

Political Science 359-1
Northern European Politics

Winter semester 2009

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MWF 11-11.50
JKB 1108

Office hours: T 10-12, W 1-2
or by appointment

Course description

The Nordic countries consistently rank in the Top Ten in the HDI (standard of living ranking) and World's happiest countries. Their image is one of idyllic fjords, pine forests, long summer days and cold Arctic nights. The five countries that have traditionally made up 'Norden' (the North) - Iceland, Denmark, Norway, Sweden and Finland have been at the forefront of 'alternatives' for decades, in political, economic, social terms. Now we can add the three Baltic States - Estonia, Latvia and Lithuania to the mix, and speak of a Baltic Sea Region.

This Comparative Politics course in Northern European Politics will explore the frozen reaches of this forgotten corner of Europe. The subject matter is ordered on national, regional and wider European themes to provide structure to the myriad of issues that could be discussed. The material is of direct relevance to many issues more familiar and closer to home - government, economics, social welfare, immigration, nation/state building, and security policy. In this sense, the discussion of Northern European Politics provides a lens through which we may view our own activity, and a measure of alternatives.

Given that the class size is smaller than normal, the primary format for this course will be class discussion. The discussion is facilitated by your reading of the assignments prior to class. Think about the subject before class - informed discussion based on the readings and thoughtful consideration of the issues is encouraged. The course is organised around a number of key texts, so it is imperative that you read the assignment and come to class prepared to talk.

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.

The particular objectives for this class are to inform students about the nature of government, politics and society in several of the countries of Northern Europe. By studying the ideas and information presented through the class, students can gain both a better understanding of the world around them and a greater capacity to affect the world for good. Furthermore, students should see the course not just as a means to acquire specialised knowledge, but also as an opportunity to develop important academic and life skills, including critical thinking and communication.

For more information on the learning outcome objectives of the Political Science department, visit <http://learningoutcomes.byu.edu>.

Reading

There are **FOUR** required texts for this class. Other readings are available on Blackboard:

- David Arter, *Scandinavian Politics Today*, 2nd Edition;
- Marko Lehti and David Smith (eds.), *Post-Cold War Identity Politics: Northern and Baltic Experiences*;
- Walter C. Clemens Jr., *The Baltic Transformed: Complexity Theory and European Security*;
- Frank Möller, *Thinking Peaceful Change: Baltic Security Policies and Security Community Building*.

Assessment

1. Research papers **60% (3 x 20%)**

The research paper assignment for this class consists of writing **THREE** papers, each between 10-15 pages, according to the following guidelines:

- The assignment is to write a 10-15 page paper. This includes all notes and references.
- The text should be double spaced.
- You may use footnotes at the bottom of the page, where you expand on the main text.
- The paper is to use a formal citation style. Citation references are to be done in the HARVARD style. See the style guide on Blackboard.
- Pages are to be numbered consecutively.
- A cover sheet should state the title of the paper and other relevant information.

The three papers are to address an issue of your choice at the **NATIONAL, REGIONAL** and **EUROPEAN** level. You must discuss your choice of subject with me prior to beginning. You can select any country/countries from the region. Research support is available from me in terms of references, links and even translation where possible.

There is such a wide range of issues that can be covered, and we do not touch upon all of them in the course. This leaves the field open for your preference and interest. I recommend browsing aisle DL in the HBLL for ideas, inspiration and sources. See also the selected readings list on Blackboard.

Paper 1: National, is due	Friday 6 th February
Paper 2: Regional, is due	Friday 13 th March
Paper 3: European, is due	Monday 13 th April

2. Final exam **20%**

M 20 April, 11-1.50pm.

The final exam is comprehensive. Two essay questions, each 10%. There is no early exam.

3. Participation **20%**

I have found that a smaller class size has a much different dynamic than a 35+ class. We have greater opportunity for flexibility and discussion. I do not want to waste that opportunity. I don't take a roll of attendance, but absence will hurt a class of this small size. I expect students to engage in the discussions. Answering direct questions is good, but they should be expansive and represent a good grasp of the material. I do not ask for students to sit there and listen; I asked for students to sit there and talk, engage, and discuss. Expect to talk in every class and also expect to answer questions about the assigned readings every day. These discussions will allow you to express your opinions on the subject matter, and engage in what can be a lively and engaging discussion.

Your participation in these debates and discussions is graded, in terms of quality and quantity. Please read the assigned material and come prepared to contribute. Contributions can of course be made voluntarily, or I will ask you for your comment. If you miss class, are late, are unprepared for the discussion, or your comments do not meet the expectations, then your grade for class participation will drop accordingly.

To avoid disappointment at the end of the semester, if you have any questions about what I expect for a particular grade or assignment, or for feedback, please contact me. I would much rather that you ask before hand rather than complain after the grade.

Grades are not curved. The score of 94 and above is an A. Any score between a 90 and a 93 is an A-. The score of 87 and above is a B+, 83-86 is a B, and 80 to 82 is a B-. The same system is used for C's and D's. I will happily discuss your grades with you, but make a practice not to amend the grade once given. There is no extra credit. I don't want more work - just better work.

Expectations

You're all adults; you've paid for this class. As much as I will try to provide value for money and time, you will get out as much as you put into this class. I expect you to attend class. I expect you to have read some of the assigned reading prior to each class, and to be able to comment on it upon request. I do not intend this to be a formal lecture series – ask questions! If we take the whole class answering your questions about the topic for that day, and have an engaging class discussion, that's fine by me! I expect you to participate in class.

Honour code:

In keeping with the principles of the BYU Honour Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Always provide references to the sources of your ideas and data, and never reprint large pieces of published material without using appropriate punctuation marks (quotation marks or, for more than a few lines of cited text, indentation). This applies to material you find on the Web as well as traditional published material. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation that each student will abide by all Honour Code standards. Please call the Honour Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honour Code Office (4440).

Students with Disabilities

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Class Schedule:

#	DATE	SUBJECT
1	M 5 JAN	Introduction to the course Questions of Comparison: Mayer pp. 1-7, O'Neil pp. 1-15
2	W 7 JAN	Sweden
3	F 9 JAN	Finland
4	M 12 JAN	Norway: - T.H. Eriksen, 1999, 'Being Norwegian in a shrinking world,' in Anne Cohen Kiel (ed.), <i>Continuity and Change: Aspects of Modern Norway</i> .
5	W 14 JAN	Denmark
6	F 16 JAN	Estonia: - Clemens, Chapters 1-2; - Klinge, pp. 148-167.
7	W 21 JAN	Latvia: - Clemens, Chapters 1-2; - Klinge, pp. 148-167.
8	F 23 JAN	Lithuania: - Clemens, Chapters 1-2; - Klinge, pp. 148-167.
9	M 26 JAN	The Scandinavian party system: - Arter, Chapter 3
10	W 28 JAN	The main party types: - Arter, Chapter 4
11	F 30 JAN	'Earthquake elections' and new parties: - Arter, Chapter 5
12	M 2 FEB	Party system change: - Arter, Chapter 6
13	W 4 FEB	The Nordic model of government: - Arter, Chapter 7
14	F 6 FEB	The Nordic welfare model: - Arter, Chapter 8; - Mikko Hautto et al, 1999, 'Introduction: the Nordic welfare states in the 1990s,' in Mikko Hautto et al (eds.), <i>Nordic Social Policy: Changing Welfare States</i> ; - Jørgen Goul Andersen, 1999, 'The legitimacy of the Nordic welfare states: trends, variations and cleavages,' in Mikko Hautto et al (eds.), <i>Nordic Social Policy: Changing Welfare States</i> .

- 15 M 9 FEB **Scandinavian parliamentarism:**
- Arter, Chapter 9
- 16 W 11 FEB **Northern narratives:**
- Lehti & Smith, Chapter 1
- 17 F 13 FEB **The Nordic 'Near Abroad':**
- Lehti & Smith, Chapter 2
- 18 T (M) 17 FEB **History and post-Cold War identity politics:**
- Lehti & Smith, Chapter 3;
- Möller, Chapter 12.
- 19 W 18 FEB **Nordic vs. Northern:**
- Lehti & Smith, Chapter 5
- 20 F 20 FEB **Baltic independence and Creating good government:**
- Clemens, Chapters 3-4;
- Klinge, pp. 168-174.
- 21 M 23 FEB **Self organisation, Social capital and Human development:**
- Clemens, Chapters 5-6
- 22 W 25 FEB **The ethnic mix - immigration and integration:**
- Clemens, Chapter 7
- 23 F 27 FEB **Energy politics:**
- Clemens, Chapter 8
- 24 M 2 MAR **Emancipating the Finnish nation:**
- Lehti & Smith, Chapter 4
- 25 W 4 MAR **Getting close to Latvia:**
- Lehti & Smith, Chapter 6
- 26 F 6 MAR **No class**
- 27 M 9 MAR **Estonia's identity crisis:**
- Lehti & Smith, Chapter 8
- 28 W 11 MAR **A Lithuanian Europe:**
- Lehti & Smith, Chapter 9
- 29 F 13 MAR **A Nordic nexus of security:**
- Jones, Chapter 6;
- Arter, Chapters 11-12.

- 30 M 16 MAR Norden and NATO:**
- Mike Winnerstig, 2001, 'Sweden and NATO,' in Huldt, Tiilikainen, Vaahtoranta and Helkama-Rågård (eds.), *Finnish and Swedish Security: Comparing national policies*;
 - Pekka Sivonen 2001, 'Finland and NATO,' in Huldt, Tiilikainen, Vaahtoranta and Helkama-Rågård (eds.), *Finnish and Swedish Security: Comparing national policies*.
- 31 W 18 MAR Constructing security in the Baltic States:**
- Jones, 2001, 'The development of the armed forces in the Baltic States,' *NEBI Yearbook 2001/2002*;
 - Möller, Chapters 6 and 8.
- 32 F 20 MAR Nordic images of Russia:**
- Örjan Berner, 2001, 'Sweden and Russia,' in Huldt, Tiilikainen, Vaahtoranta and Helkama-Rågård (eds.), *Finnish and Swedish Security: Comparing national policies*;
 - Christer Pursiainen, 2001, 'Finland and Russia,' in Huldt, Tiilikainen, Vaahtoranta and Helkama-Rågård (eds.), *Finnish and Swedish Security: Comparing national policies*.
- 33 M 23 MAR Baltic images of Russia:**
- Erik Noreen & Roxanna Sjöstedt, 2004, 'Estonian Identity Formations and Threat Framing in the Post-Cold War Era,' *Journal of Peace Research*, Vol. 41 No. 6, pp. 733-750;
 - Möller, Chapters 11-12;
 - Clemens, Chapter 10.
- 34 W 25 MAR Can Russia become a Baltic country?**
- Lehti and Smith, Chapter 10;
 - Möller, Chapter 7;
 - Arkady Moshes, 1999, 'Russian Policy in the Baltic Region' in Olav Knudsen (ed.) *Stability and Security in the Baltic Sea Region: Russian, Nordic and European Aspects*;
 - Dmitri Zimine, 2001, 'Limits of Integration: The case of North-western Russia,' *NEBI Yearbook 2001/2002*;
- 35 F 27 MAR The Soviet legacy in the Baltic:**
- Jakub Godzimirski, 1999, 'Soviet Legacy and Baltic Security: The Case of Kaliningrad,' in Olav Knudsen (ed.) *Stability and Security in the Baltic Sea Region: Russian, Nordic and European Aspects*.
- 36 M 30 MAR Baltic security options:**
- Violeta Motulaite, 1996, 'Sources of national security in Lithuania,' in Palme Center, *Visions of European Security – focal point Sweden and Northern Europe*;
 - Ronald Asmus and Robert Nurick, 1996, 'NATO enlargement and the Baltic States,' *Survival*, Vol. 38 No. 2, pp. 121-142;
 - Möller, Chapter 13;
 - Clemens, Chapter 11.

- 37 W 1 APR A Nordic-Baltic nexus: swans and cygnets:**
- Pertti Joenniemi, 1997, 'The Baltic Nexus: towards Cooperative regional security,' in Palme Center, *Hard and soft security in the Baltic Sea Region*;
 - Clive Archer, 1999, 'Nordic Swans and Baltic Cygnets,' *Cooperation and Conflict*, Vol. 34 No. 1, pp. 47-71;
 - Clive Archer and Christopher Jones, 1999, 'The Security Policies and Concepts of the Baltic States: Learning from their Nordic neighbours?' in Olav Knudsen (ed.) *Stability and Security in the Baltic Sea Region: Russian, Nordic and European Aspects*.
- 38 F 3 APR The Nordic countries and the EU:**
- Lee Miles, 1996, 'The Nordic countries and the fourth EU enlargement,' in Lee Miles (ed.), *The European Union and the Nordic Countries*;
 - Tapio Raunio, 2007, 'Softening but Persistent: Euro scepticism in the Nordic EU countries,' *Acta Politica*, Vol. 42 No. 2-3, pp. 191-210;
 - Arter, Chapter 13.
- 39 M 6 APR Denmark and the EU:**
- Buch & Hansen, 2002, 'The Danes and Europe: From EC 1972 to Euro 2000 - Elections, referendums and attitudes,' *Scandinavian Political Studies*, Vol. 25 No. 1, pp. 1-26;
 - Thomas Pedersen, 1999, 'Denmark and the European Union,' in Lee Miles (ed.), *The European Union and the Nordic Countries*.
- 40 W 8 APR Sweden and the EU:**
- Anders Widfeldt, 1996, 'Sweden and the European Union: implications for the Swedish party system,' in Lee Miles (ed.), *The European Union and the Nordic Countries*;
 - Olof Petersson, 2000, 'The European debate in Sweden,' Groupement D'Etudes et de Recherches, *Notre Europe. Research and policy paper no. 12*;
 - Sieglinde Gstöhl, 2002, 'Scandinavia and Switzerland: small, successful and stubborn towards the EU,' *Journal of European Public Policy*, Vol. 9 No. 4, pp. 529-549.
- 41 F 10 APR Norway's EU exception:**
- Jo Saglie, 2000, 'Values, perceptions and European integration. The case of the Norwegian 1994 referendum,' *European Union Politics*, Vol. 1 No.2, pp. 227-249;
 - Martin Sæter, 1999, 'Norway and the European Union: domestic debate versus external reality,' in Lee Miles (ed.), *The European Union and the Nordic Countries*;
 - Ole Gunnar Austvik and Noralv Veggeland, 2001, 'Norway and EU Enlargement: Prospects for further integration,' *NEBI Yearbook 2001/2002*.
- 42 M 13 APR Review**