

European Politics

Fall 2020

Draft Syllabus



Instructor: Dr. Selin Bengi Gumrukcu

Class: **Sakai (Remote – Asynchronous)**

Email: sg1442@polisci.rutgers.edu

Office Hours: via Webex - Tuesdays 10 am - 12 pm, or by appt.

<https://rutgers.webex.com/meet/sg1442>

COURSE DESCRIPTION

This course is designed to enhance students' understanding of contemporary politics of Europe, from a comparative perspective. I would like to underline that this is not a course on the European Union solely. It focuses on the major social, political, and economic dynamics shaping contemporary European politics.

We will begin with a discussion of the origins of modern Europe and European integration. Then the major political and economic differences amongst European countries will be examined. The third section of the course studies four major actors in Europe: Great Britain, France, Germany, and the European Union. Finally, we will explore contemporary topics in European politics that touch on the social, political, and economic factors discussed throughout the course: European integration, immigration, populism and politics, foreign policy, and the future of Europe.

COURSE OBJECTIVES

This course provides students with a number of skills essential to the study of Political Science generally and the subfield of Comparative Politics specifically. This includes knowledge of methods, approaches, and theories used in accumulating and interpreting information applicable to the discipline of political science, and the ability to demonstrate analytical thinking including the formulation and defense of a thesis in written and oral formats as well as the critical analysis of arguments. Students will acquire general skills necessary to succeed in college as well as any future educational or career settings. This course satisfies the social science distribution requirement and addresses the institutional learning goals of intellectual breadth, cultural diversity, effective written and

oral communication, and critical thinking. At the end of the semester, you should be able to accomplish the following:

1. Apply concepts and theories from course to current events in Europe;
2. Explain the making and features of Europe as a continent
3. Understand the differences and similarities between different European countries
4. Explain how the main institutions of the EU works
5. Explain and offer examples of how political institutions, including constitutional structures and electoral systems, shape political processes.
6. Demonstrate how political institutions have been shaped by each country's particular political development trajectory, political culture, and interests, broadly speaking.
7. Improve your critical-reading, writing, and research skills.

COURSE FORMAT

As per the pandemic we have been living through since March 2020, this course will be offered **online and asynchronously** via **Sakai**. The basic format of our class will combine:

- **short lectures videos** (2 or 3 – ok, maybe 4 - videos of 10-15 minutes per week) recorded and uploaded by me (hoping to have some embedded questions – if not, there might be 1-2 question quizzes for each week to make sure you watch the recorded lectures),
 - Note that these videos will be auto captioned. Let me know if you see/recognize any mistakes in the captioning.
 - Your attendance grade will be based on answering the embedded questions in the videos (or answering the 1-2 question quizzes)
- online Sakai **Forum discussions**,
- some online group activities (**if possible**),
- films/documentaries (2 -3 possibly/that week's discussion Forum might include questions about these)

Your individual and our collective success hinges on watching the recorded lectures and answering the embedded questions, **and** active participation which includes reading course materials and reflecting on them either via commentaries or Forum discussions.

INTERACTION

I believe in the importance of building a sense of community in my classes; it is essentially important during such a challenging time. During a remote, asynchronous class, how are you going to interact with me, and your fellow classmates to do this?

Among students:

- There will be an **online student lounge** for you (on Sakai) to interact with your classmates, on various topics (sharing memes, news, just checking in with each other, sharing songs, etc.)

- You will be sharing your views on relevant materials with each other on **discussion Forums** (on Sakai). Some weeks (the frequency depends on the size of the class), I might split you into groups to have more detailed and/or open debates among you, which would facilitate your interaction.
- Three times during the semester (at the beginning, in the middle, and at the end) we can have **VOLUNTARY Webex meetings** to check in with each other. I will open Polls (on Sakai) to see how much interest there is for those, and decide accordingly.

I will be communicating with you – frequently and consistently – via:

- **E-mail:** sg1442@polisci.rutgers.edu. I am checking my e-mails regularly (except on Weekends – usually); it is a good way of reaching out to me.
- **Webex** (during office hour or by appt.): <https://rutgers.webex.com/meet/sg1442>
- I will be monitoring (as in reading them, not policing) **discussion Forums** throughout the week, and will be responding/grading through the end of the week.
- **Announcements** on Sakai. Sometimes in the form of a short video, sometimes just by text, and sometimes with VoiceThread. Watch out the Announcements, they are usually important stuff.
- **Weekly feedback.** I will be posting (format will be decided later) a weekly summary of the students' overall engagement with the class, highlighting the best practices and things we need to work on more, together.
- **Mid-semester feedback.** I will be asking you to answer the following three questions in mid-semester. The format of delivery of the questions will be determined later.
 - What are three important things you have learned so far?
 - What are three aspects of the class that have helped your learning so far?
 - What are three things that you wish were different?

REQUIREMENTS AND ASSIGNMENTS

You are required to **watch the recorded lectures, read the materials and participate in the Forum discussions** according to the schedule (see below). Since we are going online, I will not be asking a written explanation in order to be considered to be an excused absence. However, participation will still count (see below) for a significant share of your final grade.

I will examine your progress by instituting and/or monitoring:

Attendance & Participation – 30%

Quizzes (7x) – 35 % (5% each)

Final Paper - 35%:

Case/Topic Selection & Outline of Final Paper – 10 % (5% each)

Final Paper (6-8 pages body) – 25%

1. **Attendance & Participation (30%).** Class attendance and participation will be **essential** in this course. Each week you watch the recorded lectures, thus attend the class virtually, and participate in the discussion successfully, via online Forums, will get you two points. Unexcused absences from the Forums section on Sakai will not reflect well in your participation grade.

Discussion can only work if everyone joins the conversation in a prepared way. That means (a) reading before class; (b) reflecting on the materials for questions, issues for clarification and discussion points; and (c) taking part in discussion. Your participation grade will reflect not only the quantity of participation, but also its quality; the goal is to make thoughtful comments that move discussion forward and suggest careful engagement with the texts and questions under consideration.

For the discussion groups, most probably, you will be split up into groups based on your initials, student numbers, etc., to make it easier for you to engage with each other.

Some discussion forum questions might be on current events. Thus, it is essential to read at least one major newspaper (see below for resources).

The following rubric is to give you an idea what is expected from the discussion forums.

DRAFT Discussion Forum Rubric – What is expected?*

Timeliness and frequency

- o Comments (initial response): by Thursday night
- o Responses (to two other students): by Sunday night

Length

- o Comments (initial responses): equal or exceed 100 words
- o Responses (to two other classmates): equal or exceed 50 words

Relevance and tone

- o How on-topic are your comments?
- o How well do your comments relate to those of others in the forum?
- o Are your comments thoughtful and respectful of others?

Insightfulness

- o Do your comments attempt to add new perspective to the topic?
- o Do your comments relate to concepts discussed in the course?

Writing style

- o Are your comments written as college-level English sentences or in text-messaging style (ungrammatical, slang, “lol” shorthand).

*If you are not familiar with using/posting on Sakai Forums, please see the Resources tab on Sakai, where I uploaded a document to help you get familiar.

2. **Quizzes (7 x %5 = 35%).** There will be **seven quizzes, to be taken on Sakai**, throughout the semester. Expect a variety of questions (multiple choice, fill-in-the-blanks, and short essay

questions). Quizzes will be on weeks 3, 5, 7, 9, 11, 13 and 15. More information will be provided once the semester starts.

3. Final Paper (35%). Students are required to write a 10-12-page final paper double-spaced with 11 or 12 size font.

-At least 10 resources are needed for the final paper. No more than four of your resources can be websites or online articles. Articles that you get from online databases (like JSTOR, etc.) do not count as online articles.

- Wikipedia is not accepted as source for an academic paper.

- In order to receive an A, students should critically engage the course readings and include some original research, either by making use of available datasets, archival materials, or by conducting at least four interviews or by using a survey/opinion poll.

The final paper will be submitted in three steps:

a. **Case/Topic Selection – 5%**

An **initial** statement of the case/topic you plan to study, why you find it interesting/important. This should include a research question. Format: 2-3 pages double spaced including citations in APA style.

b. **Outline of Final Paper – 5%***

Second, you need a good **outline**. Here is a good example to be used for the final paper:
https://orithirsh.weebly.com/uploads/5/6/7/5/5675213/basic_outline_paper.pdf

*I will provide feedback on this assignment. Failure to incorporate the suggestions in the final paper, without a legitimate reason, will result in a lower grade. Since you will be able to get feedback on the outline, resubmission for final papers will not be allowed.

c. **Final Paper (6-8 pages for the body) – 25%**

See above for some details. I will be using the following grading rubric:
<https://content.sakai.rutgers.edu/access/content/attachment/6fcf7702-7f22-4303-854e-6ad4324d37d7/Announcements/c3efad09-ac9a-464c-8d72-3a1166764793/Final%20Paper%20Grading%20Rubric.pdf>

OTHER ISSUES

1. **Email.** Given the pandemic conditions, **email is the ideal form of communication** with me—for example, to schedule an appointment outside of office hours, to ask a brief question on assignments etc. During the week, I strive to respond to any email within the working day. Emails I receive after 5pm will be responded to on the following day. Please do not expect responses to emails on the weekend. **Please address the instructor as Prof. Gumrukcu in all kind of e-mails.**
2. **Office Hours.** My office hours are for you, so, stop by **virtually** with questions you have about assignments, readings, classroom discussions, or just drop by to say hello. The only thing I discourage is visiting to cover material from a missed class period; for that, consult the Sakai website. All else is warmly welcomed. If your schedule conflicts with my office hours, we can set up an appointment at a mutually agreeable time. Just e-mail me.
3. **Readings.** You are responsible for all assigned readings and assignments prior to class and are expected to participate in class activities. The assigned readings are the basis for understanding each class session.
4. **Participation.** Weekly engagements are key to your successful completion of this course. You should expect to log in 3-4 times a week to Sakai.
5. **Absence.** Participation and attendance are important parts of this class. You will not be failed because of continuing absence; but regular attendance and participation will definitely be rewarded. I also value it if you can inform me about your absence in advance.
6. **Late assignments.** Assignments are due on the dates and times that will be listed on Sakai.

Unless you have a valid reason for why an assignment is late, it will be marked down one full letter grade for every day it is late. This includes weekends. If you have what you believe to be a valid excuse for a late assignment (e.g. illness), I will ask that you provide documentary evidence.

7. **Final Paper.** If you have troubles deciding on a final paper topic, contact me via email or during office hours to decide on a topic together based on your specific research interests.
8. **Grade disputes.** I strive to provide a careful assessment of your work. If you believe you have received a grade in error, you have the ability to dispute it. All grade disputes must be made in writing, in not less than a paragraph, not more than a page. The dispute should outline very specifically why you feel that you received a grade in error. You must wait at least 24 hours after receiving your grade to raise the issue of a dispute, but you must turn in your written dispute within a week of receiving the grade.
9. **Classroom Recording.** Students are prohibited from sharing the recordings for the class periods or out-of-class meetings with the instructor. Any online material for this class may not be shared in any form without permission of the instructor. Violations of this policy shall result in a significant deduction in your final grade.
10. **IMPORTANT. Changes to syllabus.** This version of the syllabus is draft. I keep my right to make changes to the syllabus until the start of the semester, especially on the readings and weekly schedules. NONE OF THESE CHANGES WOULD BE TO YOUR DISADVANTAGE.

During the semester, occasionally, I find it necessary to make changes based on the needs of the students. If this becomes necessary, I will let you know via email and short announcements on recordings. A current syllabus can always be found on Sakai.

UNIVERSITY POLICIES

1. **Academic Integrity.** Students should acquaint themselves with the college policy on plagiarism. Full text of the Interim Academic Integrity Policy available at: <http://academicintegrity.rutgers.edu/integrity.shtml>.

Students are also advised to refer to the Office of Student Conduct website: <http://studentconduct.rutgers.edu/>

2. **Special Needs.** Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs and contact the Office for Disability Services. Also, students are also strongly encouraged to speak with the instructor whenever there is a problem. If family or work obligations, or any other extenuating circumstance threatens to interfere with the student's attendance or his/her completion of the course work, the student should notify the instructor as soon as possible.

ADVICE FOR SUCCESS IN THIS CLASS

Everyone has the potential to do well in this course and to master the ideas that we will explore over the semester. Here are some suggestions on how to succeed:

1. **Do the reading, watch the lectures and participate in the discussion.** The single most important thing you can do to improve your performance in, and enjoyment of the class is to read carefully. It is important that you keep up with the reading and recorded lecture schedule. Otherwise, you will be lost in class and unable to participate in the discussion. Please plan your schedule accordingly.
2. **Read critically and think comparatively.** Think critically about the authors' sources and arguments. Are the authors' arguments convincing? Why or why not? Look at the year in which the text was published and think about what that may mean for the authors' evidence and understanding. Ask yourself how the particular case you are reading about compares with similar developments in other countries or periods.
3. **Follow up areas of interest by reading other sources besides the required texts.** Check the footnotes and bibliographies in the main texts for further, specialized sources in your particular area of interest.

4. **Keep up with current events.** If you do not do so already, read at least one major national/international newspaper every day, such as *The New York Times*. Explore other, alternative sources of news and analysis, such as *The Economist*, *The Nation*, *The New York Review of Books*, or *Politico*. Think about how contemporary events relate to the themes addressed in class.
5. **Take advantage of my office hours.** I encourage you to attend my office hours. In addition to my office hours, I am available by appointment and encourage you to contact me via email to set up a meeting.
6. **Engage your classmates in (political) conversation outside of class in the online student lounge.** Building a community and network is an essential part of college life; take advantage of the online student lounge to engage with your classmates.

READINGS

We will be using a textbook for this class:

Tim Bale, *European Politics: A Comparative Introduction*, 4th edition (Houndmills, Basingstoke: Palgrave Macmillan, 2017). ISBN-13: 978-1137581334*

***Please keep in mind that European Politics is a pretty dynamic field; thus, the textbook published in 2017 might be missing some recent developments. It is why watching the recorded lectures, and keeping up with current events is essential.**

There will be some other sources for some weeks (see the Course Schedule below), which you will be able to find on Sakai.

Recommended sources.

In addition to the course reading, these are good sources to follow.

- London School of Economics EUROPP blog – blogs.lse.ac.uk/europpblog
- Euroactiv.net
- Europesworld.org
- Ideasoneuropa.eu
- EU Observer
- European Voice
- *The Economist*
- *The Financial Times*
- *Independent*
- *BBC*

Think tanks covering EU issues. These are some sources where you could find more information on current EU affairs:

- European Policy Centre: www.epc.eu

- Center for European Policy Studies: www.ceps.be
- Institute for Security Studies: www.iss.europa.eu
- Centre for European Reform: www.cer.org.uk
- European Council on Foreign Relations: www.ecfr.eu

You can also check this link from the Center for European Studies at Rutgers:
<https://www.europe.rutgers.edu/resources-outreach/links-and-resources>

DRAFT Course Schedule

Week 1	September 3 rd	Introduction
2	September 8 th & 10 th	<p>Europe and Its Origins: War and State Building Kurth, “War, Peace, and the Ideologies of the Twentieth Century,” <i>Current History</i> (January 1999): 3-8.</p> <p>Sheri Berman, “How Democracies Emerge: Lessons from Europe,” <i>Journal of Democracy</i>, 18:1 (January 2007), pp. 28-41.</p>
3	September 14 th & 17 th	<p>Europe – a continent in the making Bale, <i>European Politics: A Comparative Introduction</i>, ch.1, pp. 3-38.</p>
4	September 21 st & 24 th	<p>The Social and Historical Foundations of European Integration</p> <p>Bale, <i>European Politics: A Comparative Introduction</i>, ch. 2.</p> <p>Usherwood and Pinder, <i>The European Union: A Very Short Introduction</i>, chs. 1-2.</p>
5	September 28 th & October 1 st	<p>European Union: The Institutions Spend some time reading the EU’s description of the primary institutions within the EU: https://europa.eu/european-union/about-eu/institutions-bodies_en</p> <p>Focus on European Parliament, European Council, Council of the European Union, European Commission, and Court of Justice of the European Union</p>
6	October 5 th & 8 th	<p>Constitutions, Judges, and Politics Bale, <i>European Politics: A Comparative Introduction</i>, ch. 3, pages 92-102.</p> <p>The Executive Bale, <i>European Politics: A Comparative Introduction</i>, ch.4 , pages 105-119.</p>

7	October 12 th & 15 th	<p>Parliaments</p> <p>Bale, <i>European Politics: A Comparative Introduction</i>, ch. 4, pages 125-140.</p> <p>Elections and Voting in Europe</p> <p>Bale, <i>European Politics: A Comparative Introduction</i>, ch. 6.</p>
8	October 19 th & 22 nd	<p>Political Parties (the origin of European parties, party systems and party families, parties in flux and decline)</p> <p>Bale, <i>European Politics: A Comparative Introduction</i>, ch. 5.</p> <p>Biezen, Mair and Poguntke' "Going, going, ...gone? The decline of party membership in contemporary Europe", <i>European Journal of Political Research</i>, 51: 24–56, 2012.</p>
9	October 26 th & 29 th	<p>Civil Society and Social Movements</p> <p>Bale, <i>European Politics: A Comparative Introduction</i>, ch 8.</p> <p>Belinda Davis, "What's Left? Popular Participation in Postwar Europe," in: <i>American Historical Review</i>, 113, April 2008, 363-390</p>
10	November 2nd & 5th	<p>Media</p> <p>Bale, <i>European Politics: A Comparative Introduction</i>, ch. 7</p> <p>Politics over markets</p> <p>Bale, <i>European Politics: A Comparative Introduction</i>, ch. 9</p>
11	November 9 th & 12 th	<p>Migration and its Discontents</p> <p>Bale, <i>European Politics: A Comparative Introduction</i>, ch. 10</p> <p>"How to manage the migrant crisis," <i>The Economist</i>, Feb. 6, 2016, pp. 1-4.</p> <p>"Europe's Murky Deal with Turkey," <i>The Economist</i>, May 28, 2016, pp. 1-3.</p> <p>Populism</p> <p>Cas Mudde, "Populism in Europe: a primer," <i>LSE blogs, Eurocrisis in the Press Blog</i>, June 21, 2015, pp. 1-6.</p> <p>Cas Mudde, "Radical Right Parties in Europe: What, Who, Why?," <i>Participation</i>, 35:1 (January 2011), pp. 12-15.</p> <p>Julian Baggini, "How Rising Trump and Sanders Parallel Rising Populism in Europe," <i>NPQ—New Perspectives Quarterly</i> (April 26, 2016), pp. 1-4.</p>

12	November 16 th & 19 th	<p>Comparative Study of European Politics – Western Europe Germany</p> <p>Bale, <i>European Politics: A Comparative Introduction</i>, (check online syllabus for pages)</p> <p>Two Weeks in September: The Makings of Merkel’s Decision to Accept Refugees,” <i>Spiegel-Online</i>, Aug. 24, 2016, pp. 1-11.</p> <p>Matthias Matthijs, “Three Faces of German Power,” <i>Survival</i>, 58:2 (2016), pp. 135-54.</p> <p>“Germany and Europe: The reluctant hegemon,” <i>Economist</i>, June 15, 2013, pp. 1-4.</p> <p>France</p> <p>Bale, <i>European Politics: A Comparative Introduction</i>, (check online syllabus for pages)</p> <p>Nicolas De Boisgroller, “The Challenge of Reforming France,” <i>US-Europe Analysis Series</i>, Brookings Institution, April 2006, pp. 1-4.</p> <p>Peter Cohen, “The French Left Divided,” <i>Dissent</i>, August 8, 2016, pp. 1-7.</p> <p>Erik Bleich and Rahsaan Maxwell, “Some good news about Muslims in Europe,” Monkey Cage blog, <i>Washington Post</i>, July 22, 2014, pp. 1-3.</p> <p>Erik Bleich, “France has had more than its fair share of terrorist attacks. These three factors help explain why.” Monkey Cage blog, <i>Washington Post</i>, July 18, 2016, pp. 1-3.</p>
13	November 23 rd	<p>Brexit: Effects</p> <p>Francesco Papadia, “The Effects of Brexit on UK Growth and Inflation,” <i>Bruegel</i>, May 23, 2018, available from http://bruegel.org/2018/05/the-effects-of-brexit-on-uk-growth-and-inflation/.</p> <p>Dmitry Grozoubinski, “‘No Deal, No Trucks?’ What a No-Deal Brexit will mean for Road Transport,” <i>LSE Brexit Blog</i>, August 17, 2018, available from http://blogs.lse.ac.uk/brexit/2018/08/17/no-deal-no-trucks-what-a-no-deal-brexit-will-mean-for-road-transport/.</p> <p>Matthias Mattijs, “Europe After Brexit: a Less Perfect Union,” <i>Foreign Affairs</i> 96, no. 1 (2017): 85-95.</p> <p>Catherine de Vries and Kathleen McNamara, “How Choice Can Save Europe: the EU Needs Less Technocracy and More Democracy,” <i>Foreign Affairs</i> May 14, 2018.</p>

		<p>Comparative Study of European Politics – Southern Europe (Indebtedness)</p> <p>Bale, <i>European Politics: A Comparative Introduction</i>, pp. 210-11, 244-5.</p> <p>Gianni Pittella, “The Social Impact of the Eurozone Crisis in Southern Europe: The EU Response and the Challenges Ahead,” <i>Brookings Institution</i>, May 2013.</p> <p>Constantine P. Danopoulos, “The Cultural Roots of Corruption in Greece,” <i>Mediterranean Quarterly</i>, 25:2 (2014), pp. 105-30.</p> <p>Anna Bosco, “Midlife Crisis: Spain’s Democracy at 40,” <i>Juncture</i> 22, no. 1 (2015), pp. 65-73.</p>
14	October 30 th & December 3 rd	<p>Comparative Study of European Politics - Czech Republic, Eastern Europe (Post- Communist Transformation)</p> <p>Andrei Shleifer and Daniel Treisman, “Normal Countries,” <i>Foreign Affairs</i> 93, no. 6 (Nov/Dec 2014), pp. 1-6.</p> <p>Martin Myan, “Economic transformation in the Czech Republic—a qualified success,” <i>Europe-Asia Studies</i> 69, no. 3 (2007), pp. 431-50.</p> <p>Comparative Study of European Politics - CEE Countries - Democratic Backsliding</p> <p>Andrei Shleifer and Daniel Treisman, “Normal Countries,” <i>Foreign Affairs</i> 93, no. 6 (Nov/Dec 2014), pp. 1-6.</p> <p>János Kornai, “Hungary’s U-Turn: Retreating from Democracy,” <i>Journal of Democracy</i> 3 (2015), pp. 34-48.</p> <p>Radoslaw Markowski, “The Polish parliamentary election of 2015: a free and fair election that results in unfair political consequences,” <i>West European Politics</i> 39, no. 6 (2016), pp. 1311-1322.</p> <p>Bale, <i>European Politics</i>, 48-49.</p>
15	December 7 th & 10 th	<p>Europe’s international politics</p> <p>Bale, <i>European Politics: A Comparative Introduction</i>, ch. 11</p>

	<p>Turkey</p> <p>Ergun Özbudun, “AKP at the Crossroads: Erdoğan’s Majoritarian Drift,” <i>South European Society and Politics</i>, 19:2 (2014), pp. 155-67.</p> <p>“Turkey’s Long Road to EU Membership Just got Longer,” <i>The Guardian</i>, July 20, 2016, 1-3.</p> <p>Beken Saatcioglu, “The European Union’s refugee crisis and rising functionalism in EU-Turkey relations”, <i>Turkish Studies</i></p>
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