Politics of Europe

Europe has lived on its contradictions, flourished on its differences, and, constantly transcending itself thereby, has created a civilization on which the whole world depends even when rejecting it.

— ALBERT CAMUS (1913–1960), FRENCH-ALGERIAN PHILOSOPHER

Instructor: Eric H. Hines
Office: NCOR 332 (Map)
Office Hours: MWF 2:30PM-3:30PM
Email: eric.hines@umontana.edu

Course Number: PSCI 322
Class Location: LA 203
Meeting Time: MWF 11:10AM-12:00PM
Website: Moodle (http://umonline.umt.edu)
CRN (Add/Drop): 72557

You may schedule an appointment with me online at http://meetme.so/erichines.

COURSE DESCRIPTION AND PREREQUISITES

The purpose of this course is to promote an understanding of contemporary European politics. The course presents the argument that politics in Europe is distinct from the politics of other regions because of an ongoing process called Europeanization whose outcomes are shaped by five interrelated concepts: parliamentarism, democratization, socialism, nationalism, and integration. To support this thesis, this course shows how:

- Europeanization is the process by which the policies, institutions, and norms of individual European states are affected by the European Union and other states.

- The definition of "Europe" as a region is based more on culture and politics than geography, leading to disagreements about who is and is not a part of it.

- The nation-state, Europe's greatest contribution to political organization, is being slowly transformed by minority nationalism and European integration.

- European democracies are defined by their universal commitment to parliamentary democracy and near universal commitment to proportional representation.

- Socialism in its various forms has had a more profound effect on European politics, both East and West, than any other region in the world.

- European nationalisms are increasingly hostile to migrants and minorities, but Europe faces a rapidly increasing need for immigrants due to population decline.

- Europe had an unprecedented level of peace following the Cold War, but faces new challenges in maintaining that peace and ensuring its own security.

Prerequisites and Required Skills: To enroll, students must have junior or senior standing. There are no prerequisite courses or knowledge required for this course, but completion of PSCI 220 and a working knowledge of comparative government are recommended. Prerequisite skills include the ability to work in small groups.

REQUIRED MATERIALS

There are two required texts for this course available at the UC Bookstore:

Bale, Tim. 2013. *European Politics: A Comparative Introduction*. Third Edition. New
     York: Palgrave Macmillan. ISBN: 978-0230362949.

Hitchcock, William. 2004. *The Struggle for Europe: The Turbulent History of a Divided
     Continent 1945 to the Present*. New York: Anchor Books. ISBN: 0385497997.

All other required resources are available on Moodle.

COURSE LEARNING OUTCOMES AND ASSESSMENTS

After this course, students will have the knowledge & skills to:		*This is assessed by:*
1	Debate the relative effectiveness and legitimacy of different institutional forms of democracy.	Simulation Debriefing Midterm Exam
2	Explain the causes and consequences of Europeanization.	Midterm Exam Policy Memos
3	Propose solutions to policy issues facing European states that reflect historical, institutional, & ideational contexts.	Policy Memos Final Exam and Paper

COURSE PHILOSOPHY, CLASS PEDAGOGY, AND LEARNING OBJECTIVES

Learning is more than memorizing facts and answering questions on a test. It is the
process of enhancing your ability to use information to understand of how things work
and how to make them better. This course will enhance your ability to:

- Ask the right questions
- Frame good problems.
- Acquire information.
- Evaluate sources of information.

- Critically investigate & solve problems.
- Make choices among alternatives.
- Explain abstract ideas to others.
- Generalize to new situations.

Pedagogy

The structure of this course is influenced by a taxonomy of cognitive skills developed by
Benjamin Bloom. He identified six steps to the learning process students must complete
to master a subject and organized them into a pyramid (see figure below) to show how
more complex skills developed on a foundation of simpler ones. In this course, students
will focus on remembering and understanding concepts outside of class, while in-class
time will be focused on the application of concepts.

Learning Objectives

Bloom translated his taxonomy into discrete and measurable actions called learning
objectives, which are statements that start with an action (verb) associated with the

intended cognitive skill and end with an object that describes the knowledge students are expected to acquire or construct. Learning objectives have been developed for each topic based in this course and are the basis for all instruction and assessment.

Student Responsibilities

This learning philosophy imposes upon students the responsibility to:

1. Review the learning objectives for each topic.
2. Complete all assigned readings and exercises before class.
3. Ask for assistance if they difficulty with specific learning objectives.
4. Attend class regularly, but only when they are fully prepared to participate.
5. Complete all course assignments by their deadlines (Late work is not accepted).
6. Review all feedback from the instructor, including feedback posted online.
7. Ask for clarification if instructions or feedback are not fully understood.
8. Finish the class (University policy on incompletes will be strictly enforced).
9. Inform the instructor beforehand if they cannot fulfill these responsibilities.

Categories in Bloom's Taxonomy of Cognitive Skills and Expected Location of Development
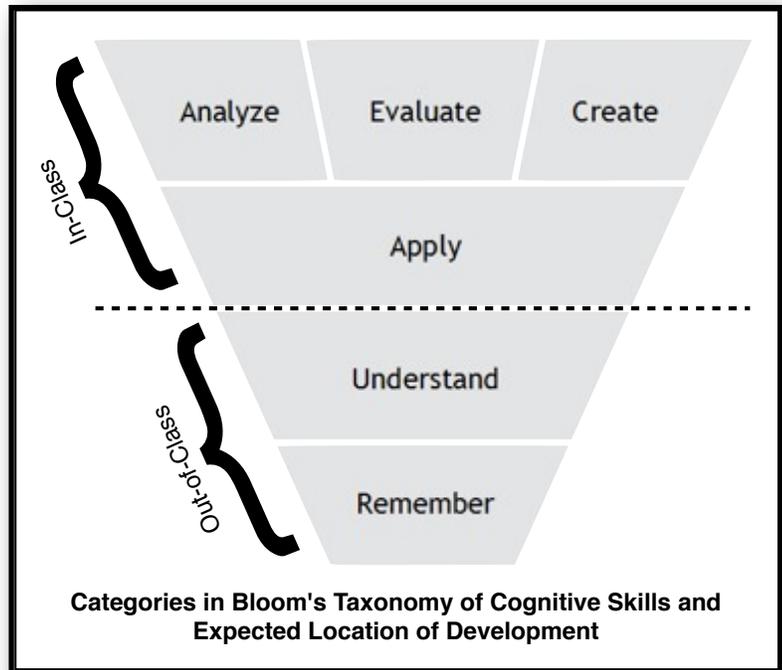
CLASS POLICIES

Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code, which is available for review online at: http://life.umt.edu/VPSA/name/StudentConductCode.

Accessibility and Students with Disabilities

The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please present the instructor with a letter from Disability Services for Students (DSS), Lommasson Center 154 (243-2243), indicating the existence of a disability and suggested accommodations.

The instructor as attempted to make all course material accessible. If you find course material that has barriers to accessibility, please notify the instructor as soon as possible so the oversight can be corrected as quickly as possible.

COURSE REQUIREMENTS (% OF FINAL GRADE)

The following paragraphs outline the requirements for this course. Detailed information on each can be found on Moodle.

Ruritania Election Simulation and Party Groups (5%). To gain experience with multi-party parliamentary democracy, you will take on the role of a politician in a simulated election in the nation of Ruritania. After being assigned to one of eight political parties, your party group will draft a party platform. After a mock election, party groups will negotiate to form a coalition government.

Midterm: Simulation Debriefing Paper and Online Exam (20%). The midterm is divided into two parts: A 4-page paper evaluating the outcome of the election and the effects of alternative political systems, and an online midterm exam that will asks five randomly selected questions based on the learning objectives listed on Moodle.

Policy Memo and Library Research Assignment (5%). Students will model the instructor's expectations for research and problem solving in an online assignment.

Learning Group Policy Memos (40%). Students will be assigned to learning groups of 3-4 students to work on four problem related to European politics. For each problem, groups will write a policy memo recommending a solution. Groups will share their grade for each policy memo, but individual grades will be adjusted after each using an online peer evaluation. Groups will also submit learning issues and problem statements to the instructor. They will not be graded, but incomplete or late submissions will result in a one-letter grade penalty applied to the policy memo grade.

Class Debate Worksheets (5%). The class will debate the outcome of each problem and students will submit a worksheet evaluating the choices presented during class.

Final Exam and Paper (25%). The final is divided into two parts: a traditional bluebook essay exam and a 5-page policy briefing to the leadership of a party in a European democracy defining the country's major problems and recommending solutions.

GRADING

Grades are based on a 1000 pt. scale with points.

Grading Scale. A = 1000-930, A- = 929-900, B+ = 870-899, B = 830-869, B- = 800-829, C+ = 770-799, C = 730-769, C- = 700-729, D+ = 670-699, D = 630-669, D- = 600-639, F = <600.

Peer Evaluations. After each group assignment, students will complete an online peer evaluation awarding a share of the final product to each group member besides themselves. Students earning a higher or lower average share will have their grade adjusted. Students must complete their peer evaluations to receive credit for the policy memo being evaluated. Full details are available online.

COURSE SCHEDULE

This class will feature lectures, class discussions, debates, and student presentations as outlined below. I reserve the right to make changes to this schedule if necessary.

Date	Topic or Activity	Readings and Assignments
Aug 25	Syllabus	Recommended: Bale, "Introduction"
Aug 27	Europe: A Continent in the Making	Bale, Chapter 1
Aug 29	*Lecture*: Postwar Settlement, Part I (West)	Hitchcock, Chapters 1 & 2
Sep 1	**LABOR DAY**	**NO CLASS**
Sep 3	*Lecture*: Postwar Settlement, Part II (East)	Hitchcock, Chapters 3 & 4
Sep 5	*Lecture*: The State of the European State	Bale, Chapter 2
Sep 8	*Lecture*: From Government to Governance	Bale, Chapter 3
Sep 10	*Lecture:* Executive-Legislative Relations	Bale, Chapter 4
Sep 12	Lecture: Parties	Bale, Chapter 5
Sep 15	*Learning Group Work Session — Party Platforms*	Ruritania Simulation Background Info (M)
Sep 17	*Lecture*: Electoral Systems and Elections	Bale, Chapter 6
Sep 19	*Lecture:* Politics outside Parliament	Bale, Chapter 8
Sep 22	*Learning Group Work Session — Party Platforms*	
Sep 24	*Lecture:* European Social Model	Bale, Chapter 9
Sep 26	*Lecture:* Immigration and its Discontent	Bale, Chapter 10 Hitchcock, Chapter 15
Sep 29	*Ruritania Election Simulation*: Leader Debate	Read Platforms on Moodle
Oct 1	*Ruritania Election Simulation*: Results Show	
Oct 3	*Ruritania Election Simulation*: Gov. Formation	**Coalition Proposals Due**
Oct 6	*Lecture*: Postwar Outcomes	Hitchcock, Chapters 5-6, and 8
Oct 8	*Lecture*: Consensus and its Discontents, Part I	Hitchcock, Chapter 9
Oct 10	*Lecture*: Consensus and its Discontents, Part II	Hitchcock, Chapters 12 **Debriefing Paper and Midterm Due**
Oct 13	*Lecture: Postcommunist Europe*	Wolchick and Curry, Chapter 1 (M)
Oct 15	*Lecture:* European Union I	Hitchcock, Chapter 16
Oct 17	*Lecture:* European Union II	
Oct 20	*Lecture:* European Identity and Pop Culture	McCormick, "Europeanism" (M)
Oct 22	*Lecture: Democratization*	Hitchcock, Chapter 9
Oct 24	Lecture: Europe's Foreign Policy	Bale, Chapter 11
Oct 27	*Case Studies:* Hungary and Russia	Hitchcock, Chapter 10 Muller, "Eastern Europe Goes South" (M) Applebaum, "East-West clash of values" (M) **Learning Issues Due (C)**
Oct 29	*Learning Group Work Session*	**Problem Statements Due (C)**
Oct 31	*Learning Group Work Session*	
Nov 3	*Class Debate:* Can states prevent or reject Europeanization without illiberalism?	**Policy Memo #1 Due (M)** **Debate Worksheets Due (C)**

Date	Topic or Activity	Readings and Assignments
Nov 5	*Case Studies: Population Decline*	Kramer, "The Other Population Crisis" (M) **Learning Issues Due (C)**
Nov 7	*Learning Group Work Session*	**Problem Statements Due (C)**
Nov 10	*Learning Group Work Session*	
Nov 12	*Class Debate: Will Europe avoid the consequences of democratic decline?*	***Policy Memo #2 Due (M)*** ***Debate Worksheets Due (C)***
Nov 14	Case Studies: Bosnia, Kosovo, Scotland	Hitchcock, Chapter 14 Muller, "Us and Them" **Learning Issues Due (C)**
Nov 17	*Learning Group Work Session*	**Problem Statements Due (C)**
Nov 19	*Learning Group Work Session*	
Nov 21	*Class Debate: Can power-sharing stop minority nationalism?*	**Policy Memo #3 Due (M)** **Debate Worksheets Due (C)**
Nov 24	*Case Studies: EU Candidate Countries*	Rachman, "The Death of Enlargement" (M) **Learning Issues Due (C)**
Thanksgiving Break: No Class November 26-28		
Dec 1	*Learning Group Work Session*	**Problem Statements Due (C)**
Dec 3	*Learning Group Work Session*	
Dec 5	*Class Debate: Should the EU expand?*	**Policy Memo #4 Due (M)** **Debate Worksheets Due (C)**
		Final Paper Due