

Political Science 341
European Politics
Winter 2008
T-TH 1:35-2:50

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Classroom: 280 SWKT
Office hours: W 2:00-4:00

This course introduces the politics of contemporary Europe by looking at selected countries. For much of the post-WWII era, it was widely assumed that “becoming modern” meant becoming like the United States. Yet Britain, France, Italy and Germany all developed prosperous economies and well-functioning democracies that differ in important ways from the US and from each other. What are these differences? Where do they come from? Why, if at all, do they matter? Are they at the heart of the recent and sometimes bitter debates between the US and some European countries? These are the broad themes of the course.

We spend two weeks learning about each of the four Western European democracies listed above. In addition, we will try to gain an understanding of the transformation processes in Eastern Europe. In the final session of most two week blocks, we will step back and consider some *broader* problem in European politics of which the nation just studied is a particularly good example: Britain (European ambivalence about the transatlantic relationship with the US), France (dealing with immigration), Italy (the decline of political parties), Germany (European political economy), and Eastern/Central Europe (the transformation to democracy and capitalism). We also will devote one block to the European Union.

The requirements for the course are two papers of six to eight double-spaced pages, three one page argument papers, an in-class debate or oral report plus a take-home final exam. There also will be quizzes on most of the textbook readings. You may drop your lowest quiz score. Grades are calculated as follows:

Two 6-8 page Papers (15% each)	30%
Email and Participation	20%
Quizzes	20%
Final Exam	20%
Midterm Debate or Oral Report	10%

You will be challenged to think, write and argue about a range of political issues. In doing so, you will need to grapple with the arguments of others -- those of your classmates and of the assigned readings. The class is premised on your participation in using the readings to discuss the political choices Europeans face. The course will be a mix of lecture and discussion. The reading will range from 60-150 pages per week. Generally, we will have one to three readings to discuss per class session. I will hand out some basic materials which will help you think critically about the readings and learn to take reading notes that will help you organize the main points.

The class is also premised on your participation in identifying and discussing the main issues in the texts we will read. Read carefully, and come to class ready to make connections to other readings or to contemporary events, to synthesize points and to ask questions. Actively, appropriately, and consistently joining class discussions will push up your grade. But don't join in just for the points. Discussion is a way to clarify your understandings and to try out your conclusions with your classmates.

The two main papers must “build an argument” while considering other viewpoints. I encourage you to discuss the paper topics with your classmates and also to use the writing lab resources for a range of “craftsmanship” issues. I strongly recommend that you have a classmate read your draft and help you edit your papers. No doubt, you will be called upon to return the favor.

In all papers, the prose must ultimately, of course, be your own, and you should use standard social science composition form for attribution of ideas to others (i.e., Author: Page) plus a bibliography. The internet has made plagiarism easy, but it has also made catching plagiarism easy; please don't compromise our standards of excellence and integrity by taking plagiarism lightly. While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet. Details about Academic Honesty can be found at the Honor Code site (honorcode.byu.edu).

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing. The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab (FHSS also has its own writing lab located in 1051 JFSB) or consult me or another faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

The papers are due **as indicated in the syllabus**, and **no extensions** will be given except in the case of exceptional personal circumstances. Students should also familiarize themselves with BYU's fairly strict policy on incompletes, a policy that I do not control and cannot change.

The main text, Kesselman and Krieger's *European Politics in Transition* (sixth edition, 2008), is available in the bookstore. Also required for the course is the paperback by

David Edgar. I will give you instructions on how to purchase the additional readings. Finally, you should read a European newspaper regularly. There is a list of English-language sites at <http://www.world-newspapers.com/europe.html>. You may be surprised to learn that, for example, there are about a half a dozen Czech sites available *in English*. For the broadest English-language coverage, I recommend London's *Financial Times*. Of course, if you read another European language, your options are broader still. A current sent of links to European newspapers, including a majority in the vernacular languages, is the Newslink site at <http://www.newslink.org/nonuse.html>. I'm afraid Newslink doesn't always keep its links up to date, but once you know the name of a paper you want to explore, you can generally find its current URL through Google.

Reading and Email Assignments

The following assignments are structured by weeks of the semester. At the end of each class meeting, I usually will give specific information about which readings are next in line, although the general rule is that the syllabus is arranged in chronological order. The syllabus is subject to change as needed. Before each class that does *not* have a textbook assignment, you should submit, via email, a short set of comments and questions about that day's reading assignment. However, if you have not actually done all of the reading, then you should not submit an email. Such emails waste my time and yours, and it is quite obvious when students have not read carefully. 15% of your grade will be determined by these short (1-2 paragraph) submissions. They are due by 9:00 am on the day of class. Each student may miss one email without penalty. Remember, no emails are due on days we have textbook readings.

Weeks 1-2: (September 2-11) Europe's Hard Road

(9/2) Introduction to the class. *European Politics in Transition*, Introduction, pp. 2-32.

(9/4) Ignazio Silone, excerpt from *The School for Dictators*, (New York: Harper & Brothers), 1938. Reprinted in Lewis Coser (ed.), *Sociology Through Literature*, (Englewood Cliffs: Prentice-Hall), 1972, pp. 289-297 **and also** John Maynard Keynes, *Essays in Persuasion*, (New York: Norton), 1963, pp. 77-79, 135-147, 312-322.

(9/9) Tony Judt, "Europe vs. America," in *New York Review of Books* 52(2), February 10, 2005 **and also** Robert Kagan, "Power and Weakness," *Policy Review* 113, June-July 2002.

(9/11) John Stephens, Evelyn Huber, and Leonard Ray, "The Welfare State in Hard Times," in Herbert Kitschelt et al., eds., *Continuity and Change in Contemporary Capitalism* (Cambridge: Cambridge University Press), 1999, pp. 164-193.

Weeks 3-4: (September 16-25) Great Britain: From Consensus to Right and Left
Landslides

(9/16) *European Politics in Transition*, Part 2 (**Quiz 1**).

(9/18) Dennis Kavanagh, *Thatcherism and British Politics: The End of Consensus?* (New York: Oxford University Press), 1990, pp. 246-280 **and also** Philip Stephens, *Tony Blair: The Price of Leadership*, (London: Politico's), 2004, pp. 171-92 **and also** Jonathan Freedland, "Who is Gordon Brown?" *New York Review of Books*, 54(16), October, 2007.

(9/23) Andrei Markovits, *Uncouth Nation: Why Europe Dislikes America*, (Princeton: Princeton University Press), 2007, pp. 81-133 **and also** Charles Kupchan, "The End of the West," in *The Atlantic*, November 2002, pp. 42-44 **and also** Walter Russell Mead, "Tumultuous Britain," *Prospect*, November 2007.

First paper assigned on September 23 (due October 1).

(9/25) John Kampfner, *Blair's Wars*, (London: Free Press), 2004, pp. 3-17 and pp. 255-84 **and also** Paul Hoggett, "Iraq: Blair's Mission Impossible," in *British Journal of Politics and International Relations*, 7(3), 2005, pp. 418-428 **and also** John Keegan, "We Can't Walk Away, Even After 100 Dead," in *The Telegraph*, February 1, 2006.

Weeks 5-6: (September 30-October 9) France: The Strong State and the Anxious Society

(9/30) *European Politics in Transition*, Part 3 (**Quiz 2**).

First paper is due Wednesday, October 1 at 4 pm at the political science secretaries' office (745 SWKT).

(10/2) Suzanne Berger, "The Coming Protectionism (or Why France, a Country with a Trade Surplus, Sees Foreign Trade as a Source of Rising Unemployment)," in *Business in the Contemporary World*, 1, 1995, pp. 40-51 **and also** Joe Klein, "France? It's like 1970s America," in *The Guardian*, May 28, 2002 **and also** Catherine Wihtol de Wenden, "Urban Riots in France," *SAIS Review*, 26(2), Summer 2006, pp. 47-53.

(10/7) Gary Freeman, "Modes of Immigration Politics in Liberal Democratic States," in *International Migration Review*, 29(4), 1995, pp. 881-913 **and also** Jonah Levy, "Redeploying the State: Liberalization and Social Policy in France," in Wolfgang Streeck and Kathleen Thelen, eds. *Beyond Continuity: Institutional Change in Advanced Political Economies*, New York: Oxford Univ. Press), 2005, pp. 103-26.

(10/9) David Beriss, "Scarves, Schools and Segregation: The Foulard Affair," in *French Politics and Society*, 8(1), 1990, pp. 1-13 (the packet also contains English translation of selected passages) **and also** Robert Leiken, "Europe's Angry Muslims," in *Foreign Affairs*, July/August, 84(4), 2005, pp. 120-31 **and also** Jytta Klausen, *The Islamic Challenge: Politics and Religion in Western Europe* (Oxford: Oxford University Press), 2005, pp. 107-135.

Weeks 7-8: (October 14-23) Germany: Going Broke?

(10/14) *European Politics in Transition*, Part 3 (**Quiz 3**).

(10/16) Ralf Dahrendorf, *Society and Democracy in Germany*, (New York: Norton), 1967, pp. 252-265.

(10/21) Anton Kaes, *From Hitler to Heimat: The Return of History as Film*, (Cambridge: Harvard University Press), 1989, pp. 162-164 and 182-192.

(10/23) Economist, "Who Are the Champions?" *The Economist*, February 8, 2007 **and also** Peter Hall, "Organized Market Economies and Unemployment in Europe: Is It Finally Time to Accept Liberal Orthodoxy?" in Nancy Bermeo, ed., *Unemployment in the New Europe*, (New York: Cambridge University Press), 2001, pp. 52-86

Week 9: (October 28-30) Iraq War and Transatlanticism Debates. Readings TBA.

(10/28): In-class reports on the war and transatlanticism debates from the European press.

(10/30): In-class debates for those not doing reports.

Weeks 10-11: (November 4-13) Italy: The Decline of Babies and Parties

(11/4) *European Politics in Transition*, Part 5 (**Quiz 5**).

(11/6) Russell Shorto, "No Babies?" in *New York Times*, June 29, 2008 **and also** Elizabeth Krause, "'Toys and Perfumes': Imploding Italy's Population Paradox and Motherly Myths," in *Barren States: The Population "Implosion" in Europe*, edited by Carrie Douglass, (Oxford: Berg), 2005, pp. 159-182.

(11/11) Edward Banfield, "Amoral Familism in Southern Italy," in Mattei Dogan and Richard Rose, *European Politics*, (Boston: Little, Brown and Co.), 1971, pp. 78-87 **and also** William Riordan, *Plunkitt of Tammany Hall*, Terrence McDonald

(ed), (Boston: Bedford Books), 1994, pp. 45-51 **and also** Pino Arlacchi, "Mafia: The Sicilian Cosa Nostra," in *South European Society and Politics*, 1(1), Summer 1996, pp. 74-94 **and also** five extremely short *Economist* articles: "Christ Still Stops at Eboli," August 16, 2007, "Catching the Boss," November 8, 2007, and "A Declining family Business," December 6, 2007, "Buona Fortuna," February 7, 2007 and "An Unflattering Reflection" February 8, 2007.

Second paper topics handed out in class on Tuesday, November 11 (due Friday November 21).

(11/13) Richard Katz and Peter Mair, "Changing Models of Party Organization and Party Democracy: The Rise of the Cartel Party," in *Party Politics*, 1(1), 1995, pp. 5-28.

Weeks 12-13: (November 18-December 4) The European Union: Shaky or Stable?

(11/18) *European Politics in Transition*, Part 8 (**Quiz 5**).

(11/20) No Class.

(12/2) Craig Parsons, "Showing Ideas as Causes: The Origins of the European Union," in *International Organization*, 56(1), 2002, pp. 47-84.

(12/4) Andrew Moravcsik, "What Can We Learn from the Collapse of the European Constitutional Project?" in *Politische Vierteljahresschrift* 47(2), 2006, pp. 219-241 **and also** reactions by Giandomenico Majone, "Is the European Constitutional settlement Really Successful and Stable?" and Pepper Culpepper and Archon Fung, "What Can We Learn from Social Science about Democracy in Europe?" **and also** Moravcsik, "A Response to Eight Critics."

Week 14: (December 9-11) Eastern and Central Europe: The New Europe

(12/9) *European Politics in Transition*, Part 7 (**Quiz 6**).

(12/11) David Edgar, "Pentecost," entire **and also** Gabriel Almond, "Capitalism and Democracy," in *PS: Political Science and Politics*, September 1991, pp. 467-474 and also "Czechs with Few Mates," *Economist*, August 30, 2007.

A take home final will be handed out the last day of class (December 11). It is due to the political science secretaries (745 SWKT) by 4 pm on Friday, December 18. You may turn it in before this day and time if you wish.

