

9-2013

## PSCI 322.01: Politics of Europe

Eric H. Hines

*University of Montana - Missoula, [eric.hines@umontana.edu](mailto:eric.hines@umontana.edu)*

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# 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

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**Instructor:** Eric H. Hines

**Office:** JRH 206

**Office Hours:** TR 9-10 & by appointment.

**Email:** [eric.hines@umontana.edu](mailto:eric.hines@umontana.edu)

**Phone:** 406.359.1660 (Cell/Voicemail)

**Course Number:** PSCI 322

**Class Location:** Liberal Arts 306

**Meeting Time:** TR 11:10-12:30

**Website:** Moodle (<http://umonline.umt.edu>)

**CRN (Add/Drop):** 73061

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

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## COURSE DESCRIPTION AND PREREQUISITES

The purpose of this course is to provide students with the knowledge, skills, and abilities needed to understand the challenges confronting Europe in the 21 Century. The course introduces the history and politics of postwar Europe through the lens of five interrelated themes that define the unique politics of this subcontinent: parliamentarism, socialism, nationalism, democratization, and integration.

### Five Principles of Politics

1. Politics is collective action.
2. Collective action is problematic.
3. Institutions help fix these problems.
4. Ideas matter.
5. History matters

**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:

Crepaz, Markus M.L., and Jürg Steiner. 2012. *European Democracies*. 8th Ed. Boston: Longman. ISBN: 9780205854783

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

<i>After this course, students will have the knowledge &amp; skills to:</i>		<i>This will be assessed by:</i>
1	Use comparative analysis and causal reasoning to explain political phenomena in Europe.	Causal Analysis Paper Library Assignment
2	Describe and explain conceptually the features of parliamentary democracy.	Election Concept Quiz Policy Memos
3	Evaluate the comparative effectiveness of democratic institutions using the criteria of representation, efficiency, and stability.	Policy Memos Election Simulation Simulation Debriefing
4	Describe the motivations of and the ideological, historical, and institutional constraints imposed on political actors in European politics.	Class Debates Election Simulation Simulation Debriefing

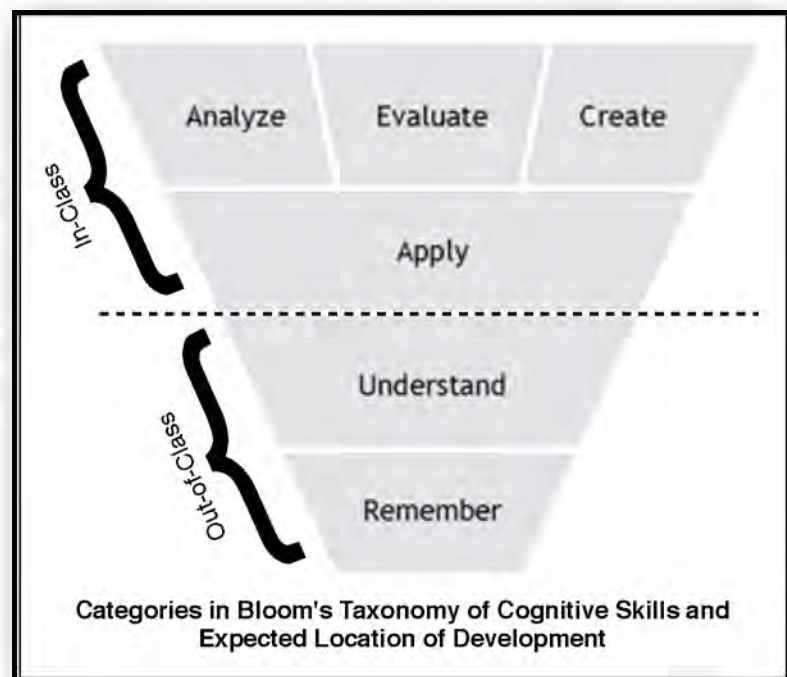
## COURSE PHILOSOPHY, CLASS PEDAGOGY, AND LEARNING OBJECTIVES

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 at right) 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 the professor 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.

## 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>.

### Students with Disabilities

If you have a disability and feel you need accommodations in this course please present me with a letter from Disability Services for Students (DSS), Lommasson Center 154 (243-2243), indicating the existence of a disability and the suggested accommodations. Academic Misconduct Policy

## COURSE REQUIREMENTS (% OF FINAL GRADE)

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

**Election Concept Quiz (2.5%).** Students will complete a quiz to assess how well they understand concepts related to proportional representation and government formation.

**Ruritania Election Simulation and Party Groups (50%).** 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. Failure to complete simulation assignments will result in a grade penalty listed below.

**Midterm: Simulation Debriefing Paper and Online Exam (25%).** 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 ask five randomly selected questions based on the learning objectives listed on Moodle.

**Policy Memo and Library Research Assignment (2.5%).** 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 problems 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 and deadlines distributed as follows:

Assignments/Assessments	Pts. Possible	Due Date	Where Submitted
Party Platforms	50	Sep 19, 2013	Moodle
Election Concepts Quiz	25	Sep 13, 2013	Moodle
Election Simulation Vote	-25 if not done	Sep 24, 2013	Moodle
Post-Election Press Release	-25 if not done	Sep 25, 2013	Email to Class
Coalition Formation Proposals	-25 if not done	Sep 26, 2013	Class
Simulation Debriefing Paper	100	Oct 3, 2013	Moodle
Library Research Assignment	25	Oct 10, 2013	Moodle
Online Midterm Exam	100	Oct 17, 2013	Moodle
Policy Memo #1	100	Oct 22, 2013	Moodle
Debate Worksheet #1	12.5	Oct 22, 2013	Class



Assignments/Assessments	Pts. Possible	Due Date	Where Submitted
Policy Memo #2	100	Nov 5, 2013	Moodle
Debate Worksheet #2	12.5	Nov 5, 2013	Class
Policy Memo #3	100	Nov 19, 2013	Moodle
Debate Worksheet #3	12.5	Nov 19, 2013	Class
Policy Memo #4	100	Dec 5, 2013	Moodle
Debate Worksheet #4	12.5	Dec 5, 2013	Class
Final Exam	100	Dec 9, 2013	Online
Final Policy Briefing	150	Dec 9, 2013	Class

**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 27	Syllabus; Postwar Settlement Simulation	• <i>Recommended:</i> Bale, " <a href="#">Europe – A Continent in the Making</a> " (M)
Aug 29	<i>Lecture:</i> Postwar Settlement	• Hitchcock, Chapters 1-4
Sep 3	<i>Lecture:</i> Political Parties and Party Families; <i>Learning Group Work Session — Party Platforms</i>	• Crepez and Steiner, Ch. 2
Sep 5	<i>Lecture:</i> Socialism	• Hoffman and Graham, "Socialism" (M)
Sep 10	<i>Lecture:</i> Electoral Systems	• Crepez and Steiner, Ch. 3
Sep 12	<i>Lecture:</i> Executive-Legislative Relations	• Crepez and Steiner, Ch. 4
Sep 17	<i>Lecture:</i> Courts; <i>Learning Group Work Session — Party Platforms</i>	• Crepez and Steiner, Ch. 5
Sep 19	<i>Lecture:</i> Levels of Government	• Crepez and Steiner, Ch. 6-7 • <b>Elections Concept Quiz (M)</b> • <b>Party Platforms Due</b>
Sep 24	<i>Lecture:</i> Politics Outside Parliament	• Crepez and Steiner, Ch. 8 • Read Party Platforms (M) • <b>Election Vote Due (M)</b>
Sep 26	<i>Ruritania Election Simulation: Gov. Formation</i>	• <b>Coalition Proposals Due</b>

Date	Topic or Activity	Readings and Assignments
Oct 1	Lecture: Corporatism and Social Models	<ul style="list-style-type: none"> <li>Crepez and Steiner, Ch. 9</li> <li>Sapir, "<a href="#">European Social Models</a>" (M)</li> </ul>
Oct 3	Lecture: Postwar Outcomes	<ul style="list-style-type: none"> <li>Crepez and Steiner, Ch. 10</li> <li>Hitchcock, Chs. 5-8</li> <li><b>Simulation Debriefing Due</b></li> </ul>
Oct 8	Lecture: Consensus and its Discontents	<ul style="list-style-type: none"> <li>Hitchcock, Chs. 9 &amp; 12</li> </ul>
Oct 10	Lecture: Postcommunist Europe	<ul style="list-style-type: none"> <li>Crepez and Steiner, Ch. 11</li> <li><b>Library Assignment Due (M)</b></li> </ul>
Oct 15	Lecture: Democratization; Case Studies	<ul style="list-style-type: none"> <li>Hitchcock, Chapter 9</li> <li><a href="#">Nations in Transit (M)</a></li> <li><b>Learning Issues Due (C)</b></li> </ul>
Oct 17	Learning Group Work Session	<ul style="list-style-type: none"> <li><b>Problem Statements Due (C)</b></li> <li><b>Online Midterm Due (M)</b></li> </ul>
Oct 22	Class Debate: Is Democracy in Europe Retreating?	<ul style="list-style-type: none"> <li><b>Policy Memo #1 Due (M)</b></li> <li><b>Debate Worksheets Due (C)</b></li> </ul>
Oct 24	Lecture: European Union	<ul style="list-style-type: none"> <li>Crepez and Steiner, Ch. 14</li> </ul>
Oct 29	Case Studies: EU Candidate Countries	<ul style="list-style-type: none"> <li>Rachman, "<a href="#">The Death of Enlargement</a>" (M)</li> <li><a href="#">Enlargement Strategy and Main Challenges 2012-2013 (M)</a> (pgs. 1-29).</li> <li><b>Learning Issues Due (C)</b></li> </ul>
Oct 31	Learning Group Work Session	<ul style="list-style-type: none"> <li><b>Problem Statements Due (C)</b></li> </ul>
Nov 5	Class Debate: Is EU Membership Still a Good Deal for Member States?	<ul style="list-style-type: none"> <li><b>Policy Memo #2 Due (M)</b></li> <li><b>Debate Worksheets Due (C)</b></li> </ul>
Nov 7	Workshop: Final Paper Peer Review	<ul style="list-style-type: none"> <li>Bring paper outline to class.</li> </ul>
Nov 12	Lecture: Nationalism; Case Studies: Bosnia, Kosovo, Northern Ireland	<ul style="list-style-type: none"> <li>Crepez and Steiner, Chs. 12-13</li> <li>Hitchcock, Chapter 14-15</li> <li><b>Learning Issues Due (C)</b></li> </ul>
Nov 14	Learning Group Work Session	<ul style="list-style-type: none"> <li><b>Problem Statements Due (C)</b></li> </ul>
Nov 19	Class Debate: Can Power-sharing Work?	<ul style="list-style-type: none"> <li><b>Policy Memo #3 Due (M)</b></li> <li><b>Debate Worksheets Due (C)</b></li> </ul>
Nov 21	Lecture: Demographics and Austerity in Europe	<ul style="list-style-type: none"> <li>Madrick, "<a href="#">How Austerity is Killing Europe</a>" (M)</li> <li>Klingholtz, "<a href="#">Europe's Real Demographic Challenge</a>" (M)</li> <li><b>Learning Issues Due (C)</b></li> </ul>
Nov 26	Learning Group Work Session	<ul style="list-style-type: none"> <li><b>Problem Statements Due (C)</b></li> </ul>
Thanksgiving Break: No Class November 27-29		
Dec 3	Lecture: European Identity and Pop Culture	<ul style="list-style-type: none"> <li>McCormick, "Europeanism" (M)</li> </ul>
Dec 5	Class Debate: Can the Social Model Survive?	<ul style="list-style-type: none"> <li><b>Policy Memo #4 Due (M)</b></li> <li><b>Debate Worksheets Due (C)</b></li> </ul>
Dec 9	<b>Final Exam @ 10:10-12:10 in LA 306</b>	<ul style="list-style-type: none"> <li><b>Final Paper Due (M)</b></li> </ul>