

Syllabus
INTL 4330H – Spring 2018
Post-Industrial Democracies

Instructor:
Dr Jennifer Joelle White

Class Time:
MWF, 11:15-12:05

Office hours:
Wednesdays, 15:00-16:30 or by appointment

Class Location:
Park Hall, Room 259

Office:
Candler B03

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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

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.

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:

TWO REQUIRED:

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

Weston, Anthony. *A Rulebook for Arguments*. (4th 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. (2nd 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.*

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 allowed. Failure to observe this rule will result in a loss of participation credit for the day(s) on which the rule is broken.
2. ***You may accrue up to three unexcused absences without penalty.*** If you are absent for more than three class meetings and do not bring 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). ***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. ***To reiterate:*** any incidents of plagiarism or intellectual fraud (see www.merriam-webster.com/dictionary/fraud) will be treated as the ***most serious offense***. 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).
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. ***Back up your work!*** Purchase an inexpensive USB drive or use an on-line storage site like Dropbox and use this storage back-up *frequently!* If your laptop crashes right before an assignment is due, you want to be sure to have something to turn in. (And this back-up routine is an incredibly good habit to get into for your work in *all* of your classes!)
7. 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 – this is a major part of becoming a critical thinker, and it is part of the goal of this course.***

8. 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.**
 9. **When asked to do so, please submit all work via eLC.** I have 150+ students, and it can be extremely difficult to find assignments e-mailed to me. If there is a problem with eLC (as there often is), e-mail me about the problem and send me your assignment, ***but continue trying to submit your work via eLC until successful in doing so.*** Note also that you should receive a submission receipt for all work submitted via eLC: if you do not receive this, do not assume your work has been submitted. Again, this is your responsibility, so be vigilant.
 10. **Be sure to keep track of your grades and absences through the semester** (set up an Excel sheet if you'd like – that can help). Owing to time constraints, I likely will not be able to give you details on these matters until the end of the semester when I begin to calculate grades. Be pro-active: track for yourself.
 11. Letter of recommendation: I receive many requests for letters of recommendation from students. If you plan to make such a request, please give me at least three (3) weeks' notice before the deadline. I take these very seriously, and would like to write you as strong a letter as I can – this takes time! 😊
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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 textbook 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 each day and thoughtfully assess each source's presentation of the information. This may be most easily accomplished on-line, by going to the "world news" section in any of the following sources:

- The New York Times (www.nytimes.com – free [for now]; registration required)
- NPR (www.npr.org, also carried on WUGA on-line and at 91.7FM)
- The BBC On-Line (news.bbc.co.uk)
- The Guardian On-Line (www.guardian.co.uk)
- Le Monde (www.lemonde.fr – in French)
- Der Spiegel (www.spiegel.de – in German)
- The Christian Science Monitor (<http://www.csmonitor.com>)
- 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 – there are many news sources here 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 and the first paragraph of each section 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?

Grading

Participation	→	10%
Office Meeting	→	5%
Journal Reflections	→	10%
Class Reading Presentation	→	5%
Peer Review of Class Reading Presentation	→	5%
Mid-Term Exam	→	15%
Research Design Paper: 50% Total	→	
Research Question & Literature Review	→	10%
Hypotheses & Data Collection	→	10%
Rough Draft (with Conclusions/Implications)	→	5%
Peer Critiques/Assessment – Rough Draft	→	5%
Paper Presentation	→	10%
Final Paper Draft	→	10%
<hr/> Total:		100%

Grading will be based on the building of a draft and final research paper; journal reflections (to be assigned during class and completed on the eLC course Web site); a critique of two other students paper drafts; and the presentation of your paper; and participation (which includes a **mandatory** office meeting with me to take place in the course of the semester to have your research question approved). Exact details of the assignments will be given in class well in advance of each assignment's due date.

Group Projects:

1. Each student will work with one other student to present one of the supplemental readings and lead the class discussion on the reading (a sign-up schedule will be posted on eLC).

Individual Projects:

1. Each student will write brief reflections 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 at least two (2) such essay reflections required.
2. Each student will be responsible for writing an individual research design paper on a research question of her/his own and presenting that work to the class.
3. Each student will also *critique* the papers of *two* fellow students and *one* of the supplemental reading presentations.

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.

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 counts heavily toward 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. If you are concerned about participation, contact me and we can discuss strategies to raise your grade, but **do not wait until the last day of class to do this**, as it will be too late by then!

Note that part of your participation grade (5%) is an office visit to see me at some point **to confirm your research question for your final paper**. Keep in mind that I am teaching four classes this Fall, and that if you wait until just before your research question is due to come see me, you may not be able to do so if other students are in to see me. I will of course try to meet students on an appointment basis for those who cannot visit me during my office hours, 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:

>=93	A	83-86	B	73-76	C	<60	F
90-92	A-	80-82	B-	70-72	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.

Class Schedule

The course syllabus presents a general plan for the course, but not all readings have yet been determined (listed as “TBA” below). Depending upon political events that may yet unfold, I may add readings that are 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 or anywhere in the syllabus, please let me know.

8 January: Introduction & Critical Thinking

Main Readings:

- Paul, Richard, and Linda Elder. “Critical Thinking: Concepts and Tools.” (Dillon Beach, CA: The Foundation for Critical Thinking, 2006).
- Sana, Faria, Tina Weston, and Nicholas J. Cepeda. "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers." *Computers & Education* 62, (March 1, 2013): 24-31.

10 January: Critical Thinking & Democracy

Main Readings:

- AW – Introduction - Chapters 6 (inclusive)

12 January: “Democracy”

Main Readings:

- RD – Chapter 1, Appendix A **

In Class:

- Journal Reflection #1: Modern Democracy (1/14)

**** 15 January: NO CLASS – MARTIN LUTHER KING, JR DAY ****

17 – 19 January: Modern Democracy

Main Readings:

- MC – Chapter 1
- RD – Chapter 2 **
- How to Write a Research Paper (TBA) **

22 – 26 January: Parties

Main Readings:

- MC – Chapter 2
- Manifesto Project (manifesto-project.wzb.eu) **
- How to Write a Research Paper (TBA) **

No Class 1/26

29 January – 2 February 2 February (see what I did there??): Electoral Systems

Main Readings:

- MC – Chapter 3
- AW – Chapters 7 – 9 (inclusive); Appendix I **
- Duverger and His Law (TBA) ** (2/2)

Guest Speaker – Elizabeth White, SPIA Super-Librarian (1/31)

5 – 9 February: Legislatures and Executives

DUE: Journal Reflection #2: US Electoral System (2/9)

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*. **** (2/7)**
- How to Write a Research Paper (TBA) ******

No Class 2/9

12 – 16 February: Courts & Referenda (Referendums?)

DUE: Research Question & Literature Review – First Group (2/18)

Main Readings:

- MC – Chapters 5 & 6
- RD – Chapters 4 & 7 ******

19 – 23 February: Social Movements

DUE: Research Question & Literature Review – Second Group (2/23)

Main Readings:

- MC – Chapter 7
- The “Alt-Right” and Radicalization (TBA) **** (2/21)**

In Class:

- Journal Reflection #3: Radical Right in Advanced Democracies (2/21)

No Class 2/23

26 February – 2 March: Immigration and the Welfare State

DUE: Research Question & Literature Review – Third Group (3/4)

Main Readings:

- MC – Chapter 8
- Film: TBA

5 March: Political Culture

Main Readings:

- MC – Chapter 9

In Class:

- Review for Mid-Term

7 March: MID-TERM!

In Class:

Mid-Term Exam

9 March: NO CLASS

**** 12 March 16 March: SPRING BREAK – NO CLASS! ****

**** Monday, 19 March: DEADLINE TO WITHDRAWAL ****

19 – 23 March: The European Union, Brexit, and European Identity

DUE: Hypotheses & Data Plan – (3/23 - Everyone)

Main Readings:

- MC – Chapter 10

In Class:

- Journal Reflection #4: Brexit (3/21)

26 – 30 March: Political Economy in Post-Industrial Democracies & Policy Outcomes in Advanced Democracies – Comparisons

Main Readings:

- MC – Chapter 11
- Vogel – Chapter 6 in Streeck & Thelen (Japan) ** (3/28)
- MC – Chapter 12

2 – 6 April: & Nationalism, Ethnicity, and Power-Sharing in Deeply Divided Societies

DUE: Rough Drafts (4/6 - Everyone)

Main Readings:

- MC – Chapter 13 & 14

No Class 4/6

9– 13 April: Challenges – Gender/Racism/Segregation

DUE: Peer Paper Critiques (4/13)

Main Readings:

Gender/Racism/Segregation (TBA) ** (4/9 and 4/11)

MC – Chapter 15

16 – 20 April: Paper Presentations

23 – 25 April: Paper Presentations

2 May: FINAL PAPER DUE