

**Syllabus**  
**INTL 4330 – Fall 2017**  
**Post-Industrial Democracies**

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| <b>Instructor:</b><br>Dr Jennifer Joelle White                  | <b>Class Time:</b><br>MWF, 10:10-11:00                           |
| <b>Office hours:</b><br>Tuesdays, 15:30-17:00 or by appointment | <b>Class Location:</b><br>115 Park Hall                          |
| <b>Office:</b><br>Candler B03                                   | <b>E-Mail:</b><br><a href="mailto:jenx@uga.edu">jenx@uga.edu</a> |

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**Course Description:**

“The political economy, institutions, and cultures of the major capitalist countries in Europe, East Asia, and North America. State-society relations and formal and informal political institutions, such as political parties, interest groups, electoral systems, and democratic representation.” Prerequisite: INTL 3200 or INTL 3300 or permission of department

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**Raison d’Être of the Course:**

Modern democracy began in Europe, and has expanded across the globe to become the most widely-chosen form of government. The early adopters of democracy – in Western Europe and North America, then East Asia – have been at the democracy game for some time now, and yet despite being “consolidated democracies,” these systems still face challenges. Further, although these systems have been in place for well over a century, they have been shaped by different histories and political cultures, and have thus adopted different institutional configurations that lead to a variety of political, economic, and social outcomes – and indeed different ways of addressing the common challenges many face today.

We shall therefore discuss what “democracy” means, how it evolves, and its different varieties. In these discussions, we shall consider the political institutions, cultures, and economics that underpin advanced, post-industrial democratic nations. As we discuss these concepts, we shall also explore issues that currently challenge these systems – in Europe and beyond – such as political violence, migration, the development of extremist/nationalist groups, and the effects of international institutions.

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## Course Objectives

In this course, we shall work to:

- develop a clearer understanding of the **politics of advanced, post-industrial democracies**, and the similarities and differences among these different systems
- explore the **political institutions, culture, and economy** of advanced democratic countries to understand how these factors affect political outcomes
- **compare** these systems and countries in particular to the case of the United States, which we shall use as a base reference
- engage in **critical assessments** of the differences and similarities we find, asking whether or not changes in a country's political institutions may provide **viable answers** to some of the current political problems and controversies that many modern democracies face today (such as immigration policy and migration flows, political violence, and political extremism)
- develop sharper **critical thinking skills** that will enable you to better understand and assess the value of news articles, research papers, and other content on the political and economic affairs of advanced democracies and other systems
- use theoretical tools from the course to **explain, predict, or prescribe policy reform** and political behavior as a researcher or practitioner in the field of politics
- be able to **comprehend and communicate theoretical concepts and findings** with more effective written and verbal communication skills

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### Texts:

We shall use **two** main texts for the course and one recommended text:

#### TWO REQUIRED:

**Crepaz, Markuz.** *European Democracies*. New York: Routledge, 2017. (9<sup>th</sup> Edition)  
**ISBN:** 978-1-138-9324-9 (Noted as "**MC**" in the course schedule below.)

**Weston, Anthony.** *A Rulebook for Arguments*. (4<sup>th</sup> Edition) Indianapolis: Hackett Publishing Company, Inc. 2009.  
**ISBN:** 978-0-87220-954-1 (Noted as "**AW**" in the course schedule below.)

#### ONE OPTIONAL:

**Dahl, Robert A.** New Haven: Yale University Press, 2001. (2<sup>nd</sup> Edition)  
**ISBN:** 978-0300095241 (Noted as "**RD**" in the course schedule below.)  
**Available as an e-book through the UGA Library**  
**(Galileo Password required for off-campus access):**  
<http://ebookcentral.proquest.com/lib/ugalib/detail.action?docID=3420181>

There will also be selected readings from other texts, some of which are listed in the course schedule below, and some which will be determined later. All of these readings will be posted on the course's site on the eLC. **Please NOTE:** *The readings that will be posted on the course Web site are for use by students in this course ONLY! Please do not share these copyrighted materials with others, else I shall receive a nasty "cease and desist order" from the publishers. Not fun.*

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## Ground Rules

Each day's assignments and readings must be completed **before** class, and each student must be ready to conduct a quality discussion on the day's material. Also, lectures will not be mere repetition of the reading material, and students will be expected to come to class ready to expand on the readings and assignments. In effect, we shall be building the lectures together, so each student must be engaged in the discussions (and, of course, this counts towards your participation grade!).

### Please note the following:

1. The use of laptops, cell phones, iPods, or any other electronic device **will not be tolerated during class. Period. No exception.** We shall be doing this old-school, ladies and gentlemen. ***If you cannot be disconnected for 50 minutes thrice a week, do not take this class.*** Also note that, as adults, I will not reprimand you for using your e-device: I shall simply give you a zero for participation on the day(s) that you choose to ignore this first ground rule. **Note:** For anyone who **dares** to use an electronic device when we have a guest speaker, I shall give you a **zero** for your **semester** participation grade. You really don't want to lose participation credit if you don't have to – it may very well make the difference in your final grade.
2. ***You may accrue up to three unexcused absences without penalty.*** If you are absent for more than three class meetings without a valid (per University policy) written excuse, your participation grade will be lowered by one letter grade per unexcused absence. As participation is a part of your grade, you cannot participate if you do not attend class.
3. ***If you are absent on a day when an assignment is due, you must provide an acceptable excuse per University policy in order to make up the assignment.*** In addition, if you know you will be absent (e.g., for religious observance, an extra-curricular event, or illness), I would appreciate an e-mail notification ahead of time, if possible.
4. ***Be sure you know what the heck plagiarism is*** (see [www.merriam-webster.com/dictionary/plagiarize](http://www.merriam-webster.com/dictionary/plagiarize)). ***Work submitted for this course must be your own work; all necessary citations must be properly provided when you cite anyone or anything else:*** All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for knowing these standards **before** performing any academic work, and we shall discuss points of academic ethics and plagiarism in class. For more information, see: [honesty.uga.edu/ahpd/culture\\_honesty.htm](http://honesty.uga.edu/ahpd/culture_honesty.htm). **To reiterate:** any incidents of plagiarism or intellectual fraud (see [www.merriam-webster.com/dictionary/fraud](http://www.merriam-webster.com/dictionary/fraud)) will be treated as the **most serious offense**, and you **really** don't want to go to a University hearing over this – it's scary AF. If you need help in determining what constitutes plagiarism and how to avoid committing this most egregious intellectual sin, please consult me or our kickin'-est SPIA Librarian, Elizabeth White ([elwhite1@uga.edu](mailto:elwhite1@uga.edu), no relation).
5. **Late work:** I shall accept late work on an individual basis: that is, I may accept it, I may not. Do not depend on my acceptance of late work. For me to consider *any* submission of late work, you must communicate to me *before* the deadline that the assignment will be late. If you have not informed me before the deadline, I shall not accept any late submission.

6. Our discussions may touch upon ideas or topics on which we may not all agree – in fact, this will probably be the case. Each student is expected to be courteous and respectful of the viewpoints and ideas of all others in the class, although disagreements are certainly acceptable. ***In discussions, you should make an effort to provide either a theoretical or empirical basis for your comments (i.e., facts – and there is no such thing as an “alternative fact”). This is a major part of becoming a good critical thinker, which is one of the goals of this course.***
  7. Be sure to check your UGA e-mail often; I shall communicate important info this way.
  8. If you would like to request a letter of recommendation from me, please be sure to give me at least two weeks before the deadline to ensure I have enough time.
  9. This syllabus is a general plan; **it may be necessary for me to amend any part of the syllabus as we proceed through the course.** Announcements will generally be made in class and on the course Web site, so you should be sure to attend each class, and to **check the course Web site on ELC often.**
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### **Class Agenda**

**For each class**, students are expected to have **completed the readings listed for that day** in the course schedule. Generally, the first two days of the week will be focused on the readings, and Fridays will be dedicated to discussion of the material, current events, or an activity. The week’s schedule will of course be different around holidays and during presentation weeks.

Students are also expected to **be familiar with current events** related to advanced democracies, and we shall have discussions of these events and how they bear on our studies to that point each week. As this is a course in which you are expected to sharpen your critical thinking skills, you should try to **check out at least two (2) news sources** at least a couple of times a week (no – your Facebook/Snapchat feed does **not** count) and thoughtfully assess each source and its presentation of the information. This may be most easily accomplished on-line, by going to the “world news” section of a reputable news source. Here are some to try:

- The New York Times ([www.nytimes.com](http://www.nytimes.com))
- NPR ([www.npr.org](http://www.npr.org), also carried on WUGA on-line and at 91.7FM)
- The BBC ([news.bbc.co.uk](http://news.bbc.co.uk))
- The Washington Post ([www.washingtonpost.com](http://www.washingtonpost.com))
- The Wall Street Journal ([www.wsj.com](http://www.wsj.com))
- The Globe and Mail ([www.theglobeandmail.com](http://www.theglobeandmail.com))
- The Guardian ([www.guardian.co.uk](http://www.guardian.co.uk))
- The Irish Times ([www.irishtimes.ie](http://www.irishtimes.ie))
- Le Monde ([www.lemonde.fr](http://www.lemonde.fr) – in French)
- Der Spiegel ([www.spiegel.de](http://www.spiegel.de)– in German)
- The Christian Science Monitor ([www.csmonitor.com](http://www.csmonitor.com))
- Teen Vogue ([www.teenvogue.com/news-politics](http://www.teenvogue.com/news-politics) - the News/Politics section)
- Check out **Google News** (<http://news.google.com/nwshp?hl=en&tab=wn>), and choose “World” to see the world’s news in the country of your choice; many news sources here are in English (e.g., Canada, New Zealand, Australia, South Africa) as well as other languages.

## Reading Assignments

This course includes a significant reading load (approximately 100 pages per week). To get through this material as efficiently as possible, you may find it more effective to approach the reading in this manner: Read the introduction and then conclusion to identify the author's main argument(s). Then scan section headings (or the first sentence in each paragraph) to see how the author develops and supports the main argument. Finally, reserve detailed reading for those sections that clarify the argument or provide supporting evidence. Give yourself time to *think* about the reading, challenging its arguments or coming up with additional evidence that you believe supports the presented arguments.

We shall discuss these readings thoroughly, and to prepare for the class discussions, you should always consider the following: What is the author's main point or argument? What evidence does s/he offer to support this view? Is the argument and evidence compelling? Can I think of arguments / evidence that support / undermine this? Why is this piece on the syllabus? How does it relate to previous readings? How can I use this piece in an essay?

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## Grading

|                                       |   |                    |
|---------------------------------------|---|--------------------|
| Participation                         | → | 10%                |
| Required Office Meeting               | → | 5%                 |
| Mid-Term                              | → | 15%                |
| Quizzes                               | → | 10%                |
| Journal Reflections                   | → | 10%                |
| Group Debate (Peer Reviewed)          | → | 10%                |
| Submitted Peer Review of Group Debate | → | 5%                 |
| Debate Topic Individual Report        | → | 15%                |
| Final (cumulative)                    | → | 20%                |
| <b><u>Total:</u></b>                  |   | <b><u>100%</u></b> |

Grading will be based on several group and individual projects; a mid-term; quizzes (at least two); journal reflections (to be assigned during class and completed on the eLC course Web site); a final; participation; and a **mandatory** office meeting with me to take place in the course of the semester. Exact details of the assignments will be given in class well in advance of each assignment's due date.

### Group Projects:

1. Students will work in groups to research a region that favors independence from the larger state in an advanced democracy. Students will then present a debate on the merits on the region's independence - half of the group in favor, half against. Students on both sides of the debate will also be responsible for answering questions from the class at the end of the debate.
2. Note that the debates will be peer-graded (students not presenting will be given a rubric to assess those presenting). Each group will be responsible for evaluating the debate of one other group (so each student will evaluate only one other debate).

### Individual Projects:

1. Each student will write a brief reflection on various topics related to the course in a journal on the eLC course Web site. The prompts for these journal entries will be given in class. There will be approximately four (4) such essay reflections required.
2. Each student will be responsible for writing an individual report on her/his work on the case (for or against) independence as part of the group project.

Details concerning these projects will be discussed in class well in advance of the respective due dates. **Additional assignments** may also be given during class, either to be completed in class or turned in during the next class session or on eLC.

### Final:

There will be a final exam that will enable you to reflect on what we have covered in the course and to offer possible future considerations for the study of politics in advanced democracies. A review for the final will occur on the last day of class.

### Participation:

As one of the objectives of the course is to develop better critical thinking skills and to be able to communicate concepts and ideas more effectively, participation is not a marginal part of your final grade. Silently attending lectures and completing all assignments on time earns you a C- or 70% (so keep this in mind with regard to how late you get in the night before we have class). A higher grade is contingent on **active participation**. I define participation broadly, for example: raising questions or expressing confusion about the material; interacting with me outside of the classroom; posting interesting articles on the eLC course Web site that relate to our course material; responding to posts on eLC. If you are concerned about participation, contact me and we can discuss strategies to raise your grade, but **do not wait until the end of the semester to do this**, as it will be too late by then!

Note that part of your grade (5%) is an office visit to see me at some point **before classes end**. If you have a question or comment about the course or an assignment, or if you would like to discuss some issue from class in greater detail, this would be an excellent opportunity to do just that. But feel free to chat about current events, your plans, or anything else related to our mutual efforts. Note that if you wait until the end of the semester to come see me, you may not be able to do so if other students have also waited. I will of course try to meet students on an appointment basis for those who cannot visit me during my office hours and **hold "happy**

hour” office hours throughout the semester (usually at Walker’s, downtown), but I *cannot guarantee* my availability outside of my office hours. So, plan that office visit accordingly!

**Grading Scale:**

Grading for the course will be deemed as follows:

|       |    |       |    |       |    |     |   |
|-------|----|-------|----|-------|----|-----|---|
| >=94  | A  | 84-86 | B  | 74-76 | C  | <60 | F |
| 90-93 | A- | 80-83 | B- | 70-73 | C- |     |   |
| 87-89 | B+ | 77-79 | C+ | 60-69 | D  |     |   |

**Contested Grades:**

If you have a concern about the grade you received for a test or assignment, you must submit a **type-written** explanation of the problem along with the test or assignment in question **within one week** of my returning the assignment to you. I shall re-evaluate your work and assign a “new” grade, taking into account your written explanation (which, in essence then, becomes part of the re-grade). Note, however, that this process may result in the same grade, a higher grade, or indeed a **lower grade for that assignment**. You are allowed this one appeal for each graded assignment; the re-grade will then stand. If the issue is merely a matter of an error in calculation on my part, you need not submit a type-written request for this correction, but you do need to notify me of this error within one week of receiving the graded assignment back from me. *Capisce?* Please see me if you do not understand this policy or if you have questions about it.

**Late Work**

As a reminder of the ground rules: Outside of an accepted University excuse, under **unusual** circumstances, and on a **case-by-case** individual basis, I **may** accept late work *if you have communicated to me before the due date that the work is to be late*. For **all** submitted work, it is **your responsibility** to ensure that I receive your work – not mine. If eLC is not working for you or you’re having connection issues, find another way to get me your assignment on time. If, for any reason, you are unsure if your work has been received by me, it is up to you to follow up. I do reserve the right to refuse late work.

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**Class Schedule**

The course syllabus presents a general plan for the course, but not all readings have yet been determined. Depending upon political events that may yet unfold, I shall determine readings for the days for which “TBA” (“to be announced”) is noted and I may also add readings that may be of particular relevance. These added readings will be related to that day’s topic, as listed below, and will be made available on the eLC course Web site. Some readings in texts other than our main textbooks are already listed below, and are marked with a “\*\*\*” – these, too, will be available on the eLC course Web site. Bear in mind, however, that deviations from this schedule may well be necessary, and I shall announce these to the class and post on eLC.

If you note any errors (likely) below, please let me know.

**Schedule of Assignments and Classes:**

*Readings marked with asterisks (\*\*) can be found on eLC. Changes to this schedule may be necessary.*

**14 August: Introduction**

**16 – 18 August: Critical Thinking and “Democracy”**

**Main Readings:**

Paul, Richard, and Linda Elder. “Critical Thinking: Concepts and Tools.” (Dillon Beach, CA: The Foundation for Critical Thinking, 2006). \*\*

AW – Introduction - Chapters 6 (inclusive) \*\*

RD – Chapter 1, Appendix A \*\*

**\*\*21 August: NO CLASS – SOLAR ECLIPSE DAY! \*\***

**23 – 25 August: Modern Democracy**

**DUE:** Journal Reflection #1: Modern Democracy (8/28)

**Main Readings:**

CS – Chapter 1

RD – Chapter 2 \*\*

**28 August – 1 September: Parties**

**Main Readings:**

MC – Chapter 2

Manifesto Project ([manifesto-project.wzb.eu](http://manifesto-project.wzb.eu)) \*\*

*Guest Speaker (9/1)*

**4 September: NO CLASS! LABOR DAY!**

**6 – 8 September: Electoral Systems**

**Main Readings:**

MC – Chapter 3

Duverger and His Law (TBA) \*\*

**11 – 15 September: Legislatures and Executives**

**Main Readings:**

MC – Chapter 4

Allen, Christopher S. “The Case for a Multi-Party U.S. Parliament? American Politics in Comparative Perspective,” in Christian Soe, editor, *Annual Editions: Comparative Politics 2007-08*. \*\*

RD – Chapter 4 \*\*

**18 – 22 September: Courts & Referenda (Referendums?)**

**DUE:** Journal Reflection #2: Brexit (9/24)

**Main Readings:**

MC – Chapters 5 & 6

RD – Chapter 7 \*\*

## **25 – 29 September: Social Movements**

### **Main Readings:**

MC – Chapter 7

The “Alt-Right” and Radicalization (TBA) \*\*

## **2 – 6 October: Immigration and the Welfare State**

### **Main Readings:**

MC – Chapter 8

### **In Class:**

Film

Review for Mid-Term

## **9 October: MID-TERM!**

### **In Class:**

Mid-Term Exam

## **11 – 13 October: Political Culture**

**DUE:** Sign-Up for Group Project (10/13)

### **Main Readings:**

MC – Chapter 9

AW – Chapters 7 – 9 (inclusive); Appendix I \*\*

*Guest Speaker – Elizabeth White, SPIA Librarian (10/13)*

## **16 – 20 October: The European Union, Brexit, and European Identity**

**DUE:** Journal Reflection #3: Radical Right in Advanced Democracies (10/22)

### **In Class:**

### **Main Readings:**

MC – Chapter 10

*Guest Speaker (10/20)*

## **19 October: WITHDRAWAL DEADLINE**

## **23 – 25 October: Political Economy in Post-Industrial Democracies**

### **Main Readings:**

MC – Chapter 11

Vogel – Chapter 6 in Streeck & Thelen (Japan) \*\*

## **27 October: NO CLASS! FALL BREAK!**

## **30 October: Policy Outcomes in Advanced Democracies - Comparisons**

### **Main Readings:**

MC – Chapter 12

## **3 November: NO CLASS – PROF WHITE OUT OF TOWN**

## **6 – 10 November: Nationalism, Ethnicity, and Power-Sharing in Deeply Divided Societies**

**DUE:** Journal Reflection #4: Nationalism/Ethnic Conflict (11/12)

### **Main Readings:**

MC – Chapter 13 & 14

**13 – 17 November: : Nationalism, Ethnicity, and Power-Sharing in Deeply Divided Societies**

**In Class:**

Film (TBA)

Group Work (11/17)

**20 – 24 November: NO CLASS! THANKSGIVING BREAK**

**27 November – 1 December: DEBATES!**

**In Class:**

Group Debates! (peer-reviewed; up to two groups per day)

**4 December: Challenges – Gender/Racism/Segregation**

**Main Readings:**

Gender/Racism/Segregation (TBA) \*\*

**5 December: LAST DAY OF CLASS! (Tuesday is a Friday in the UGA universe this semester..)**

**DUE:** Individual Reports for Debate Research

**Main Readings:**

MC – Chapter 15

**In Class:**

**Wrap-Up and Review**

**13 December: FINAL EXAM**

Final Exam – 8:00 - 11:00 AM