

**PSC/INR 3881: EUROPEAN POLITICS**  
**MW 3:25-5:05pm**  
**Webb Conference Center 201**  
**High Point University**  
**Spring 2017 Syllabus**

Instructor: John Graeber

Office: Roberts Hall, 3<sup>rd</sup> Floor, Room 348

Office Hours: M/W 1-2:30pm, T/TH 10-11:00am, F 9-10:00am (and by appointment)

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Class Website: <http://blackboard.highpoint.edu>

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### **Course Description**

This course will investigate the major political, social, and economic dynamics shaping contemporary European politics using the tools of comparative political science. Through readings, written assignments, discussion, and in-class simulations, students will examine the political-historical origins of contemporary European institutions, the features of parliamentary government, multiparty democracy and electoral systems, and other essentials of European politics today. The second half of the course will invite students to analyze the European Union, including its tumultuous evolution, its major decision-making institutions, its relations with member states and its changing role in international relations. Finally, students will have an opportunity to explore and evaluate some major challenges facing Europe today, notably the Euro crisis, immigration and asylum, Brexit, and European foreign policy, and to draw comparisons with the American experience of many of these same issues.

### **Course Prerequisites**

It is required that students have completed one 1000- or 2000-level political science course or have permission of the instructor. *Four Credits.*

### **Course Contact and Workload**

The contact hours and out-of-class workload for this course meet or exceed requirements established in federal and accrediting agency guidelines. Typically, we will meet in seminars for 190 minutes each week. In planning your day-to-day schedule, please also be aware that the seminars reading and assignment load reflect the fact that this is a four-credit, introductory-level course. While there will be some variation from week to week, over the course of the semester, you should plan on committing a minimum of 8 hours each week to preparing for seminars and completing the out-of-class assessment assignments that are required to pass the course.

## Student Learning Outcomes

Outcome	Assessment Methods
1. Articulate, both orally and in writing, the theoretical and empirical functioning of parliaments and multiparty electoral systems using a number of diverse country case studies	<ul style="list-style-type: none"> <li>• Analytical Essay 1, Classroom Simulations, Class Participation, and Rubric for Exam 1</li> </ul>
2. Identify and critique the comparative advantages and disadvantages of parliamentary governance and the diversity of electoral systems, especially in relation to the United States	<ul style="list-style-type: none"> <li>• Analytical Essay 1, Classroom Simulations, Class Participation, and Rubric for Exam 1</li> </ul>
3. Explain, both orally and in writing, the historical development of the European Union within a broader international system and the leading political, economic, and social issues driving such inter-state relations	<ul style="list-style-type: none"> <li>• Analytical Essay 2, Class Participation, and Rubric for Exam 2</li> </ul>
4. Apply competing theories of international relations and comparative politics to our understanding of regional integration and contemporary European issues	<ul style="list-style-type: none"> <li>• Analytical Essay 2, Class Participation, and Rubric for Exam 2</li> </ul>
5. Analyze specific global issues facing the countries of Europe today using various scholarly perspectives on the issue and a careful consideration of their implications	<ul style="list-style-type: none"> <li>• Analytical Essays, Research Paper</li> </ul>
6. Use properly formed thesis statements, effective topic sentences, professional prose, and appropriate citation in social science writing	<ul style="list-style-type: none"> <li>• Analytical Essays, Research Paper</li> </ul>

The course will include a diverse combination of lecture, discussion, and active learning exercises to accomplish these objectives. However, students may still vary in their competency levels on these outcomes, and they can expect to achieve these outcomes only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

### Required Readings/Books for Purchase

- Gallagher, Laver and Mair, *Representative Government in Modern Europe* (Fifth Edition)
- Bache, George & Bulmer, *Politics in the European Union*, (4<sup>th</sup> Edition).
- John Peet and Anton LaGuardia, *Unhappy Union: How the Euro Crisis and Europe can be fixed*, Economist Books 2014.

**Numerous academic journal and news magazine articles:** Accessible through High Point's electronic databases as well as from the links and archives I have placed on the course's website for the sake of convenience. Students are also strongly encouraged to follow European events via contemporary news sources so that we may discuss them in

class. I recommend the *Economist* at [www.economist.com](http://www.economist.com), BBC Europe News at <http://www.bbc.com/news/world/europe>, the *Guardian* at [www.theguardian.com/uk](http://www.theguardian.com/uk), the *Financial Times* at [www.ft.com](http://www.ft.com), and *euobserver* at [www.euobserver.com](http://www.euobserver.com). *The Economist* and *FT* offer special students rates for students during the semester.

## Student Assessment

Grades will be weighted as follows:

Analytical Essays (2)	20%
Midterm Exam	20%
Final Exam	20%
Research Paper	20%
Class Participation	15%
Simulation Participation	5%

**Two In-Class Examinations (20 percent each):** At the end of each unit, you will take in-class examinations that assess your understanding of the unit's assigned materials, including any assigned films for out-of-class viewing and seminar discussions. They will each include a combination of multiple choice, true-false, matching, and short essay questions. While the former components will assess familiarity with major concepts from the unit, the short essays will evaluate your ability to apply concepts and theories critically.

**Two Analytical Essays (10 percent each):** You will submit two essays that require you to apply what we've learned from class discussion and from the reading material to broad and recurring questions in European politics. Each paper should incorporate only materials that I have assigned in the class and should be approximately 6 pages, excluding correctly formatted citations and bibliography. They will be graded using the criteria that I have placed in a handout on the course website.

**Research Paper (20 percent):** Near the end of the semester you will submit a typed research paper that invites you to evaluate an important issue in European politics and to construct a well-articulated argument in response to that issue. The essay must draw upon a modest amount of (i.e., **at least 5 high-quality, peer review articles at a minimum**) of independent research that does not include work assigned as part of this course. Although you may consult your course readings for background information, the paper should explicitly incorporate materials demonstrating that you have carefully reviewed several peer-reviewed research articles. The paper should be approximately 7 pages (1800 words), excluding correctly formatted citations and bibliography. More detailed guidelines as well as a grading rubric will be provided in class and on the course website.

**Class Participation/Quizzes (15 percent):** Your thoughtful, informed participation will further this course's learning objectives. Obviously, you must be in class to contribute and get the most out of class discussion. Your questions, insights, and opinions—especially those directed at the assigned readings and the course materials—are encouraged and valued. To assess and incentivize the degree to which you are prepared to participate, you

will also have quizzes, including map quizzes, at the beginning of the semester and periodically thereafter as necessary.

Your final participation grade will be awarded based on which of the following descriptions best fits you:

- "A" students attend class and ask questions, listen carefully to the insights of other students, and actively participate. Their comments reflect the fact that they have prepared for class by completing their reading assignments in advance of seminars.
- "B" students attend class and closely follow seminar discussions. They are active listeners, whose body language and/or note taking suggests full engagement in the seminar almost all of the time. Unlike A students, B students rarely talk in class or only make general comments. It is frequently difficult to tell how well B students are preparing in advance for class; however, they fully participate in class exercises and are prepared when I have indicated in advance that a particular seminar meeting will require their full participation.
- "C" students miss several classes, rarely if ever participate in class discussion, and most days show almost no evidence of having prepared for seminars. These students are respectful towards other students, but through their body language, note taking, and interaction with others, show little evidence of being engaged in the class.
- "D" students miss class frequently, zone off in classes they do attend, and show no evidence of preparing for class. These students go to class to be counted, not to learn. Frequently checking phones for text messages and/or using the Internet and/or your e-mail account during class is taken as evidence that a student is not in the classroom to learn.

**Simulation Participation (5 percent):** Because European governance involves the use of political and electoral systems very different from our own, the course will incorporate a number of in-class simulations of European governance. These are meant to illustrate the theoretical underpinnings of these systems and demonstrate the 'real world' electoral and governance processes in Europe in a way that is relatable to students' own experiences with the US electoral process. Because the pedagogical value of these simulations will require the active participation of all students, student participation will be assessed as a separate grade alongside overall class participation. More details on the simulations will be provided as the simulations occur.

### **Assignment Submission**

Written work should be typed, double-spaced, have one inch margins, and use 12-point Times New Roman font. Multi-page submissions must be stapled; any submission without staples will not be graded. For purposes of record keeping, papers and assignments must be submitted on time in both hard copy and through the Turnitin link on Blackboard. Assignments will be counted as 'on time' as long as they are submitted through at least one of these ways.

## Grading Policy

The university's catalog requires grade assignments to accurately reflect each student's performance. A range grades must be reserved for students whose work is "of a markedly superior quality," which means that these grades will only be assigned to exceptional work that is of the highest quality typically found in courses at this level. B's will reflect student work that is both "excellent" and "clearly above average." C range grades will be assigned to work that is both "satisfactory" and consistent with the performance of an "average student" taking a course at this level. D's will be recorded where a student's work is "unsatisfactory," such that it is evident that the student does not understand or cannot communicate many of the course's basic elements and materials. F's are assigned when a student's work has not been completed or is so deficient that it does not merit college credit. Grades will be compiled throughout the term using a numerical scale:

A:	92.5-100
A-:	90.0-92.49
B+:	87.5-89.99
B:	82.5-87.49
B-:	80.0-82.49
C+:	77.5-79.99
C:	72.5-77.49
C-:	70.0-72.49
D:	60.0-69.99

## Attendance, Absences, and Make-up Work

Your punctual attendance at every class meeting is expected. Attendance will be taken regularly using attendance sheets which are handed out at the beginning of class. It is your responsibility to make sure that you sign the attendance sheet. You are not allowed to "sign in" for other people under any circumstances. Signing in for others is a form of academic dishonesty.

**Any student who misses more than four classes during the term may be withdrawn from the course at my discretion. Should you miss three classes, you will be placed on Class Attendance Probation.** Paperwork will be filed with the college, requiring you to attend a meeting with our Academic Services staff to discuss the educational impact of your absenteeism. When a student is placed on Class Attendance Probation, there are no excused absences.

If you are unable to attend class for any reason, you are responsible for obtaining all missed materials. Please be aware that punctual, regular attendance makes up an integral part of your class participation grade.

Any absence necessitating a make-up of an exam, an extension of an exam, or a submission of a response paper/essay will only be considered if proper documentation is presented. In

the case of last-minute unexpected circumstances such as illness, documentation must be turned in **within a week of your return**. In the case of activities planned in advance, this means appropriate documentation for the activity must be presented **at least one week in advance** of the scheduled absence. I cannot accept a planned activity as a valid excuse for an absence after the fact.

All absences for athletic or other High Point student events require prior notification in the form of a letter from the athletic coach or program coordinator indicating date and time of university approved sporting activity.

### **Late submissions**

Assignments may be turned in late, but I will deduct a full letter grade for every day that the assignment is late. Late submissions via email only will **not** be accepted.

### **Grade Changes**

If you wish to contest a grade, you must deliver in person a typed justification for the grade change within one week of the date on which the assignment was returned in class. Written grade contestations submitted via email will **not** be accepted.

### **Course Expectations**

In order for us to achieve our learning objectives, everyone (*including your instructor!*) needs to abide by a common set of expectations and ground rules:

*Presence:* Attendance is not mandatory but it is expected. Not only will your grade be affected by repeated absences, but you will also fail to reach your full learning potential in this course. I also expect you to be on time and remain attentive for the duration of every lecture. Tardiness and packing up early is disruptive and disrespectful to everyone else, and you might miss valuable information at the beginning or end of class. Thus I reserve the right to stop lecturing early to pack up my things in the event that you stop paying attention to pack up your things – and you will be held responsible for what is not covered. To summarize, I expect you to commit to attend the lectures, and I will commit to making lectures worth attending.

*Preparation:* Achieving our learning objectives necessitates that we all come prepared. Because this course covers a large amount of material in a short amount of time, failure to keep up with the readings will eventually hurt your grade. But in addition, we need prepared students in order to have worthwhile class discussions and informed debates. Therefore, I expect you to complete the weekly readings prior to the respective class, and you may expect that I will prepare and organize sufficiently to lecture and to facilitate a productive discussion.

*Professionalism:* Because this is an academic environment, we may encounter material or opinions that we disagree with or that challenge us. Although you have the right to disagree

with such materials and opinions, including those I present, you have the obligation in this course to treat everyone with respect and dignity. Thus during course meetings I expect you to listen attentively, speak thoughtfully, and discuss respectfully. In writing and email correspondence this means considerate use of standard written English. You may expect the same standard from me.

Failure to abide by these 'three Ps' will result in a lower final participation grade.

### **Computers, Laptops, Tablets**

Unless I grant you an explicit exemption, you may not use phones, laptops, or other electronic devices in class. I assume you attend class to engage with the material, take notes, and participate. Computers are not necessary for any of these tasks. They also eliminate eye contact and the other types of non-verbal communication that allow for meaningful conversations to take place. And let's face it: it is both too seductive to take notes on a computer without checking your latest social networking updates, and your distraction creates distractions for other students. To make this course as engaging and distraction-free as possible, please leave your computers at home or in your bag. Repeated unauthorized use of electronic devices will result in an F being assigned for your course participation grade.

### **Office Hours**

I strongly encourage you to make use of office hours. This is your time to discuss any questions or concerns you may have about the course or get individualized feedback on assignments. Also, if you are someone who doesn't like to talk in class but worry about your participation grade, come see me in office hours and show me that you're engaged. In my experience, students who take advantage of office hours tend to perform better on assignments, as well as in the course overall. In the event of a scheduling conflict, please contact me so that we can find another time that works for both of us. I am on campus for the duration of most weekdays.

### **Academic dishonesty**

I fully support and enforce the university's Honor Code. As a condition of membership in the university community, every High Point Student is honor-bound to refrain from cheating, collusion, and plagiarism. You are also honor-bound to report violations of the honor code should you ever observe them. Without exception, students taking or facilitating an inappropriate academic advantage will be have an honor code violation noted in their permanent University file and be sanctioned according the applicable college policy. Acts of academic dishonesty include the presentation of another student's or author's ideas as one's own work, misconstruing the circumstances under which classes and deadlines have been missed, purposefully misreporting paper counts, and inaccurately representing that assignments have been completed. Please refer to the [University Honor](#)

[Code \(http://www.highpoint.edu/studentconduct/university-honor-code/\)](http://www.highpoint.edu/studentconduct/university-honor-code/) for definitions and possible implications of student misconduct.

### **Accommodations for Special Learning Needs, Disabilities**

High Point University is committed to providing equal access to the education of all students. Anyone with special learning needs and needing accommodation to effectively complete this course should contact me as early as possible. I will be glad to work with you to ensure a positive, successful learning experience. Students who require classroom accommodations due to a diagnosed disability should contact Rita Sullivan, 407 Smith Library, 336-841-9061, [rsulliva@highpoint.edu](mailto:rsulliva@highpoint.edu), Office of Academic Development – Disability Support and provide appropriate information. It is recommended that accommodation requests be made at the beginning of the semester but may be made at any time. Accommodations are not retroactive.

### **Communicating by Appointment, Email, and Phone**

You are strongly encouraged to make an individual appointment with me should you have undue difficulty successfully completing your work. I am willing to schedule meetings outside of my posted office hours for reasons of privacy or when your schedule requires it. If you have any questions, concerns, or suggestions, my door is almost always open for several hours each day and special appointments will be made as necessary.

All students are required to have an active HPU email account that they regularly check. I will only send email communications to your official highpoint.edu e-mail accounts. Please be advised that I will regularly use your HPU account to distribute important course materials or announcements. If you need to leave a message for me outside of class or scheduled office hours, the best way to contact me is via e-mail. I usually check to see if I have new messages a few times each day and make my best effort to respond in a timely manner. However, I cannot guarantee same-day responses, especially to any email sent after 7pm. If an issue is urgent and I am not available in my office, feel free to call me on my cell phone (512-825-6280) between the hours of 8am and 8pm.

### **The Writing Center**

The Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations around campus during various hours throughout the day, Monday through Friday. Go to <https://highpoint.mywconline.com/> to make an appointment. Appointments can only be made through the online portal. Appointments will be available starting August 29, 2016 for the Fall 2016 semester. Writing Center tutors do not proofread or edit students' papers *for* them, but they do work *with* students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, contact Writing Center Director, Dr. Leah Schweitzer at [lschweit@highpoint.edu](mailto:lschweit@highpoint.edu) or 336-841-9106.



## **Tentative Course Schedule**

Below is the tentative schedule of topics we will cover this semester. The instructor reserves the right to update and alter this schedule throughout the semester at his sole discretion. Please consult the Blackboard version of this document for updates and links to your readings and assignments. The typical reading load in this class is around 75-100 pages each week, and corresponding readings should be completed before the date of the respective seminar.

### **PART I: SITUATING CONTEMPORARY EUROPEAN POLITICS**

Topic 1: What are historical cleavages and how did they shape contemporary European politics? Why were World War II and the Cold War so decisive for European democracy?

### **PART II: EUROPEAN POLITICS AT THE NATIONAL LEVEL**

Topic 1: What is the European Executive?

Topic 2: What is a Parliament?

Topic 3: Why do Governments in Europe Form and Collapse Seemingly at Whim?

Topic 4: Christian Democrats, Social Democrats, Liberals, and Socialists: How do we make sense of all these parties?

Topic 5: How are Elections Conducted in Europe?

Topic 6: How do Parties Work?

Topic 7: How Do European Party Systems Compare Across Countries? Are Party Systems Changing? How?

Topic 8: Why are there still so many independence and autonomy movements in Europe today?

Topic 9: Is Parliamentary Government Actually Better than Presidentialism?

### **PART III: THE EUROPEAN UNION**

Topic 1: What is the European Union? Why Does It Matter?

Topic 2: Where Did the EU Come From? And Why Then, and Not Before?

Topic 3: How has the EU evolved from the Treaties of Rome to the Treaty of Lisbon?

Topic 4: What Causes EU integration? Is it uniquely European?

Topic 5: How is the EU Governed?

Topic 6: How Democratic is the EU? How Democratic Should It Be?

Topic 7: The Political Economy of the EU: Why Create a Euro? What Really Caused the Euro Crisis Is the Euro Doomed? Is the EU?

Topic 8: How Does Immigration and Asylum Affect the EU?

Topic 9: What Role does Xenophobia, Euroskepticism, and the Radical Right play in EU politics today?

Topic 10: The International Relations of the EU

**Final examination: Monday, May 1, 4:00-7:00pm**

*\*The above schedule, policies, procedures, readings, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.*