

PSC32-414: European Politics

Cullen Building, Room 330

MW 11am-12:15pm

Fall 2022

Dr. Katharine Aha

Office: Mood-Bridwell 245

Office hours: Tuesdays, 9:30am-12:30pm, and by appointment

Email: ahak@southwestern.edu

Course Description

This course aims to familiarize you with post-WWII European politics. The course focuses on European political systems, and provides an introduction to the European Union. We will analyze the political institutions of European countries through a comparative approach, with a focus on systems of government, electoral systems, political parties, and political economy. We will also briefly introduce the European Union. Throughout the course, we will explore the recent impact of populism on politics in Europe, and what this means for the quality of democracy across Europe.

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. By the end of the course, you are expected to have a strong understanding of the political systems and political history of European countries; 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.

Course Materials

This course has two required books and one required (digital) newspaper subscription:

- Lijphart, Arend. 2012. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries, 2nd Edition*. New Haven, CT: Yale University Press.
(also available as e-book through the library)
- Turabian, Kate L. *Manual for Writers of Research Papers, Theses, & Dissertations*. Chicago: University of Chicago Press.
- The New York Times subscription, [available for free through the Southwestern library](#).

All other course materials will be available via Moodle.

Course Grade Components

Blog posts: 40%

During the course of the semester, you will become the class's expert on a specific country. For the weeks that blog posts are assigned, you will use class materials and outside sources to illustrate how the topic we are studying applies to your country, and provide your own insight and analysis. Prompts for each blog post will be posted on Moodle.

These blog posts are a very important part of the course, and provide an opportunity to learn about the politics of different European countries from your classmates. For each week that a blog is assigned, they will be due by Sunday at 11:59PM. Each blog post should be at least 500 words. Late blogs will be penalized the equivalent of a letter grade for each day late. It's important to submit these on time, as they will serve as the basis of discussion for class the next morning. Please come prepared to talk about what you have learned!

Blog comments: 10%

At the beginning of the semester, you will be placed in small groups for blog comments and the presentation (see below). For each unit a blog is due, you are responsible for posting a comment on your fellow groupmates' blog posts. Comments are due by Wednesday at 11AM. There is no word limit for blog comments – they are an opportunity to think about similarities and differences in the politics of your countries.

Podcast: 15%

Each group will choose a public policy, and record a podcast episode, due on the last day of class, that details how the policy has been implemented (or not) in each of the group members' countries. The group will provide its own analysis to explain similarities/differences in the policy across their countries, taking into account both domestic political interests and the role of external institutions, like the European Union. Prior to recording the podcast, each group will submit both their topic and an outline of the podcast for approval. Failure to submit an outline will result in a deduction of the overall podcast grade.

Final exam: 10%

The final exam will be comprised of short essay questions, and provides an opportunity to apply what you have learned during the course of the semester to specific questions. You are welcome to use your notes and course readings during the exam. You will be graded on the clarity of the arguments in your responses.

Attendance and Participation: 25%

I expect you to come to our class meetings prepared by having completed the assigned readings, lecture videos, and any assignments. 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've learned to real-world events. In order to improve your verbal communication and analytical skills, I expect you to participate in all of our class activities and discussions. If you are uncomfortable with participating, please reach out to me at the beginning of the semester so that we can discuss the best approach for successful completion of this course component. At the beginning of the semester, we will discuss as a class what we think are important components of a successful classroom environment in an online space.

In order to participate, you need to be in class. If you anticipate that you will be missing class for a prolonged period due to extenuating circumstances or illness, please communicate this with me as soon as possible.

Course Policies

Prerequisites

Students must have completed PSC32-144 (Comparative Politics) to enroll in this course. If you have not completed the prerequisite, you must contact me to receive permission to enroll in this course.

Citations

The Department of Political Science has decided that students in every course will use the Chicago Style of citation. We will be using the author-date style, which is covered in Chapters 18 and 19 in Turabian's Chicago Manual (9th ed.) I will not accept work that is not properly cited.

Honor Code

It is expected that all work you do in this course will be original work. Please make sure you are familiar with the Honor Code and understand what constitutes a violation, particularly in regards to cheating and plagiarism. You can find more information about the Honor Code [here](#). Questions about the honor code may be directed to Shelley Story, Dean of Students (storys@southwestern.edu). All written work for this course must include the following pledge: "I have acted with honesty and integrity in producing this work and am unaware of anyone who has not."

Grading

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|----|--------|----|-------|----|-------|----|-------|
| A+ | 99-100 | B+ | 87-89 | C+ | 77-79 | D+ | 67-69 |
| A | 94-98 | B | 84-86 | C | 74-76 | D | 64-66 |

| | | | | | | | |
|----|-------|----|-------|----|-------|----|-------|
| A- | 90-93 | B- | 80-83 | C- | 70-73 | D- | 60-63 |
|----|-------|----|-------|----|-------|----|-------|

If you have questions about my comments on your assignments, I am happy to talk with 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.

Incompletes

Per the Faculty Handbook: The grade of “Incomplete” shall be given only in the case of a medical emergency or some other emergency situation beyond the student’s control. The grade of “Incomplete” may not be given for the sole reason of permitting additional time to complete assigned course work. An Incomplete form, including the student’s signature, must be submitted to the Center for Academic Success and Records. If a student is unable to provide a signature (due to a medical emergency, for example), then acknowledgement from the CASAR will suffice. The deadline for posting a final grade following an Incomplete will be 4 weeks from the last day of class. If the Incomplete has not been replaced with a final grade by 5 pm on the last day to resolve the Incomplete, the grade becomes an F. Students may seek an extension to the deadline for posting a final grade, if approved by the instructor and the Director of Records.

Paideia

Southwestern takes an interdisciplinary approach to education and encourages students to make connections across courses throughout your time at the university. I encourage you to bring up connections to other classes in our discussions as we move forward through the semester.

Accessibility and Accommodations

Southwestern University will make reasonable accommodations for persons with documented disabilities. Students should contact [Services for Students with Disabilities](#) to determine their eligibility to receive accommodations.

Recording Policy

Advance, written permission is required in order to record class lectures, discussions or presentations. Violations of this policy may constitute copyright infringement in violation of federal or state law and violators may be subject to University disciplinary action. Permission to allow lecture recording is not a transfer of any copyrights rights in the recording or related course materials. Such recordings and materials may be used only for individual or group study with other students enrolled in the same class, and may not be reproduced, transferred, distributed, or displayed in any public or commercial

manner. Students must destroy recordings at the end of the semester in which they are enrolled in the class.

Religious Holidays

Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, the following policy is to be followed in order to facilitate student absences due to cultural and religious observances.

- As far in advance as possible, the student is expected to notify the professor(s) or instructor(s) of the class(es) to be missed.
- The student is expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor(s) or instructor(s) alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed.

[Religious Holidays](#) at Southwestern University.

Title IX and Mandatory Reporting

Southwestern University is committed to compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally funded education programs and activities. According to Title IX and Texas law, SU Faculty and staff members are considered Mandatory Reporters of any instances of sexual misconduct, including sexual harassment, non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, intimate partner violence, stalking, and related retaliation. If you share information with SU employees about any incidents of this nature, even if these instances occurred before you came to SU, employees are required to report all information to the Title IX Coordinator to make sure you have information about support resources and complaint resolution options. This report does not initiate a formal process, and you are in control over how you choose to engage with the Title IX Coordinator. You can read more about the full policy on SU websites [here](#) and also [here](#). The Title IX Coordinator is Katie Rallojay who can be reached at titleixcoordinator@southwestern.edu or by phone, 512-863-1111.

Course Credits and Expected Student Workload

Courses in the curriculum of the University are expressed in terms of credits. For courses that have a minimum class time of 150 minutes per week, students should expect to work outside of class a minimum of 2 and 1/2 hours per credit per week. For courses that have a minimum class time of 200 minutes per week, students should expect to work outside of class a minimum of 2 hours per credit per week. Class time

and out-of-class work for courses yielding fewer than four credits will be expressed as some proportion of a four-credit course.

Questions

If you have questions about the course, please schedule a time to meet during office hours. 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.

Course Schedule

Please note: Detailed schedules for each week will be posted on Moodle, which will include lecture videos to watch prior to class meetings.

Unit 1 (Aug. 22 & 24): Introduction & Two Models of Democracy

- **Readings:**
 - Lijphart, Chapters 1, 2, & 3
- **Assignments:**
 - Pre-class survey
 - Submit country preferences

Unit 2 (Aug. 29 & 31): Federal vs. Unitary States

- **Readings:**
 - Lijphart, Chapters 10 and 11
 - Hasselbach, Christopher and Ben Knight. 2020. "[Germany Sees Political Controversy Over Rescuing Refugees from Germany](#)." *Deutsche Welle*, August 12, 2020.
 - Gladstone, Rick and Peter Robins. 2021. "[The Ghosts of Northern Ireland's Troubles Are Back. What's Going On?](#)." *The New York Times*, April 12, 2021.
 - BBC News. "[Brexit: What is the Northern Ireland Protocol?](#)." *BBC*, June 27 2022.

Unit 3 (Sept. 7 & 12): Executive-Legislative Relations

- **Readings:**
 - Lijphart, Chapter 7
 - Read pp 105-116 and 127-129
 - Horowitz, Jason. 2019. "[Italy's Government Faces a Confidence Vote Where Nothing is Certain](#)." *The New York Times*, Aug. 19, 2019.
 - Robins, Peter and Stephen Castle. 2022. "[The Race to Succeed Boris Johnson, Explained](#)." *The New York Times*, July 26, 2022.

- Schofield, Hugh. 2022. "[Emmanuel Macron a Chastened and Greatly Weakened Leader](#)." *BBC*, June 20, 2022.
- (Optional) Matthews, Dylan. 2014. "[Why the French Got Rid of Midterm Elections](#)." *Vox*, Nov. 4, 2014.
- **Assignments:**
 - Blog 1
 - Blog 1 comments

Unit 4 (Sept. 14 & 19): Constitutions & Courts

- **Readings:**
 - Lijphart, Chapter 12
 - Bánkuti, Miklós, Gábor Halmi, and Kim Lane Scheppeler. 2012. "Hungary's Illiberal Turn: Disabling the Constitution." *Journal of Democracy* 23(3): 138-146.
 - Masterman, Roger. 2019. "[The UK Supreme Court: A Constitutional Court in All but Name?](#)." *Durham University Global Lectures Comment Pieces*, November 8, 2019.
 - Henley, Jon, Rory Carroll, and Mark Rice-Oxley. 2019. "[Referendums: Who Holds Them, Why, and Are They Always a Dog's Brexit?](#)." *The Guardian*, March 11, 2019.
- **Podcasts:**
 - Ranciman, David and Alison Young. 2019. "[Talking Politics Guide to...The UK Constitution](#)." *Talking Politics* (podcast). August 22, 2019.

Unit 5 (Sept. 21 & 26): Electoral Systems

- **Readings:**
 - Lijphart, Chapter 8
 - Taub, Amanda. 2019. "[The UK Election Explained, in One Number](#)." *The New York Times*, December 16, 2019.
- **Assignments:**
 - Blog 2 (due by midnight 9/25)
 - Blog 2 comments (due by the start of class 9/28)

Unit 6 (Sept. 28, Oct. 3, 5, 12 & 17): Party Politics

- **Readings:**
 - Lijphart, Chapter 5
 - Gallagher, Michael, Michael Laver, and Peter Mair. 2011. "Chapter 9: Cleavage Structure and Electoral Change." *Representative Government in Modern Europe, 5th Edition*. New York: McGraw-Hill.
 - Read pp 278-292

- Henley, Jon. 2018. "[How Populism Emerged as an Electoral Force in Europe](#)." *The Guardian*, November 20, 2018.
- Buck, Tobias. 2018. "[How Social Democracy Lost Its Way: A Report from Germany](#)." *Financial Times*, October 16, 2018.
- **Assignments:**
 - Blog 3 (due by midnight 10/16)
 - Blog 3 comments (due by the start of class 10/19)

October 19: Podcast group meetings in class

- Decide on topic to be submitted

Unit 7 (Oct. 24, 26 & 31): Cabinets

- **Readings:**
 - Lijphart, Chapter 6 and Chapter 7
 - Read all of Chapter 6
 - Read pp 116-126 in Chapter 7
 - Kluver, Heike and Jae-Jae Spoon. 2019. "[Across Europe, Coalition Governments are Hurting Political Parties that Join Them](#)." *The Washington Post*, July 23, 2019.
 - Benhold, Katrin, Amanda Taub, and Max Fisher. 2019. "[A Far-Right Dilemma for Europe's Mainstream: Contain it or Join It](#)." *The New York Times*, October 8, 2019.
- **Assignments:**
 - Blog 4 (due by midnight 10/30)
 - Blog 4 comments (due by the start of class 11/2)

Unit 8 (Nov. 2 & 7): The Welfare State

- **Readings:**
 - Hall, Peter A. and David Soskice. 2001. "An Introduction to Varieties of Capitalism." In *Varieties of Capitalism: Institutional Foundations of Comparative Advantage*. Edited by Peter A. Hall and David Soskice. Oxford: Oxford University Press.
 - Read through p. 33
 - Estevez-Abe, Margarita, Torben Iversen, and David Soskice. 2001. "Social Protection and the Formation of Skills: A Reinterpretation of the Welfare State." In *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*. Edited by Peter A. Hall and David Soskice. Oxford: Oxford University Press.
- **Assignment:**

- Submit group podcast outline (by the start of class 11/7)

Unit 9 (Nov. 9 & 14): Introduction to the EU

- **Readings:**

- “[The European Union: A Guide for Americans](#).” *Delegation of the European Union to the United States*.
 - pp 2-5
 - Note: Since publication, Croatia has joined the EU (2013), and the UK has left the EU (2020)

- **Videos:**

- Halloran, Neil. “[The Fallen of WWII](#).” The Fallen of WWII, 18:15. 2015.
 - Click on “Video,” watch through 11:58
- Amaro, Silvia. “[How Does the EU Work? CNBC Explains](#).” YouTube video, 5:29. Posted by CNBC International, March 28, 2019.

- **Podcasts:**

- (Optional) Ranciman, David and Chris Brooke. 2019. “[Guide to...European Union before the EU](#).” *Talking Politics* (podcast). August 25, 2019.

- **Assignments:**

- Blog 5 (due by midnight 11/13)
- Blog 5 Comments (due by the start of class 11/16)

Unit 10 (Nov. 16 & 21): The State of Democracy in Europe

- **Readings:**

- Kriesi, Hanspeter. 2020. “[Is there a Crisis of Democracy in Europe?](#).” *German Political Science Quarterly* 61: 237-260.
- Kelemen, Daniel R. 2019. “The EU Is Supposed to Promote Democracy. So Why Do Anti-Democratic Politicians Thrive Within It?.” *The Washington Post*, Dec. 2, 2019.

Unit 11 (Nov. 28 & 30): Course wrap-up and podcast debrief

- **Assignment:**

- Podcast

Final Exam: Must be completed on Moodle sometime between Dec. 1st and Dec. 9th at noon. You will have three hours to complete the exam (clock starts when you begin the exam).