

# **POLI 239-001: Introduction to European Government**

*TuTh 12:30-1:45pm, Manning 307  
Spring 2017*

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## **Course Description**

This course aims to familiarize you with post-WWII European politics and is divided into two sections: European political systems, and the European Union.

The first section analyzes the political institutions of European countries through a comparative approach. We will focus on political parties, identity politics, electoral systems, and systems of government. The second section analyzes the history and institutions of the European Union, and discusses important issues and challenges, including enlargement, the eurocrisis, and Brexit.

## **Aims and Outcomes**

The goal of this course is to develop tools to critically analyze contemporary issues in European politics, and to gain an understanding of the political systems of European countries and the European Union. By the end of the course, you are expected to have a strong understanding of the political systems and political history of European countries and the European Union; the ability to understand and discuss how political institutions affect policy outcomes and political representation; and the skills needed to analyze and discuss contemporary issues in European politics.

## **Readings**

All readings for the course can be found on Sakai.

A supplementary textbook, European Democracies by Crepaz and Steiner, is available in the bookstore. This is not a required textbook, but may be a helpful resource throughout the semester.

## **Course Website (Sakai)**

The course website is on Sakai (<http://sakai.unc.edu>). I will use the course website to post the syllabus, lecture slides, and other course information in an easily accessible location, and you will be expected to post assignments on Sakai throughout the semester. Please let me know immediately if you have any issues logging into the website.

## **Course Grade Components**

10%: Participation grade

5%: Map quiz

20%: Midterm exam

20%: Final exam

10%: Paper 1

10%: Paper 2  
25%: Simulation

### *Attendance & Participation*

Our meetings will combine lecture and discussions. Attending class regularly will help you considerably on the exams, and allow you to participate in discussions. I will also take attendance before each class. You are allowed four unexcused absences before missing class starts to affect your grade. Every unexcused absence after that will automatically cause your participation grade to drop by  $\frac{1}{2}$  a letter grade (5 points).

I will excuse absences due to illness with documentation from a doctor or Campus Health Services, due to University-sanctioned events with documentation (i.e., you are traveling to compete in a University athletic event), and for religious observations. In the case of other personal obligations that will prevent you from attending class, please discuss it with me in advance if you would like me to consider excusing the absence.

I expect you to come to class prepared by having read and thought about the readings and any homework, and ready to actively participate. Lectures are designed with the expectation that you have read the assigned material before class begins. You will not do well in this course unless you do the readings.

Do not expect an A in participation just for showing up – regular attendance denotes average performance, which equates to a grade of 75%. Raising this grade depends on demonstrating that you have both read and thought about the reading. The only way for you to do this is to actively participate. An easy way to do this is to come to class prepared with comments and/or questions relating to the week's readings, lectures, or how current event reflect what we are studying in class. I will give you ample opportunities to participate in class – please take advantage of this time!

If I feel that students are not reading the course material, pop quizzes will be given.

One of the goals of this class is to give you a safe environment in which to speak so that you can practice analyzing political events and applying the theories we learn in class to real-world events. To this end, we will frequently engage in discussion. Guidelines we will follow to help foster meaningful discussion:

- Be respectful. Different opinions are healthy and welcome in the classroom. However, it is essential that we treat one another with respect. You do not have to agree with someone's view, but you do have to be respectful. Disrespectful students may be asked to leave the classroom. Please take a look at UNC's harassment policy if you have questions (<http://www.unc.edu/campus/policies/harassanddiscrim.pdf>)
- Speaking in front of groups can be intimidating to some students; it is my goal to ensure that this class is a comfortable space where everyone can participate. Our discussions will be most successful when all voices are heard. If speaking in front of the class makes you nervous, come talk to me so that we can figure out some strategies to help you earn points towards your participation grade.
- Don't be afraid to ask questions! Everyone has different areas of expertise, and some concepts may be more confusing to you than others. I will be of limited help to you if you

don't speak up when you need clarification, and the discussion portions of the class will not work unless you participate.

### *Map Quiz*

Map quiz will be on January 23<sup>rd</sup>. The quiz covers the 28 EU member states, in addition to important neighbors. You are expected to be able to identify these countries on a blank map.

### *Exams*

The midterm will be held on March 6<sup>th</sup>, and is meant to test comprehension of the readings and lecture material for the first half of the course. The final will be on Friday, May 4<sup>th</sup> at noon in our regular classroom. This exam will primarily cover material from after the mid-term. The University sets the final exam schedule. Please consult the course policies below for information on rescheduling the final exam.

### *Papers*

At the beginning of the course, you will select a country of the European Union that will be the focus on your papers, as well as the country that you will represent in the simulation at the end of the semester. Throughout the course of the semester, you will gain a deep understanding of the politics in this country. The 1<sup>st</sup> paper, due on February 27<sup>th</sup>, will focus on political parties in your country. The 2<sup>nd</sup> paper, due on April 26<sup>th</sup>, will examine your country's relationship with the European Union. Each paper should be approximately 5 pages.

### *Simulation*

We will have a simulation of the European Council on April 19<sup>th</sup> and 24<sup>th</sup>. During this simulation, you act as an executive of your chosen EU member state in order to present views on what course of action you believe the EU should take on a selected topic, and with other students, attempt to come to an agreement on specific steps for future EU policy. On the first day of the simulation, you will discuss issues in regional groups, and on the second day, the whole Council will meet to debate and finalize policy.

You will spend several weeks during the second half of the course preparing for the simulation. In order to do so, you will write a series of short blog posts on sakai, in which you, in the character of your chosen EU executive, discuss the executive's opinions on different issues/current events. You must also, still in character, respond to other students' blog posts. At minimum, you must write one blog post and write two responses per week.

## **Course policies**

### *Honor Code*

It is expected that all work you do in this course will be original work not previously or simultaneously handed in for credit in another course, unless this is done with the prior permission of all instructors involved. All work for this course falls under the University's Honor Code; the student's signature on her/ his work confirms that the Code rules were respected. All work must be your own – plagiarism, cheating, and related violations will not be tolerated. For more information on the honor code, please visit <http://instrument.unc.edu/>.

Familiarize yourself with the concept and practice of plagiarism in order to make sure that you avoid it. Plagiarism is defined as deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise. Take the library's tutorial at <http://www.lib.unc.edu/instruct/plagiarism/> and ask me if you have any questions.

### *Questions*

If you have questions about the course, please come see me after class or during office hours. Please email me if you absolutely cannot come to office hours. Some questions may not be easily resolved by email, but we can set up another time to meet if necessary. Please do communicate with me early if you have any challenges that impact your performance in this course; I will not be able to help you if you do not ask for help.

### *Rescheduling Exams*

If you have to miss class on the day of an exam or wish to reschedule an exam, then you must write and explain beforehand in all but the most unusual circumstances. If you are going to miss an exam for an event you know about well in advance, please come speak to me early in the semester (ie in first week or two of class) so that we can make appropriate arrangements. Please note that I cannot allow you to take the final on a different day or at a different time without the Dean's approval; therefore, contact the Dean if you have a conflict with the time of the final and need to change it.

### *Conduct in Class + Additional Info*

I would like you to bring your laptops to class in order to access electronic resources - however, I expect you to use them for activity related to this course. Playing on the Internet during class is highly disrespectful to people who are trying to pay attention. I may not call you out for being on another site during class, but I will notice, and it will affect your final grade. You may not have your laptops open during any sort of student presentation. If, during the course of the semester, I see that the laptops are acting as more of a distraction than a help, I reserve the right to restrict their usage.

Do not use your cell phone during class. I can tell when you're using it, and it will definitely impact your participation grade. Don't do it.

If you are going to spend class time playing on your computer or your phone, then please respect your classmates, use one of your unexcused absences, and do not come to class.

As a general rule, I will not email you your grades, nor will I discuss your grades with you within 24 hours of handing graded assignments back. That being said, if you have questions about my comments on your assignments, I am happy to talk to you. If you want me to regrade something, you will need to write a few (at least 3) paragraphs responding specifically to my written comments and explaining why you feel you deserve a higher grade.

# Course Schedule

## January 11: What is Europe?

## January 16: Ideologies and Party Families I

Readings:

- “There’s a word for that,” The Economist
- Gallagher, Laver, and Mair (GLM), Representative Government in Modern Europe, Chapter 8 (238-252; 270-275)

## January 18: Ideologies and Party Families II

Readings:

- GLM, Chapter 8 (253-270)

## January 23: Party Systems (+ Map Quiz)

Readings:

- Lijphart, Patterns of Democracy, Chapter 5 (62-74)
- GLM, Chapter 7 (195-235)

## January 25: Social Cleavages and Party Support

Readings:

- GLM, Chapter 9 (278-321)
- Dalton, Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies, Chapter 8 (143-169)

## January 30: Nationalism and Ethnicity

Readings:

- Calhoun, “Nationalism and Ethnicity,” Annual Review of Sociology (211-239)

## February 1: Radical Right Parties

Readings:

- Mudde, Populist Radical Right Parties in Europe, Chapter 1 (11-31); Chapter 2 (32-33; 41-59)
- Mudde “Three Decades of Populist Radical Right Parties in Western Europe: So What?,” European Journal of Political Research (1-20)

## February 6: The Rise of Populism

Readings:

- Pappas, “Distinguishing Liberal Democracy’s Challengers,” Journal of Democracy (22-35)
- Dempsey, “Will Populist Parties Run Europe?,” Newsweek

## February 8: The Refugee Crisis

Readings:

- Park, “Europe’s Migration Crisis,” Council of Foreign Relations (1-8)
- Schmidle “Ten Borders: One Refugee’s Epic Escape from Syria,” The New Yorker (1-21)

## February 13: Electoral Systems I

Readings:

- GLM, Chapter 11 (366-380)

## **February 15: Electoral Systems II**

Readings:

- GLM, Chapter 11 (380-398)

## **February 20: Elections and Campaigns**

Readings:

- Green-Pedersen, "The Growing Importance of Issue Competition: The Changing Nature of Party Competition in Western Europe," *Political Studies* (607-628)
- Kriesi, "The Role of European Integration in National Election Campaigns," *European Union Politics* (83-108)

## **February 22: Systems of Government I**

Readings:

- GLM, Chapter 2 (23-44)

## **February 27: Systems of Government II (+ 1<sup>st</sup> paper due)**

Readings:

- GLM, Chapter 3 (47-78)

## **March 1: Parliaments and Governments**

Readings:

- GLM, Chapter 12 (412-455)

## **March 6: Midterm**

## **March 8: watch "Keep Quiet"**

## **SPRING BREAK**

## **March 20: Introduction to the EU**

Readings:

- McCormick, *Understanding the European Union*, Chapter 1 (1-22)
- EU Guide for Americans (26-43)

## **March 22: EU History I**

Readings:

- McCormick, *Understanding the European Union*, Chapter 3 (45-60)
- Phinnemore, "The European Union: Establishment and Development," *European Union Politics* (33-47)

## **March 27: EU History II**

Readings:

- Church & Phinnemore, "From the Constitutional Treaty to the Treaty of Lisbon," *European Union Politics* (48-66)
- Verdun, "Economic and Monetary Union," *European Union Politics* (324-339)

## **March 29: EU Institutions**

Readings:

- McCormick, Understanding the European Union, Chapter 4 (69-93)

## **April 3: The Euro and the Eurocrisis**

Readings:

- Nelson, Belkin, Mix, and Weiss, "The Eurozone Crisis: Overview and Issues for Congress," Congressional Research Service (1-10)
- Glazer, "The Future of the Euro," International Political Economy (305-326)
- Goodman, "Europe's Economy, After 8-Year Detour, Is Fitfully Back on Track," New York Times

## **April 5: European Foreign Policy**

Readings:

- Moravcsik, "Europe Is Still a Superpower," Foreign Policy
- King, "Angela Merkel: Europe Needs Coherent Foreign Policy," Politico
- Lehne, "Is There Hope for EU Foreign Policy," Carnegie Europe

## **April 10: European Enlargement**

Readings:

- Cendrowicz, "Second Thoughts about EU Enlargement," Time
- "EU Eastern Enlargement, 10 Years Later," DW
- Vachudova, "EU Leverage and National Interests in the Balkans: The Puzzles of Enlargement Ten Years On," Journal of Common Market Studies (122-138)

## **April 12: EU Identity**

Readings:

- Fligstein, Polyakova, and Sandholtz, "European Integration, Nationalism and European Identity," Journal of Common Market Studies (106-122)

## **April 17: Brexit**

Readings:

- "A background guide to 'Brexit' from the European Union," The Economist
- "Brexit: Article 50 has been triggered – what now?," BBC
- Drummond, "Brexit opinions stick: Opinium poll shows little shift," The Guardian

## **April 19: Simulation**

## **April 24: Simulation**

## **April 26: Wrap-up (+ 2<sup>nd</sup> paper due)**

**FINAL EXAM: Friday, May 4<sup>th</sup>, noon**