

PSCI 4002 WESTERN EUROPEAN POLITICS

SPRING 2011

SECTION 002: MWF 2:00-2:50PM, HLMS 267

SECTION 003: MWF 12:00-12:50PM, KTCH 235

INSTRUCTOR: Amber Curtis

OFFICE: KTCH 23A

EMAIL: amber.curtis@colorado.edu

OFFICE HOURS: Wed/Fri 1:00-1:50pm

CLASS WEBSITE: <http://culearn.colorado.edu>

& By Appointment

***** Students must have successfully taken the prerequisite class: PSCI 2012 *****

COURSE DESCRIPTION: What's not to love about Europe? Its unique context has generated much of comparative political scientists' knowledge of democracy and economic policy, and continues to offer ample puzzles to study. This course surveys the domestic and multilevel politics of Western European countries through both an historical and contemporary lens, focusing on the relationship between institutions, identity, and behavior in both the political and economic realm. The class is centered around four main areas: history, domestic politics, European integration, and contemporary issues. Though this course takes a more holistic than country-centered approach, we will draw inferences from several country cases throughout the semester.

OBJECTIVES: Through active engagement in class, students will:

- Gain familiarity with Western European politics, with which they can compare political phenomena from other regions of the world
- Develop practical, transferrable skills such as reading comprehension, critical thinking, analytical research, and persuasive writing
- Cooperate and communicate with one another to share knowledge and expertise
- Recognize where the course material fits into scholarly dialogue and analyze strengths/weaknesses within an argument
- Identify applicability of course material to personal interests

STUDENT RESPONSIBILITIES: All assigned readings should be done before class so that lecture and discussion can build on what you have learned. Please check CULearn and your CU email regularly for important updates and announcements. Students will be accountable for all information transmitted via these electronic resources.

REQUIREMENTS: The course is structured as follows:

Attendance & Participation (20%)

Class format will vary between lecture, discussion, group activities, multimedia presentations, guest speakers, and simulation exercises. Preparation and participation are critical as the course builds cumulatively upon all earlier material. Attendance is crucial for success: Students who miss more than 15 classes will automatically fail the course—regardless of whether absences are excused or unexcused. In sum, participation is based on showing up, speaking up, and turning in miscellaneous assignments, including (but not limited to) a map quiz, reading responses, movie discussions, current event assignments, etc.

Quizzes (15%) & Exams (40%)

There will be four unannounced quizzes on random dates throughout the term in order to ensure students are keeping up with and adequately comprehending the reading material. Each quiz is worth 5% of your final grade; the lowest score will be dropped. There will also be a midterm on Monday, February 28th and a final exam at the university-scheduled date and time in our normal classroom.¹ There are NO make-ups!

Research Paper (20%)

Students are required to write a 5-7 page analytical research paper; further details to follow. All standard rules apply (12-point font, double-spaced, 1-inch margins, proper citation, bibliography, etc.). Students are strongly encouraged to meet with me ahead of time to discuss their paper ideas. I will happily read through drafts or outlines if received by Friday, April 15th. Final drafts are due on Friday, April 22nd in class; only hard copies will be accepted. An electronic version must also be uploaded to <http://www.turnitin.com> (Class ID: 3733967; Password: Europa) no later than 5pm that same day. A 10% per day late penalty will be strictly enforced; no grade will be given until papers have been submitted to Turnitin.com.

Discussion Leadership (5%)

Students are required to sign up to lead class discussion once during the semester.² During their assigned week, students are responsible for working with other leaders to 1) draft three questions each tying together that week's reading, lectures, and themes; 2) email a compiled list of all questions to me no later than midnight the Wednesday before due, and 3) directing discussion during class. You will be graded both on the quality of your questions and your ability to keep the class engaged in conversation/debate. Handouts and visual aids are welcome but not required.

GRADING: Final grades will be calculated as follows:

Attendance and Participation:	20%
Short Quizzes:	15%
Midterm Exam:	20%
Final Exam:	20%
Research Paper:	20%
Discussion Leadership:	5%

REQUIRED TEXTS:

- Mazower, Mark. 1998. *Dark Continent: Europe's Twentieth Century*. New York, NY: Vintage Books.
- Frankland, Gene E. 2008. *Global Studies: Europe*. Tenth Edition. Dubuque, IA: McGraw-Hill.
- Cini, Michelle, and Nieves Perez-Solorzano Borrigan. 2010. *European Union Politics*. Third Edition. New York: Oxford University Press.
- Several other assigned readings will be accessible through CULearn or online.
- Lastly, students are required to skim the European sections of *The New York Times* (www.nytimes.com) and BBC (www.bbc.co.uk) websites each day before class.

¹ Please note the appropriate time for your section:
Section 002: Wednesday, May 4th 1:30-4:00pm
Section 003: Monday, May 2nd 4:30-7:00pm

² Extra credit opportunities may be available to those who wish to lead discussion more than once...

OPTIONAL TEXTS: For those who need more clarification or want to pursue the information in greater depth...We'll be reading a few chapters from these books:

- Almond, Gabriel A., Russell J. Dalton, G. Bingham Powell, Jr., and Kaare Strøm. 2010. *European Politics Today*. Fourth Edition. New York: Longman.
- Goetz, Klaus H., Peter Mair, and Gordon Smith. 2009. *European Politics: Pasts, Presents, Futures*. New York: Routledge.
- Hitchcock, William I. 2004. *The Struggle for Europe: The Turbulent History of a Divided Continent 1945 to the Present*. New York: Anchor Books.
- Jenkins, Brian, and Spyros A. Sofos. 1996. *Nation and Identity in Contemporary Europe*. New York: Routledge.

IMPORTANT UNIVERSITY POLICIES:

Academic Honesty

Any violations of University of Colorado's academic integrity policy, including cheating, plagiarism, academic dishonesty, fabrication, lying, bribery, and threatening behavior is grounds for an automatic F, expulsion from the class, and referral to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). **All students are required to sign and submit a consent form by the end of the first week of class agreeing not to commit any kind of academic dishonesty (including but not limited to cheating on exams, improper citation, self-plagiarism, submitting someone else's work, etc.) and acknowledging that they WILL be reported to the Honor Code Council if found to be in violation of any Honor Code Policy.**³ If you have questions about what is or is not permissible, ask first. Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>.

It is also highly recommended that all students thoroughly read the complete Honor Code Constitution: <http://www.colorado.edu/honorcode/files/honor%20code%20constitution.pdf>.

Students with Disabilities

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices.

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If applicable, please let me know in a timely manner. http://www.colorado.edu/policies/fac_relig.html.

Appropriate Learning Environment

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

³ Students who do not return the contract by Wednesday, January 19th will be administratively dropped from the course.

CLASS SCHEDULE & ASSIGNMENT DUE DATES

Subject to change. Please check CULearn and CU email regularly for important course resources and updates! Remember to read all readings *prior* to the indicated class.

PART I: CONTEXT

Week 1: Setting the Stage.

Mon 1/10: Course Introduction: Why study Western Europe? Overview of course themes.

Wed 1/12: Competing Traditions: Research Schools in Comparative Politics.

- Read: Lichbach & Zuckerman (CULearn)
- Ponder: How do scholars approach the study of Western Europe? Is one approach better than the others?

Fri 1/14: Who Counts as “Western Europe? Major Events in European History.

- Read: “The History of an Idea” (Frankland p. 269-271); Mazower Chp. 1 (Preface recommended)
- Ponder: How have historical events shaped the Europe we see today?

Week 2: Formative events.

Mon 1/17: NO CLASS (Martin Luther King, Jr. Day)

Wed 1/19: History, Cont’d.

- Read: Mazower Chp. 5 & 6
- Ponder: What caused WWI & WWII?

Fri 1/21: MAP QUIZ. History, Cont’d.

- Read: Mazower Chp. 7 & 8
- Ponder: How did Europe approach both political & economic recovery after WWI & WWII? What might Europe look like today if it had done things differently?

PART II: DOMESTIC POLITICS

Week 3: Economic & Political Institutions.

Mon 1/24: Economic Theory.

- Read: Friedman “Capitalism and Freedom” (on CULearn); Brunk, Caldeira, & Lewis-Beck “Capitalism, Socialism, and Democracy...” (on CULearn)
- Ponder: How can/do societies organize their economies? Why is this important?

Wed 1/26: Presidential v. Parliamentary Democracy.

- Read: Horowitz “Comparing Democratic Systems” (on CULearn); Frankland “United Kingdom” p. 242-260
- Ponder: What are the main tenets of democracy? How do presidential and parliamentary systems differ? Why did most of Europe choose the latter type?

Fri 1/28: Electoral Systems.

- Read: Sartori “Majoritarian and Proportional Systems” (on CULearn); Boix “Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies” (on CULearn)
- Ponder: Why do electoral systems matter? What other features of a political system do they shape? Which system did most West European democracies choose and why?

Week 4: Political Parties.

Mon 1/31: Political Parties in Western Europe.

- Read: Mair & van Biezen “Party Membership in Twenty European Democracies, 1980-2000” (on CULearn)
- Ponder: What do West European political parties look like? Why is this important?

Wed 2/2: Movie (TBA)

Fri 2/4: NO CLASS

- Paper work day: come up with a topic!

Week 5: Political Parties, Cont’d.

Mon 2/7: Radical Right Voting.

- Read: Bale “Cinderella and Her Ugly Sisters” (on CULearn); Frankland “Austria” p. 75-83
- Ponder: Why have radical right parties become successful? What institutional features make it possible for them to gain representation & affect policy?

Wed 2/9: Ethnoregionalist Parties.

- Read: DeWinter “A Comparative Analysis of the Electoral, Office, and Policy Success of Ethnoregionalist Parties” (on CULearn); Frankland “Spain” p. 215-224
- Ponder: What classifies a political party as ‘ethnoregionalist’? Is regionalism solely a Western European phenomenon?

Fri 2/11: Interest Groups. Direct Democracy.

- Read: Almond, Dalton, Powell, & Strom “European Interest Groups and Parties” (on CULearn); Frankland “Switzerland” p. 233-241
- Ponder: How/why do citizens get involved in politics? How is Europe unique in the way citizens can voice their concerns?

Week 6: Political Participation.

Mon 2/14: Satisfaction with Democracy.

- Read: Anderson & Guillory “Political Institutions and Satisfaction with Democracy: A Cross-National Analysis of Consensus and Majoritarian Systems” (on CULearn)
- Ponder: How do institutions affect individuals’ attitudes and behavior?

Wed 2/16: Attitudes Toward Government.

- Read: Lijphart, Arendt “Unequal Participation: Democracy’s Unresolved Dilemma” (on CULearn)
- Ponder: Why do individuals’ attitudes and behavior matter for politics—particularly Western European politics?

Fri 2/18: Social Capital.

- Read: Putnam Chp. 1 & 6 (on CULearn); Frankland “Italy” p. 169-178
- Ponder: How do we define and measure “social capital”? How do we get it? Is social capital really necessary for democracy to work?

Week 7: Putting It All Together...

Mon 2/21: Democracy in Western Europe.

- Read: Mazower Chp. 9
- Ponder: How well is democracy functioning in Western Europe? What challenges does it currently face? What would make it better?

Wed 2/23: Evaluating Domestic Politics in Western Europe.

Fri 2/25: Midterm Review

Week 8: Midterm Exam & Segway.

Mon 2/28: MIDTERM EXAM (No makeups!)

Wed 3/2: Movie (TBA)

Fri 3/4: NO CLASS

- Paper work day: preliminary research

PART III: THE EUROPEAN UNION

Week 9: Overview of the EU.

Mon 3/7: The Emergence of an Economic “Community”.

- Read: Frankland p. 14-46
- Ponder: What events led to the creation of a common market? What was the original intent of the ECSC?

Wed 3/9: The Present-Day EU.

- Read: Cini & Borragán p. 1-10; *The European Union: A Guide for Americans* Chp. 1 & 2
ONLINE: <http://eurunion.org/eu/images/PDF/euguide2009.pdf>
- Ponder: How and when did the ECSC eventually become the EU? How does the EU operate? What are its main institutions?

Fri 3/11: Who & What Does the EU Cover? Member States and Competency Areas....

- Read: Sbragia & Stolfi “Politics in the European Union” p. 417-458 (on CULearn)
- Ponder: How does policymaking work in the EU?

Week 10: An In-Depth Look at the EU.

Mon 3/14: Economic and Monetary Union.

- Read: Cini & Borragán p. 324-339
- Ponder: Why was EMU created? How has it evolved? What challenges has it faced? Will it continue?

Wed 3/16: EU Enlargement.

- Read: Cini & Borragán p. 418-435; Mayhew “The Costs and Benefits of Enlargement” (on CULearn)
- Ponder: How did the EU react to the end of the Cold War? How has enlargement affected EU politics? Is there a breadth-versus-depth tradeoff to integration?

Fri 3/18: Constitutional Crisis. The Lisbon Treaty.

- Read: Cini & Borragán p. 48-68

- Ponder: Why has the EU struggled to codify a common constitution? Does the Lisbon Treaty raise more concerns than it reconciles? What comes next?

Week 11: Spring Break

Mon 3/21 – Fri 3/25: NO CLASS

Week 12: A Bottom-Up View of the EU.

Mon 3/28: Public Opinion & the EU.

- Read: Cini & Borragán p. 390-404
- Ponder: What do citizens think of the EU? Does it matter?

Wed 3/30: How to Write a *Great* Research Paper.

- Read: <https://facultystaff.richmond.edu/~vwang/Paperwriting.html>;
<http://www.uvm.edu/~cbeer/ps174/ResearchPaper.htm>

Fri 4/1: NO CLASS

- Paper work day: outline/draft

Week 13: Major Challenges for the EU.

Mon 4/4: Democratic Deficit.

- Read: Cini & Borragán p. 377-389; Follesdal & Hix “Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik” (on CULearn)
- Ponder: Is the EU a democratic polity? Should it be?

Wed 4/6: The Future of the EU.

- Read: Serfaty “No Time for a Timeout in Europe” (on CULearn)
- Ponder: Is integration at a standstill? Could the EU ever fall apart?

Fri 4/8: The EU’s Place in the World.

- Read: Grant “Is Europe Doomed to Fail as a Power?” ONLINE:
http://www.cer.org.uk/pdf/essay_905.pdf
- Ponder: In what ways is the EU a model for regional integration efforts worldwide? Is Europe still a major player in world affairs? Why/why not?

PART IV: CONTEMPORARY ISSUES IN WESTERN EUROPE

Week 14: The Post-Cold War Context and Globalization.

Mon 4/11: German Reunification.

- Read: Dalton & Weldon “Germans Divided? Political Culture in a United Germany” (on CULearn); Frankland “Germany” p. 129-142
- Ponder: How did the end of the Cold War change Western European politics?

Wed 4/13: The Welfare State.

- Read: Kuhnle “Survival of the European Welfare State” (on CULearn); Frankland “Denmark” p. 98-106
- Ponder: What is a “welfare state”? Is the welfare state on the decline? How? Why?

Fri 4/15: The Welfare State, Cont’d; The Recent Financial Crisis.

- Read: Steinmo, Sven “Globalization and Taxation: Challenges to the Swedish Welfare State” (on CULearn); Frankland “Sweden” p. 225-232
- Ponder: How has globalization affected Western European economies and politics?

Week 15: Identity Politics.

Mon 4/18: European Identities.

- Read: Jenkins & Sofos “Nation and Nationalism in Contemporary Europe: A Theoretical Perspective” (on CULearn)
- Ponder: How do we define and measure “identity”? Why is identity important? How can we classify identities in Western Europe?

Wed 4/20: Identity Conflict in Western Europe.

- Read: Tan & Draeger “Europe: Integrated Separation” (on CULearn); Frankland “Belgium” p. 84-91
- Ponder: Why are identities so contentious? Can identity conflict(s) be reconciled? How?

Fri 4/22: FINAL PAPERS DUE (hard copy in class; electronic version by 5pm to <http://www.turnitin.com>: Class ID: 3733967; Password: Europa)

Week 16: Nationalism, Secularism, & Terrorism.

Mon 4/25: Immigration & Inter-ethnic Cooperation.

- Read: Arango “Immigrants in Europe: Between Integration and Exclusion” (on CULearn); Frankland “France” p. 114-128
- Ponder: Why has immigration spiked in the last 20 years? Where are immigrants coming from? What new issues has all this brought to Western European politics?

Wed 4/27: Terrorism.

- Read: Laqueur “The Terrorism to Come” (on CULearn); Frankland “Spain” p. 215-224; Frankland “Ireland” p. 159-168
- Ponder: Why is Western Europe a target for terrorism? What do terrorists want?

Fri 4/29: LAST DAY OF CLASS: Review for Final Exam.

- Read: Pettigrew (1998) “Reactions toward the New Minorities of Western Europe” (on CULearn)
- Ponder: How do all the pieces of the semester (readings, activities, lectures, themes, etc.) fit together? How can we connect Western Europe’s past, present, and future?

Final Exam: Please note the appropriate day & time for your section!

Section 002: Wed 5/4 1:30-4:00pm in HLMS 267

Section 003: Mon 5/2 4:30-7:00pm in KTCH 235