

Comparative Government & Politics: Western Europe
CPO 3103
SPRING 2018
January 8-April 27, 2018
BEL 0004
M-F 10:10 am - 11:00 am

Instructor: Teresa Cornacchione

Office Location: Bellamy 550

Office Hours: Wednesdays: 11-12, or by appointment

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Course Description

Prerequisite: All students must have successfully completed CPO 2002 (Introduction to Comparative Politics).

Overview: This is an upper-level Comparative Politics course that applies the basic concepts of comparative political science to the political systems of Western Europe. This course focuses on political behavior and institutions in Britain, Germany, France, and other European countries and transnational developments in Europe, such as terrorism, and European integration. We will use comparisons within Western Europe as well as comparisons between Western Europe and Eastern Europe and other advanced democratic nations around the world to explore issues of political representation and accountability. We will discuss theories of voting, the development of party systems, political protests, transitions to democracy, the choice of political institutions, and immigration policy, among other topics. Some of these topics will be familiar from the Introduction to Comparative Politics course and other political science courses. In this class we will re-examine these theories in the specific context of Western European politics.

The course is divided into two sections.

1. We will examine contemporary European institutions and their effects. We will build on the introduction to types of democratic institutions that you received in CPO 2002. We will also consider the historical development of modern European institutions.
2. We will also examine a particular phenomenon occurring across the European continent: the rise of anti-political establishment parties. We will do this via an assessment of two major policy areas: European integration, and immigration and terrorism. We will also examine electoral trends and the future of the anti-establishment movement. This allows us to reexamine party systems, voting patterns, the relationship between European and non-European countries (particularly those based on prior colonial relations), and European identity in a particular policy context.

Course Objectives: Our goal is not to cover three or four European countries in depth, nor is it to memorize as many facts as possible about Europe. The goal is to explore a number of political puzzles that are of particular relevance to Europe. In other words, our goal is to illustrate and explain some of the systematic relationships that exist between certain social, economic and political variables in European countries so that you can better understand European domestic politics, foreign policy, business and legal environments, etc. Some of the concepts presented in the

readings and in lecture will be straightforward, while others may take a reasonable amount of effort to understand.

In some of the political science articles you will read, the methods used will be entirely new to you. **I do not expect you to familiarize yourself or understand all the methodological tools used in the readings.** It is my hope that through readings and lecture, you will have the tools necessary to evaluate the *arguments*. After you leave the class at the end of the semester, the material will give you a much deeper understanding of developments in European politics in particular, and of developments in advanced industrialized democracies generally.

Readings and Course Text

The assigned texts for the course are:

Magone, José. 2011. *Contemporary European Politics: A Comparative Introduction*. Routledge: New York.

Tiersky, Ronald and Erik Jones. 2003. *Europe Today: A Twenty-First Century Introduction*. 5th Edition. Roman & Littlefield: New York.

In addition to the assigned texts, you will be responsible for several outside readings. These readings will consist of academic articles and news articles relevant to course topics. The additional readings are listed in the course schedule and will be made available either through Blackboard or FSU Libraries. You are expected to complete these assigned readings before each class meeting. Completing the readings is essential for success in this class. In fact, I view reading of academic journal articles as more important than reading the textbook. I also strongly encourage you to keep on top of current events. I will discuss them periodically in class, but reading the news is essential to applying course concepts and will assist you with assignments. **I highly recommend you follow the BBC News, and Washington Post MonkeyCage blog post, a daily collection of analyses written by political scientists about current events.**

Grading Policy

Your grade in this class will be based on four components: attendance, participation, two short written assignments, and an in-class written final exam. With the exception of the final exam, and attendance, all assignments will be submitted via Canvas. **Late Assignments and Make-up Exams/Quizzes will not be accepted without a university-approved excuse and instructor approval.** Every component is worth 100 points, the weight of each component is listed below:

Attendance	10%
Participation	20%
Research Literature Reviews	30%
Final Exam	40%

Attendance: I will not take attendance on a daily basis. Your attendance grade will be based on ten randomly given quizzes. These quizzes will each contain three open-ended questions covering

readings and lecture from any point previously covered in the course. I will not announce when these quizzes will be given. If you are not present for a quiz, you will receive a zero. **Make-up quizzes are not permitted.** In an extreme circumstances, I reserve the right to waive an attendance quiz; but, I will only do so if provided documentation of a university-approved excuse. University approved excuses include military service, jury duty, documented illness, etc. I drop the lowest attendance quiz grade at the end of the semester.

Participation Reading course materials, participation, and discussion are crucial for understanding material in an upper-division course. You are to submit 3 questions/points of discussion on any ten academic journal articles (starred readings in the syllabus). You will submit your questions to Canvas by 11:59pm the day before that reading is scheduled for class. I will use your submitted questions as starting points for class discussion. You do not need to inform me in advance of your selections. Simply upload the questions to the appropriate folder on Canvas.

Research Literature Reviews: You are expected to complete two academic literature reviews pertaining to two different research questions of interest in political science and the study of Western European Politics. You will develop two research questions based on your personal interests and/or current events. Your literature review will summarize and analyze some of the extant research pertaining to your question. You must cite 7-10 academic sources, and your review should be between 3-5 pages in length. The requirements are as follows:

- 3-5 pages in length, typed, double-spaced, Times New Roman 12 point font, 1 inch margins.
- 7-10 academic sources. Sources must be cited in text and listed on a separate reference page, which is not included in your page count.
- You are to use Harvard style citation format for all sources.
- Sources are restricted to the following peer-reviewed academic journals:
 - American Political Science Review (APSR)
 - American Journal of Political Science (AJPS)
 - Journal of Politics (JOP)
 - Comparative Political Studies (CPS)
 - British Journal of Political Science (BJPS)
 - European Journal of Political Research (EJPR)
 - West European Politics

Some examples of topics (not an exhaustive list):

- Anti-Establishment Parties
- Euroskepticism
- Women's and minority representation
- Semi-Autonomous and Breakaway regions
- European integration

Good research questions/topics will apply to Western Europe, but are broad in scope. For example, you may be interested in *Brexit*, but that's a little too specific. Instead, think about why a government would introduce a referendum, or why certain people are not supportive of EU integration broadly.

You will be graded on grammar, citation style and formatting, inclusion of appropriate literature, and quality of writing/analysis. The first literature review is due **February 2nd at 11:59pm**. The second literature review is due **March 23rd at 11:59pm**. Both are to be submitted via Canvas.

Final Exam: You will have one final exam worth 40% of your final grade. The exam is short-response format. I will provide you with four possible exam questions on Monday, April 23rd. The exam is scheduled by the University on **Thursday, May 3rd, 10:00 am to 12:00 pm**. You should prepare responses for three of the questions. On exam day, I will provide you three questions, from which you will write responses for two. You are required to purchase a Blue Book for the exam, **I will not provide a Blue Book for you.**

Grading Scale

Finally, note that I adhere to the following number-to-letter grade conversion chart for all exams, papers, assignments, quizzes and final grades. Grades ending in .5 or higher are rounded up to the nearest whole percentage point: *An A is the highest grade you can earn in this class

93 or above=A*	90-92=A-	87-89=B+	83-86=B	80-82=B-	77-79=C+
73-76=C	70-72=C-	67-69=D+	63-66=D	60-62=D-	0-59=F

Grade Changes: I am certainly open to and actively encourage you to challenge me both in class as well on disputed test questions/essay points - sometimes, I make mistakes and sometimes, it is possible that more than one answer or perspective is correct. If you present an empirically-defensible case as to why your answer/assumptions are also correct (for which I originally took off points), I will gladly give back partial or full credit, dependent on the quality of your argument.

However, at the end of the semester, there are inexorably a handful of students who send me a late night email requesting (and at times, incoherently demanding) that I raise their final grade, whether from a D+ to a C-, or a B+ to an A- or anywhere in between. Two remarks on this rather bold and questionable strategy.

First, I try to be charitable in terms of the grading scheme already -both the attendance grades and participation grades (30% of your final grade) are designed to give your grade a "cushion." I am also certainly willing to review all of your submissions to make sure I did not accidentally type something in incorrectly into Canvas.

Secondly, the "But I NEED a/an (insert grade here); can you just raise my grade X-number of points" argument reflects a fundamental misunderstanding of the nature of grades. Implicit in this statement is the assumption that grades are capriciously handed out on the instructor's whim or fancy and are not based on the student's demonstrated mastery of the material. In college, grades are a reflection of your mastery of the course material. There are many things YOU can do to enhance your mastery of the material, and consequently, your grade.

- Attend class-not just because there might be a quiz

- “Be present”: Pay attention in class and participate
- Read materials (even those for which you don’t plan on submitting questions)
- Ask questions-in class or during office hours/by email
- Do not procrastinate on assignments

Email Policy

Please include your first and last name and course information in the subject line of your email. When I receive your email, I will make every effort to respond in a timely manner, usually within 48 hours. Though you may receive a reply sooner than that, you should not expect an immediate response. Please treat all email correspondences with your instructor as you would treat any other professional exchange. Accordingly, I expect emails to be respectful and polite, to use correct grammar and complete sentences. I reserve the right to summarily delete rude, disrespectful, and/or poorly written emails without reply. Please note I have structured the course and office hours so as to best assist you in mastering the materials. Please utilize office hours, in-class time and your syllabus to answer any doubts you may have. Finally, I will contact you via your FSU designated email address via Canvas, so please see to it that your account is setup such that you are able to receive these communications.

Technology Policy

The use of technology in the classroom can be wonderful way to directly engage with the political world and bring course materials ‘to life’ in the classroom. From time to time, I may utilize videos, YouTube clips, Twitter or Facebook because it can be a fun way to keep us all motivated and engaged with real life politics as it happens on the ground. That said, cell phones and laptops are generally a distraction and detrimental to the classroom experience. They have the tendency to take students away from the lecture and impede the active engagement with students, instructors and/or peers. While I do permit the use of Laptops and tablets for note-taking, I encourage you to leave your laptops at home, to take notes with a pen or a pencil and to engage in classroom discussions. Given the time and effort I invest in planning each course period, I am hard pressed to see a reason as to why you would need to have your phone available to you during class time. Please consider turning your cell phones off, not on silence or vibrate. Texting under your desk fools no one. I can assure you that you won’t find the answers which may be pertinent to our class discussion on Facebook or Twitter.

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “...be honest and truthful and... [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

Academic Accommodations

In keeping with the Americans With Disabilities Act and University policy, students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way 108
Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice) (850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services. For a comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Final (perhaps reiterative) Notes on Course Protocol:

- I cannot make my lecture slides or notes available, so make friends with your neighbor today! If you must be absent from a class, please get the class notes from one of your colleagues.
- Arriving late and leaving early is disruptive to all of us who made it a priority to get to class on time and be here. Please enter and exit the classroom quietly with minimal interruptions and take a seat close to the door.
- Please keep private conversations private. Discussions with your neighbor are distracting for me as well as other students. If you have a thought on the course material or a question, speak up so we can all hear you! Please feel free to share your thoughts on the lecture topic with all of us.
- I reserve the right to dismiss individual students from the classroom for disruptive use of technologies. I also reserve the right to have everyone close or put away their laptop/tablet etc. if the use of these technologies detracts to our classroom experience, as defined by me.
- I reserve the right to dismiss disruptive individuals from the classroom and report them to the Dean of Students.
- I do not tolerate academic dishonesty in any form, and will pursue the full penalties for violations thereof. For your reference, the Florida State University Academic Honor Policy is listed above.

Syllabus Change Policy

Except for changes that substantially affect parameters of evaluation, including grading and the scheduling of the final exam, this syllabus is subject to change at discretion of the instructor. I will provide you with advance notice in class and via your university registered email contact.

Course Schedule

Date	Topic	Reading
Part I		
Introduction and Historical Background		
January 8	Syllabus Overview	None
	Introduction	
January 10	What is and Where is Europe?	Magone, Chp. 1
January 12	19th Century(and before) Highlights	Magone Chp. 2. p, 25-52*skim North & Weingast (1989)**
JANUARY 15 NO CLASS-MLK DAY		
January 17	19th Century cont'd	Weyland(2010)**
January 19	20th Century Highlights	Magone Chp. 2
January 22	20th Century Cont'd Current Struggles	King et al (2008)** p. 52-75 *skim Magone, Chp. 3 BBC News "Six Tribes"
Part II		
Opinion and Behavior		
January 24	Ideology and Opinion	Adams, Green, & Milazzo (2012)**
January 26	Participation	Sloam (2012)** Braconnier et al (2017)**
January 29	Protest Behavior & Trust	Kern (2011)** Kumlin et al (2012)**
Part III		
Institutions		
January 31	Political Parties	Magone Chp. 10 *skim
February 2	Political Parties cont'd	Mair & Mudde (1998)**
FIRST LIT REVIEW DUE 11:59PM		
February 5	Electoral Systems I	Magone Chp. 11 Cary & Hix (2011)**
February 7	Electoral Systems II	Mitchell (2014)**
February 9	Parliaments I: Structure and Function	Magone Chp. 6
February 12	Parliaments II: Representation	Krook, Lovenduski, & Squires (2009)** O'Brien & Rickne (2016)** Roberts, Seawright & Cyr (2012)** Cowley & Childs (2003)**
February 14	Parliaments & Coalitions	Ezrow & Xezonakis (2011)** Golder (2006)**
February 16	Executives I	Magone Chp 5 Schlieter & Morgan-Jones (2010)**
	Executives II	Tiersky & Jones, Chp. 1 (France)
February 19	Central, Regional, and Local gov.	Magone Chp. 9
February 21	Domestic Devolution	Bonafont & Roque (2011)** Conversi (1993)**
February 23	EU Elections/Representation	Hobolt & Tilley (2014)**
February 26	EU and Democratic Deficit	Majone (2006)** Moravcsik (2006)** Follesdal & Hix (2006)**

Course Schedule		
Date	Topic	Reading
March 2	Challenges of Integration	Magone Chp. 13 Tiersky & Jones Chp. 9 Taggart (1998)**
	Financial Crisis & Brexit	Hug & Sciarini (2000)** BBC “All You Need to Know” Copelovitch et al (2016)** Fabbrini (2013)**
Part IV	Special Topics	
Special Topic I	Immigration	
March 5	Migration in Europe: A History	WaPo “How Europe” Tiersky & Jones Chp. 13
March 7	Migration: Current Affairs	BBC News “Child Asylum” Sides & Citrin (2007)**
	NO CLASS MARCH 9 SPRING BREAK 3/12-3/16	
March 19	Migration: Public Opinion Europe and Islam	Fitzgerald et al (2012)** Helbling & Traunmüller** The Guardian “Europeans Greatly Overestimate”
Special Topic II:	Terrorism	
March 21	Background to the Conflict	WaPo “45 Years” Aksoy & Carter (2012)**
March 23	Migration and Terror? SECOND LIT REVIEW DUE AT 11:59pm	BBC News “Cologne Terror”
March 26	Policy Responses	Nazli (2014)** Sinkkmen (2016)** Malkki (2016)** WaPo “After Berlin”
Special Topic III	Rise of the Anti-Establishment	
March 28	What is the Anti-Establishment?	McDonnell & Newell (2011)**
March 30	AE: Across the Continent	Hartleb (2015)** Mudde (2013)** NYT “Europe’s Rising Far Right” BBC “Guide to the Right”
April 2	Support for the AE/RR-Demand Explanations	Golder (2016)** Treib (2014)** Mudde (2010)**
	NO CLASS 4/4-4/9	
April 11	Demand cont’d	Abedi (2002)** Rydgren (2008)** Lucassen & Lubbers (2012)** Inglehart & Norris (2017)**

Course Schedule

Date	Topic	Reading
April 13	Supply Side Explanations	Agerberg (2017)** Bustikova (2014)**
April 16	Countries in focus: Italy	Tiersky & Jones Chp. 4 Mosca (2014)** WaPo "Italy Voted No"
April 18	UK	Abedi & Lundberg (2009)**
April 23	Germany	WaPo "Germany Anti-Immigrant" Franzmann (2016)**
	FINAL EXAM QUESTIONS ON CANVAS	
April 25	Review	
April 27	NO CLASS-Prepare for Exam	
FINAL EXAM	THURSDAY 05/03/18 10:00 AM-12:00 PM	