforehand if they are going to miss class for any reason and are responsible for any material covered in class in their absence.

If missing a class during which a test, exam, the student's presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor's note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor's notes may be submitted via e-mail or phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**

Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.

For class conflicts (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.

Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.

CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

CIEE Academic Honesty Policy



CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These are related to the fundamental tenet that one should not present the work of another person as one's own.

The first principle is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

The third principle is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

Weekly Schedule

Week 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 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

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: 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

Week 3

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

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 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:

Gienow-Hecht 2006

Tomja 2013

Judy Colp Rubin: The Five Stages of Anti-Americanism

Quiz

Handout

Carbon and Democracy

Week 4

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

<p>Week 5</p>	<p>Case Study Presentation Deadline for book selection Handout The UK and US from Burke to Thatcher and Beyond</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>Readings Dumbrel 2004 Fondation Robert Schuman: Transatlantic Relations after Brexit</p>
	<p>Bonus Readings Tchatcher 2003, 19 - 63</p>
	<p>Quiz Case Study Presentation Handout</p>
<p>Week 6 Midterm Exam Period</p>	<p>Germany and the West: From 19th Century Cultural Polarization to the Contemporary Resistance to Americanization</p>
	<p>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.</p>
	<p>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</p>

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

Negotiating Democracy in Central Europe

Week 7
Midterm Exam
Period

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 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

Quiz

Case Study Presentation

Handout

Book Review - Main Arguments Summary

First Czechoslovak Republic: From 1918 to the Munich Agreement

Week 8

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 differed 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 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

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 re-configuration 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 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

The New York Times: The Bitter Legacy of Yalta: Four Decades of What-ifs

Quiz

Case Study Presentation

Handout

Week 10

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 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

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 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)

Horowitz 2018 (session 2)

Quiz

Case Study Presentation

Handout

Deadline for book review submission (end of the week)

Week 12 **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 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

Week 13
Final Exam
Week

Quiz

Between Globalization and Westernization: Global Cultural Influence of the West

Class 1: graded colloquium (see course requirements)

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

Algan, Y., Guriev, S., Papaioannou, E., & Passari, E. (2017). The European trust crisis and the rise of populism. *Brookings Papers on Economic Activity*, 2017(2), 309-400.

Bacci, M. L. (2017). *A concise history of world population*. John Wiley & Sons.

Benes, E. (1925). The Problem of the Small Nations after the World War. *Slavonic and East European Review*, 4, 257.

Beyer, H., & Liebe, U. (2017). Has Anti-Americanism Become a “Progressive Prejudice” in Germany? Attitudes of the German Public toward America and Americans. *The Sociological Quarterly*, 58(2), 202-228.

Beyer, H., & Liebe, U. (2013). Anti-Americanism in Europe: Theoretical mechanisms and empirical evidence. *European sociological review*, 30(1), 90-106.

Burke, E., & Mitchell, L. G. (2009). *Reflections on the Revolution in France*. Oxford: Oxford University Press.

Capek, K., & Heim, M. H. (1996). *Talks with TG Masaryk*. Cat Bird Press.

Císař, O., & Navrátil, J. (2017). Polanyi, political-economic opportunity structure and protest: capitalism and contention in the post-communist Czech Republic. *Social Movement Studies*, 16(1), 82-100.

Duffield, J. S. (2001). Transatlantic Relations after the Cold War: Theory, Evidence, and the Future. *International Studies Perspectives*, 2(1), 93-115.

Dumbrell, J. (2004). The US–UK 'Special Relationship' in a world twice transformed. *Cambridge review of international affairs*, 17(3), 437-450.

Gienow-Hecht, J. C. (2006). Always blame the Americans: Anti-Americanism in Europe in the twentieth century. *The American Historical Review*, 111(4), 1067-1091.

Harrington, A. (2005). Introduction to Georg Simmel's Essay 'Europe and America in World History'. *European Journal of Social Theory*, 8(1), 63-72.

Henrikson, A. K. (2016). Historical Forms of US-European Cooperation: Combination or 'Only' Coordination?. *European Foreign Affairs Review*, 21(3), 329-354.

Hroch, M. (2015). *European nations: explaining their formation*. Verso Books.

Jaskulowski, K. (2010). Western (civic) versus eastern (ethnic) nationalism. The origins and critique of the dichotomy. *Polish Sociological Review*, 3(171), 289-303.

Johnson, P. (1995). God and the Americans. *Commentary*, 99(1), 25.

Kerr, D. (1995). The new Eurasianism: the rise of geopolitics in Russia's foreign policy. *Europe-Asia Studies*, 47(6), 977-988.

Kohn, H. (1960). *The Mind of Germany – The Education of a Nation*, Charles Scribner's Sons, New York 1960, pp. 69-98, 251-316.

Laruelle, M. (2004). The two faces of contemporary Eurasianism: an imperial version of Russian nationalism. *Nationalities Papers*, 32(1), 115-136.

Laura, T. (2005). Ethnic Nationalism in Germany, in: *Philosophia Africana*, Vol. 8, No. 2, p. 117-142.

Masaryk, T. G. (1972). *The new Europe (the Slav standpoint)*. Bucknell Univ Press.

Masaryk, T. G (1915). The Problem of Small Nations in the Contemporary European Crisis. Inaugural lecture at the University of London, King's College.

McFaul, M., Sestanovich, S., & Mearsheimer, J. J. (2014). Faulty Powers: Who Started the Ukraine Crisis?. *Foreign Affairs*, 93(6), 167-178.

Mitchell, T. (2009). Carbon democracy. *Economy and Society*, 38(3), 399-432.

Mix, D. (2016). Poland and its relations with the United States. Congressional Research Service, 7.

Riddervold, M., & Newsome, A. (2018). Transatlantic relations in times of uncertainty: crises and EU-US relations.

Rutland, P. (1993). Sovietology: notes for a post-mortem. *The National Interest*, (31), 109-122.

Sedivy, J., & Zaborowski, M. (2004). Old Europe, new Europe and transatlantic relations. *European security*, 13(3), 187-213.

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