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### PSCI 322.01: Politics of Europe

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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

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

**Course Number:** PSCI 332

**Class Location:** Liberal Arts 106

**Meeting Time:** MWF 12:10-1:00 p.m.

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

**CRN (Add/Drop):** 73320

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

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## Course Description, Prerequisites, and Options

The course introduces students to the history and politics of postwar Europe through the lens of five interrelated themes that define the unique politics of this subcontinent. By examining the roles parliamentarism, socialism, nationalism, democratization, and integration have played in Europe's postwar development, students will acquire the knowledge, skills, and abilities needed to understand the challenges confronting the subcontinent in the 21 Century.

Our study begins with an examination of the aftermath of World War II and the uneasy domestic postwar political settlements forged in Western and Eastern Europe. We then move to a comparative study of national politics and postwar political development including political parties, party systems, political ideologies including socialism and nationalism, and electoral systems. We conclude with an examination of the gradual breakdown of postwar settlements across Europe with a focus on the related processes of democratization and integration.

**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.

### Course Learning Outcomes and Assessments

After completing this course, students will have the knowledge and skills to:

<i>Learning Outcomes</i>		<i>Assessment</i>
1	Use comparative analysis and causal reasoning to explain political phenomena in Europe.	(1) Causal Analysis Paper (2) Library Research Assignment
2	Describe and explain conceptually the features of parliamentary democracy.	(1) Election Concept Quiz (2) Policy Memos
3	Evaluate the comparative effectiveness of democratic institutions using the criteria of representation, efficiency, and stability.	(1) Policy Memos (2) Election Simulation (3) Simulation Debriefing Paper
4	Describe the motivations of and the ideological, historical, and institutional constraints imposed on political actors in European politics.	(1) Class Debates (2) Election Simulation (3) Simulation Debriefing Paper

### Course Philosophy

Learning is more than memorizing facts and answering questions on a test. It is using information to gain an understanding of how things work and how to make them better.

In this course, learning will be defined as the process of enhancing your ability to:

- Ask the right questions and frame good problems.
- Acquire information and evaluate sources of information.
- Critically investigate and solve problems.
- Make choices among different alternatives.
- Explain abstract ideas to others both orally and in writing.
- Generalize to new situations.

### 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](#).

### Student Responsibilities

Students have the responsibility to:

1. Attend class regularly and complete all assigned readings before class.
2. Participate actively in class activities including class discussions.
3. Complete all assignments by the deadline given by the instructor.
4. Complete course requirements by the end of the semester.
5. Review all feedback from the instructor, including feedback posted online.
6. Ask for clarification if instructions or feedback are not fully understood.
7. Inform the instructor beforehand if they cannot fulfill these responsibilities.

### Academic Misconduct Policy

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. It is available for review online at: <http://ordway.umt.edu/SA/VP/SA/index.cfm/name/StudentConductCode>.

### Statement On Disabilities

I strongly encourage students with documented disabilities to discuss appropriate accommodations with me. Because I am not qualified to make an assessment of your need for an accommodation, if feel you need accommodations 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.

### 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 (7.5%).** 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 (7.5%).** 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: Ruritania Election Debriefing (10%).** Students will write a 5-page policy briefing evaluating the outcome of the election and alternative political systems.

**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 and Presentations (40%).** Students will be assigned randomly 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 to the problem. 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 Paper (25%).** In this 8-12 page paper, you will select a policy outcome (e.g., tax rates, poverty levels, etc.), compare variations in policy outcomes among European democracies using one of two methods of causal analysis, and provide an explanation for why this policy outcome varies. Complete guidelines are available on Moodle.

### 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	75	Sep 19, 2012	Moodle
Election Concepts Quiz	75	Sep 21, 2012	Moodle
Post-Election Press Release	-25 if not done	Sep 26, 2012	Email to Class
Coalition Formation Proposals	-25 if not done	Sep 28, 2012	Class
Library Research Assignment	50	Oct 12, 2012	Moodle
Policy Memo #1	100	Oct 31, 2012	Moodle
Debate Worksheet #1	12.5	Oct 31, 2012	Class
Policy Memo #2	100	Nov 9, 2012	Moodle
Debate Worksheet #2	12.5	Nov 9, 2012	Class
Policy Memo #3	100	Nov 28, 2012	Moodle
Debate Worksheet #3	12.5	Nov 28, 2012	Class
Policy Memo #4	100	Dec 7, 2012	Moodle
Debate Worksheet #4	12.5	Dec 7, 2012	Class
Comparative Analysis Paper	250	Dec 10, 2012	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, Part I (West)	• Hitchcock, Chapters 1 & 2
Aug 31	<i>Lecture:</i> Postwar Settlement, Part II (East)	• Hitchcock, Chapters 3 & 4
Sep 3	<b>LABOR DAY</b>	<b>NO CLASS</b>
Sep 5	<i>Lecture:</i> Political Parties and Party Families	• Crepez and Steiner, Ch. 2
Sep 7	<i>Lecture:</i> Socialism	• Hoffman and Graham, "Socialism" (M)
Sep 10	<i>Learning Group Work Session – Party Platforms</i>	
Sep 12	<i>Lecture:</i> Electoral Systems	• Crepez and Steiner, Ch. 3
Sep 14	<i>Lecture:</i> Executive-Legislative Relations	• Crepez and Steiner, Ch. 4
Sep 17	<i>Learning Group Work Session – Party Platforms</i>	
Sep 19	<i>Lecture:</i> Courts	• Crepez and Steiner, Ch. 5 • <b>Party Platforms Due</b>
Sep 21	<i>Lecture:</i> Levels of Government	• Crepez and Steiner, Ch. 6-7 • <b>Elections Concept Quiz (M)</b>
Sep 24	<i>Ruritania Election Simulation:</i> Leader Debate	• Read Platforms on Moodle
Sep 26	<i>Ruritania Election Simulation:</i> Results Show	
Sep 28	<i>Ruritania Election Simulation:</i> Gov. Formation	• <b>Coalition Proposals Due</b>
Oct 1	<i>Lecture:</i> Social Movements	• Crepez and Steiner, Ch. 8
Oct 3	<i>Lecture:</i> Corporatism	• Crepez and Steiner, Ch. 9
Oct 5	<i>Lecture:</i> Postwar Outcomes	• Crepez and Steiner, Ch. 10 • Hitchcock, Chs. 5-8
Oct 8	<i>Lecture:</i> Consensus and its Discontents, Part I	• Hitchcock, Chapter 9
Oct 10	<i>Lecture:</i> Consensus and its Discontents, Part II	• Hitchcock, Chapters 12
Oct 12	<i>Lecture:</i> Postcommunist Europe	• Crepez and Steiner, Ch. 11 • <b>Library Research Assignment Due (M)</b>
Oct 15	<i>Lecture:</i> European Union I	• Crepez and Steiner, Ch. 14
Oct 17	<i>Lecture:</i> European Union II	
Oct 19	<i>Lecture:</i> European Identity and Pop Culture	• McCormick, "Europeanism" (M)
Oct 22	<i>Lecture:</i> Democratization	• Hitchcock, Chapter 9
Oct 24	<i>Case Studies:</i> Hungary, Russia, Belarus, Ukraine	• <b>TBD</b> • <b>Learning Issues Due (C)</b>
Oct 26	<i>Learning Group Work Session</i>	• <b>Problem Statements Due (C)</b>

Date	Topic or Activity	Readings and Assignments
Oct 29	<i>Learning Group Work Session</i>	
Oct 31	<i>Class Debate: What is a European Democracy?</i>	<ul style="list-style-type: none"> <li>• <b>Policy Memo #1 Due (M)</b></li> <li>• <b>Debate Workheets Due (C)</b></li> </ul>
Nov 2	<i>Case Studies: European Social Models</i>	<ul style="list-style-type: none"> <li>• Sapir, "<a href="#">Globalisation and Reform of the European Social Models</a>" (M)</li> <li>• <b>Learning Issues Due (C)</b></li> </ul>
Nov 5	<i>Learning Group Work Session</i>	<ul style="list-style-type: none"> <li>• <b>Problem Statements Due (C)</b></li> </ul>
Nov 7	<i>Learning Group Work Session</i>	
Nov 9	<i>Class Debate: Can the Social Model Survive?</i>	<ul style="list-style-type: none"> <li>• <b>Policy Memo #2 Due (M)</b></li> <li>• <b>Debate Workheets Due (C)</b></li> </ul>
Nov 12	<i>Veterans' Day</i>	<ul style="list-style-type: none"> <li>• <b>No Class</b></li> </ul>
Nov 14	<i>Lecture: Nationalism</i>	<ul style="list-style-type: none"> <li>• Crepez and Steiner, Chs. 12-13</li> <li>• Hitchcock, Chapter 14-15</li> </ul>
Nov 16	<i>Case Studies: Bosnia, Kosovo, Scotland</i>	<ul style="list-style-type: none"> <li>• TBD</li> <li>• <b>Learning Issues Due (C)</b></li> </ul>
Nov 19	<i>Learning Group Work Session</i>	<ul style="list-style-type: none"> <li>• <b>Problem Statements Due (C)</b></li> </ul>
Thanksgiving Break: No Class November 21-23		
Nov 26	<i>Learning Group Work Session</i>	
Nov 28	<i>Class Debate: Can Power-Sharing Work?</i>	<ul style="list-style-type: none"> <li>• <b>Policy Memo #3 Due (M)</b></li> <li>• <b>Debate Workheets Due (C)</b></li> </ul>
Nov 30	<i>Case Studies: EU Candidate Countries</i>	<ul style="list-style-type: none"> <li>• Rachman, "<a href="#">The Death of Enlargement</a>" (M)</li> <li>• <b>Learning Issues Due (C)</b></li> </ul>
Dec 3	<i>Learning Group Work Session</i>	<ul style="list-style-type: none"> <li>• <b>Problem Statements Due (C)</b></li> </ul>
Dec 5	<i>Learning Group Work Session</i>	
Dec 7	<i>Class Debate: Should States Join the EU?</i>	<ul style="list-style-type: none"> <li>• <b>Policy Memo #4 Due (M)</b></li> <li>• <b>Debate Workheets Due (C)</b></li> </ul>
Dec 10		<ul style="list-style-type: none"> <li>• <b>Final Paper Due at 9:00 a.m.</b></li> </ul>