

# **GOV 20.09: Populism & Democracy in Europe**

## **10A, Silsby 312**

### **Winter 2020**

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Office hours: Wednesday 12:30-3:30pm

## **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.

Throughout the course, we will explore the impact of populism on politics in Europe, and what this means for the quality of democracy both for individual countries and the EU.

## **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**

This course has two books required books:

- Lijphart, Arend. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries, 2<sup>nd</sup> Edition*. Yale University Press. (also available as e-book through the library)
- Cini, Michelle and Nieves Perez-Solorzano Borragan. *European Union Politics, 5<sup>th</sup> Edition*. Oxford University Press.

All other readings will be posted on Canvas.

## **Course Grade Components**

15%: Participation grade

5%: Map quiz

20%: Midterm exam

20%: Final exam

10%: Paper 1

10%: Paper 2  
20%: 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 three absences before missing class starts to affect your grade. Every absence after that will automatically cause your participation grade to drop by half a letter grade (five points).

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. We will have periodic reading checks at the beginning of class, which will be done to make sure that students are reading and understanding the material.

Do not expect an A in participation just for showing up – regular attendance denotes average performance, which equates to a grade of seventy-five percent. 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 you anticipate having a difficult time with this, please come talk to me as soon as possible.

### *Map Quiz*

The map 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 is meant to test comprehension of the readings and lecture material for the first half of the course. The final exam will primarily cover material from after the mid-term.

### *Papers*

At the beginning of the course, you will select a country of the European Union that will be the focus of 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 will focus on political parties in your country. The 2<sup>nd</sup> paper will examine your country's relationship with the European Union. Each paper should be approximately 6-8 pages.

### *Simulation*

We will have a simulation of the European Council at the end of the semester. 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, 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.

## **Course Policies**

### *Canvas*

I will use Canvas to post the syllabus, readings, lecture slides, and other course information in an easily accessible location, and you will be expected to post assignments to Canvas throughout the semester.

### *X-hours*

We will periodically use the assigned X-hour for the course, as noted in the schedule. If additional X-hours are going to be used, I will let you know ahead of time.

### *Academic Honor Principle*

All work for this course falls under the college's Academic Honor Principle. Please find more information about the Honor Principle [here](#).

All work must be properly cited when appropriate. More information about citing sources, avoiding plagiarism, and why it is important can be found [here](#).

### *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 final exams are scheduled by the college, and cannot be rescheduled unless there are two exams scheduled at the same time, or three exams scheduled on the same day. If this is the case, please let me know as early in the term as possible so we can make arrangements.

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

## *Student Accessibility*

Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the [Student Accessibility Services office](#) (Carson Hall, Suite 125, 646-9900). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to their professor. As a first step, if students have questions about whether they qualify to receive academic adjustments and services, they should contact the SAS office. All inquiries and discussions will remain confidential.

## *Mental Health*

The academic environment at Dartmouth is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including your undergraduate dean (<http://www.dartmouth.edu/~upperde/>), Counseling and Human Development (<http://www.dartmouth.edu/~chd/>), and the Student Wellness Center (<http://www.dartmouth.edu/~healthed/>).

## *Religious Observances:*

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

## *Computers, Cell Phones, and 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.

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 three) paragraphs responding specifically to my written comments and explaining why you feel you deserve a higher grade.

## **Course Schedule**

### **January 7: What is Europe?**

### **January 9: Two Models of Democracy (+ Country Preference Due)**

Readings:

- Lijphart, *Patterns of Democracy*, Chapters 1, 2, & 3

## **January 14: Systems of Government I**

Readings:

- Lijphart, Chapter 7 (pp: 105-116 & 127-129)

## **January 16: Systems of Government II (+ Map Quiz)**

Readings:

- Lijphart, Chapters 10 & 11

## **January 21: Electoral Systems**

Readings:

- Lijphart, Chapter 8
- Taub, "The UK Election Explained, in One Number," *The New York Times*

## **January 23: Party Systems**

Readings:

- Lijphart, Chapter 5 (pp: 60-75)
- Gallagher, Laver, and Mair (GLM), *Representative Government in Modern Europe*, Chapter 7 (195-235)

## **January 28: Ideologies and Party Families**

Readings:

- "There's a word for that," *The Economist*
- GLM, Chapter 8
- Buck, Tobias, "How Social Democracy Lost Its Way: A Report from Germany," *Financial Times*

## **January 29 (X-hour): Screening of "Keep Quiet"**

## **January 30: Populism**

Readings:

- Pappas, "Distinguishing Liberal Democracy's Challengers," *Journal of Democracy*
- Dempsey, "Will Populist Parties Run Europe?," *Newsweek*
- Bennhold, Taub, and Fisher, "A Far-Right Dilemma for Europe's Mainstream: Contain It or Join It," *Washington Post*.

## **February 4: Parliaments and Governments**

Readings:

- Lijphart, Chapters 6 (all) & 7 (pp: bottom of 116 – 126)
- Kluver and Spoon, "Across Europe, Coalition Governments are Hurting Political Parties that Join Them," *Washington Post*
- Schuetze and Bennhold, "Head-Scarf Ban and Carbon Taxes: Austria Gets an Unlikely Government," *The New York Times*
- Tondo, "Italy's New Coalition Sworn in as Doubts Cast Over Longevity," *The Guardian*

## **February 6: Introduction to the EU & EU History (+ 1<sup>st</sup> paper due)**

Readings:

- McCormick, *Understanding the European Union*, Chapter 1

- EU Guide for Americans (2-5)
- Phinnemore, "The European Union: Establishment and Development," *European Union Politics*

### February 11: Midterm (Covers material through Feb. 4)

### February 13: EU History

Readings:

- Phinnemore, "The European Union: Establishment and Development," *European Union Politics*
- Church & Phinnemore, "From the Constitutional Treaty to the Treaty of Lisbon," *European Union Politics*
- Egan, "The Single Market," *European Union Politics*

### \*February 17: Discussion post 1 due by 11:59pm

### February 18: EU Institutions

Readings:

- Egeber, "The European Commission," *European Union Politics*
- Lewis, "The European Council and the Council of the European Union," *European Union Politics*
- Burns, "The European Parliament." *European Union Politics*
- Keelman, "New E.U. Leader Ursula von Leyen Unveiled Her Team of Commissioners. Here are the Controversies.," *Washington Post*.

Optional:

- Kapsis, "The Court of Justice of the European Union," *European Union Politics*
- Eising, "Interest Groups and the European Union," *European Union Politics*

### \*February 19: Response 1 due by 11:59pm

### February 20: EU Enlargement

Readings:

- Vachudova, *Europe Undivided*, Introduction and Chapter 5
- Heath, "The Race for EU Membership," *Politico*

Optional: Juncos and Borragan, "Enlargement," *European Union Politics*

### \*February 24: Discussion post 2 due by 11:59pm

### February 25: The Euro and the Eurocrisis

Readings:

- Verdun, "Economic and Monetary Union," *European Union Politics*
- Hodson and Puetter, "The Euro Crisis and European Integration," *European Union Politics*
- Goodman, "Europe's Economy, After 8-Year Detour, Is Fitfully Back on Track," *New York Times*

### \*February 26: Response 2 due by 11:59pm

### February 27: 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) (optional)

### **March 3: EU Identity (+ 2<sup>nd</sup> paper due)**

Readings:

- Fligstein, Polyakova, and Sandholtz, "European Integration, Nationalism and European Identity," *Journal of Common Market Studies* (106-122)
- Siegal, "The European Union Is Under Threat. Artists Say It's Time to Rebrand." *The New York Times*
- Bieber, "How Europe's Nationalists Became Internationalists," *Foreign Policy*

### **March 4 (X-hour): Simulation**

### **March 5: Simulation**

**FINAL EXAM: Tuesday, March 10, 11:30am**