This course introduces students to the study of European government and politics. The main objective is for students to develop a critical understanding of the nature of European politics and society. This knowledge will help students become better consumers of what they read in the media about Europe and its role in the world. Students will also gain practice in applying the comparative method in political science. This course has no formal prerequisites, although it is recommended that students take GOVT 370: Comparative Politics prior to enrolling in this course.

The first phase of the course will introduce students to the main political institutions and protagonists of representative democracy in Europe. We will explore how different models of democracy condition the relationship between the executive, the legislature, and the judiciary; the interaction of subnational and national politics; and political parties and party systems.

The second phase of the course encourages students to consider how the political, institutional, and cultural contexts of different European countries condition the development of socio-economic policymaking across Europe. Although an extensive examination of all policy areas is beyond the scope of this course, students will focus explicitly on variation within and between the different political economies of Europe. We will examine patterns of inequality, labor market outcomes, and the nature of social welfare programs across different clusters of European countries.

In the third phase of the course, we consider the unique social, economic, and political contexts of countries in Eastern and Central Europe. We will study the collapse of communism and the politics of economic and institutional reform in these regions.

Finally, the course concludes by exploring the history and politics of the European Union. We will consider how one of the most conflict-prone regions in world history has grown to form the largest economic bloc of capitalist democracies the world has ever known. We will also discuss some of the unique policy challenges facing the European Union in the 21st century.
**COURSE OBJECTIVES**

- Explore the plurality of political, economic, and social institutions across Europe
- Develop theoretical and practical familiarity with key academic debates in the fields of European politics and political science
- Form, articulate, and defend political opinions regarding important normative and empirical issues in European politics
- Evaluate academic literature for methodological and theoretical soundness
- Improve oral and written communication skills

**COURSE REQUIREMENTS AND GRADING CRITERIA**

**Key:**
*Undergraduate students only
†Graduate students only

**Discussion (20%)**
In addition to faithful attendance, each student is expected to complete all assigned readings and contribute to class discussions.

**Map Quiz (5%)**
Students are responsible for knowing all of the countries of Europe.

**Reaction Papers (25%)**
Students will be required to write six short reaction papers (approximately 600-1000 words each) during the course of the semester. Reaction papers are NOT summaries of course texts. Instead, students should use the reaction papers to assess the quality of the arguments being presented in course readings, discuss any common themes (or contradictions) between readings, and/or connect the readings to broader course themes. All reaction papers must be uploaded electronically to Canvas *before* the start of class. If a student submits all six reaction papers in good faith, the lowest score will be dropped. Rewrites are not permitted.

**Midterm (25%)**
The midterm exam will be a hand-written, in-class exam on Friday, October 9. It will test student knowledge of key course concepts and themes through a series of short answer and essay questions. A study guide will be provided.

**Final (25%)**
The format of the exam will be similar to that of the midterm. The final exam will be cumulative.

**Literature Review (40%)†**
The literature review should be a 15-20 page critical review of the literature on a well-defined theoretical question relating broadly to European politics. The question often coincides with a section or subsection of the course. In order to avoid misunderstandings, however, students must secure instructor approval for their chosen topics in advance.

In your literature review you should summarize the literature on your topic and at the same time organize it in some coherent way—preferably around a useful typology or theoretical theme, not around a succession of books and articles. You should note the theoretical questions that this literature attempts to answer, identify the key concepts and causal arguments, note some of the empirical research that bears on these theoretical propositions, and relate it to the broader literature on European politics. You should identify the logical inconsistencies, broader analytical limitations, and unanswered questions of the leading scholarship in this area. You should also suggest fruitful areas for subsequent research. If you have any thoughts on how particular hypotheses could be tested, please elaborate on that.

Students must engage in rigorous analytical thinking that is well-grounded in the literature. Students should include citations and a list of references. Students may use either an in-text (citations in parentheses in the text) or a more traditional bibliographic style (as reflected in the Chicago Manual of Style); just be consistent. See various journals for illustrations. All students should provide a separate bibliography (even if a traditional footnoting style is used).

**Presentation (10%)†**
Graduate students will make brief presentations about their projects to the class. In the talk, students will also have the opportunity to respond to questions from the class. The formal part of the talk will be 10-15 minutes maximum (a standard time for conference presentations), and the informal discussion will go on for a while beyond that. It is expected that feedback from class discussion will be incorporated into a student’s final paper.

*Undergraduate students only
†Graduate students only
### Grading Scale

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>97–100</td>
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<tr>
<td>A</td>
<td>93–96</td>
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<td>A-</td>
<td>90–92</td>
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<td>B+</td>
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<td>B</td>
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<td>C+</td>
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<td>C-</td>
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<td>D</td>
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<td>F</td>
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### REQUIRED TEXTS

The following text will be available for purchase from the Bookstore. All other materials will be made available online and/or placed on reserve at the Zuhl Library.


### OTHER POLICIES

#### Late Work

As a general principle, late work will not be accepted and missed exams cannot be made up at a later date. Exceptions can be made in the case of valid, extenuating circumstances.

#### Computer Use

Computers are to be used *solely* for the purpose of taking notes and actively participating in class discussion. I reserve the right to ask you not to use your computer if I have reasons to suspect that you are using it to surf the web, check email or engage in other non-course-related activities.

#### Academic Conduct

All students are bound by the Student Code of Conduct as detailed in the *2013 NMSU Student*
**Code of Conduct.** The Student Code of Conduct is found on the NMSU web site at http://deanofstudents.nmsu.edu/student-handbook/1-student-code-of-conduct/. It is recognized by New Mexico State University that students are adults and expected to obey the law and take personal responsibility for their conduct. Academic misconduct and nonacademic misconduct can result in disciplinary procedures being instituted against the student. Refer to the *Student Code of Conduct* for more detailed information.

**Plagiarism**

Plagiarism is using another person’s work without acknowledgment, making it appear to be one’s own. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct and are subject to disciplinary action such as failure on the assignment, failure of the course or dismissal from the university. The NMSU Library has more information and help on how to avoid plagiarism at http://lib.nmsu.edu/plagiarism/

**Students with Disabilities**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Trudy Luken, Director  Student Accessibility Services (SAS)
Corbett Center, Rm. 244
Phone: (575) 646-6840
E-mail: sas@nmsu.edu
Website: www.nmsu.edu/~ssd/

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. For more information on discrimination issues, Title IX, Campus SaVE Act, NMSU Policy Chapter 3.25, NMSU’s complaint process, or to file a complaint contact:

Gerard Nevarez, Title IX Coordinator
Agustin Diaz, Title IX Deputy Coordinator
Office of Institutional Equity (OIE)
O’Loughlin House
Phone: (575) 646-3635
E-mail: equity@nmsu.edu
Website: http://www.nmsu.edu/~eoo/
Email Communications
Your NMSU email account is the official means of communicating with the university. Information critical to your success at NMSU is delivered to you via this account, and you are expected to follow rules and policies provided to you via this communication method. Any email from you to the instructor should be sent either through the Canvas course management system or through your official NMSU email account. Please be advised that due to privacy and security concerns, we are unable to respond to emails from or about students that do not originate from an official NMSU email address.

I will respond to all student questions and comments via email and/or on Canvas within 48 hours. Accordingly, please plan to initiate any important correspondence with me well in advance of key deadlines for assignments, quizzes, tests, etc.

Important Dates
The last day to withdraw from this class with a “W” is Monday, October 19. The last day to withdraw from the University is Friday, November 13. The midterm exam will occur on Friday, October 9. The date of the final exam is Wednesday, December 9 (10:30–12:30).

Adaptability
Please note that this syllabus is a working document. The course schedule and reading list are subject to change.

COURSE SCHEDULE AND READING LIST

I. ACTORS AND INSTITUTIONS

Monday, August 17th: No Class

Wednesday, August 19th: Course Introduction

Friday, August 21st: Parliamentary Democracy


Monday, August 24th: Majoritarian Systems

**Wednesday, August 26th**: Case Study: The United Kingdom


**Friday, August 28th**: Consensus Systems

• Lijphart 1999, pages 31-45; 243-257

**Monday, August 31st**: Case Study: Germany

• Hancock et al. 2014, pages 239–256; 285–298

**Wednesday, September 2nd**: Models of Democracy: Economic Implications

• Lijphart 1999, pages 258-274

**Friday, September 4th**: No Class

**Monday, September 7th**: No Class

**Wednesday, September 9th**: Is Consensus Democracy Kinder and Gentler?

• Lijphart 1999, pages 275-300

**Friday, September 11th**: Traditional European Party Families

• Gallagher et al. 2011, pages 238-270
Monday, September 14th: Extremist Parties and Interest Groups

- Gallagher et al. 2011, pages 458-469

Wednesday, September 16th: Party Politics

- Gallagher et al. 2011, pages 338-352; 412-435; 445-455

Friday, September 18th: Parliamentary Simulation

- Simulation Handout

II. SOCIAL EUROPE

Monday, September 21st: Production Regimes


Wednesday, September 23rd: Social Protection


Friday, September 25th: Redistribution: Political Explanations

Monday, September 28th: Redistribution: Institutional Explanations


Wednesday, September 30th: Redistribution: Socio-Demographic Explanations


Friday, October 2nd: Inequality-Prosperity Tradeoff?


Monday, October 5th: Midterm Exam

Wednesday, October 7th: Youth Unemployment


Friday, October 9th: Population Pressures


III. POST-COMMUNISM

Monday, October 12th: Understanding Communist Rule

Wednesday, October 14th: The Fall


Friday, October 16th: Political Choices

• Gallagher et al. 2011, pages 270–277

Monday, October 19th: Economic and Social Policy

• Aslund 2007, pages 29–56

Wednesday, October 21st: Identity, Ideology, and Society


Friday, October 23rd: Where are They Now?
• Newspaper articles (TBD)

IV. A UNITED EUROPE?

Monday, October 26th: History of the European Union

• Hancock et al. 2014, pages 645–662

Wednesday, October 28th: Integration & Expansion


Friday, October 30th: A Wider and Deeper Europe?


Monday, November 2nd: Modern EU Institutions

• Hancock et al. 2014, pages 663–680

Wednesday, November 4th: Policy-Making in the EU

• Bache et al. 2015, pages 210–220

Friday, November 6th: The Single Market

• Bache et al. 2015, pages 367–384
Monday, November 9th: Economic and Monetary Policy

- Bache et al. 2015, pages 663–680

Wednesday, November 11th: Countdown to Crisis

- Berend 2013, pages 7–59

Friday, November 13th: Causes of the Eurocrisis

- Berend 2013, pages 60–114

Monday, November 16th: Austerity, Stimulus, and the Greek Tragedy

- Berend 2013, pages 115–131
- Newspaper articles (TBD)

Wednesday, November 18th: Democratic Deficit


V. GLOBAL EUROPE

Friday, November 20th: EU and Democracy


Monday, November 23rd: No Class

Wednesday, November 25th: No Class
Friday, November 27th: No Class

Monday, November 30th: Immigration Issues

- Newspaper articles (TBD)

Wednesday, December 2nd: The Russian Bear


Friday, December 4th: Environmental Policy


FINAL EXAM: Wednesday, December 9 (10:30–12:30)

REFERENCES


