

INTL 4330 H POLITICS OF INDUSTRIAL DEMOCRACIES

Or better:

“European Politics and American Exceptionalism”

Dr. Markus M.L. Crepaz

T R 11:00 to 12:15 Candler Hall 214

Office Hours: W 2:00 to 3:00 p.m. and Th. 2:00 to 3:00

Candler Hall Rm 308

Spring 2019

The purpose of this course is to familiarize students with the politics, processes, and policies of industrialized democracies, i.e. the "rich countries". This course will use an analytical and theoretical approach rather than a descriptive one. Substantively, this course will explore the European process of nation building and how it differed with the American experience. In addition, this course will focus on understanding differences in the ways economics are structured in Europe and US as well as differences in political culture. Moreover, this course will also examine European political institutions such as Parliamentarism, proportional representation, government formation, and others. In addition, a political economy approach will investigate the role of interest groups in Europe, the fascinating development of the European Union and how globalization affects European politics.

This is a course which will question many of the opinions and attitudes you hold about the world. The trick is to "see with new eyes" - and not to retreat to your comfortable and familiar positions when confronted with new information. This is a time for curiosity and exploration - remember what Dorothy said in the wizard of Oz: "We are not in Kansas anymore, Toto". For more about "seeing with new eyes", refer to the last page of the syllabus!

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Required Readings: *European Democracies, Ninth Edition* (2017). Markus Crepaz, Routledge, "ED"

Fighting poverty in the US and Europe (2004) Alesina and Glaeser, "FPU"

[How Democratic is the American Constitution](#) (2001), Robert Dahl. "HDA"

For the other additional readings, direct links are provided in this syllabus.

I will also send you from time to time links to further readings from various sources such as the Economist, NYT, and other sources that I expect you to read and discuss in class. **The contents of these sources are also fair game for tests and pop quizzes!**

You should make a habit of reading a good daily newspaper such as the *New York Times* or a weekly such as the *Economist*, and/or listening to *NPR* (91.7 or 94.5 FM WUGA or npr.org) and/or watching the *PBS NewsHour* (channels 8/30) for news and analyses related to politics, economics, and society in modern, post-industrial democracies.

Course Requirements:

1: Active in-class participation:

Readings must be completed before class on the week it is assigned. Students are expected to be ready for discussion at the beginning of each class. Participation will be judged on the **quality of the statements** made (revealing knowledge of material, original contributions, demonstrating analytical and theoretical grasp of contents, etc.) and their **frequency**. Clarification questions, while important and encouraged, **do not count** as "active participation". Active in-class participation will count for 11 percent of the final grade.

2. Attendance: You can miss **two classes** with no questions asked. For each additional classes missed, **no matter what the reason**, I will deduct 3 points from your final grade tally. If you miss more than five classes I will drop you from the roster! Attendance will be monitored via **Arkaive**, which is an attendance checker app. You will need to download the free app from the app store and is available both for i-phones and android phones. If you don't have a smart phone, or if you have privacy concerns, let me know and I'll check you in manually at the beginning of class. Arkaive works on the basis of geolocation. At the beginning of class I will "open" the class on my phone and I'll give you a 4 letter/digit code (on the second day of class) which you will have to enter into your app to be recorded as "present" in the class. **Attendance counts for 10% of the overall grade.**

3: Four pop-quizzes of which only the three highest results will count for 3 percent each and the lowest result will be dropped. Pop-quizzes are by definition unannounced and will consist of multiple choice questions, combined with "fill in the blanks" or "true/false" questions **or** short essays or a combination of these. The pop-quizzes count for a total of 9 % of your grade. Pop quizzes, by definition, cannot be "made up".

4: A mid-term paper based on research questions provided at least two weeks in advance. This research paper should be around **10 pages** and will count for 25 percent. **ONLY HARD COPIES ARE ACCEPTED! The mid-term paper is due on Thursday, Feb 26, 2015 at the end of our class!**

5: An original research paper, typed with conventional margins and font sizes, of about **12 pages in length** counting for 35 percent of your total grade. For more details on the research paper, refer to the research paper guidelines below. Due date of the research paper: **Thursday, April 23, at the end of our last class.** For each day the research paper is late (including weekends) one half grade will be lost (i.e. after a weekend, say, a "B" grade will become a "C" grade). **ONLY HARD COPIES ARE ACCEPTED!**

6: Wrap up test: The final exam will cover ONLY lecture materials, is comprehensive, and consist of a combination of 20 multiple choice, "true/false", "fill in the blanks" etc. questions. It will count for the remaining 10 percent of the final grade. It will take place on the last day of class (April 30).

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| Grading structure: | smaller than 60: | F |
| | 60-69 | D |
| | 70-72 | C- |
| | 73-76 | C |
| | 77-79 | C+ |
| | 80-82 | B- |
| | 83-86 | B |
| | 87-89 | B+ |
| | 90-92 | A- |
| | larger than 93 | A |

Some ground rules:

1. 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.
2. **Laptops or tablets are NOT allowed in class. Please make sure your phones are turned off during the class period.**
3. You will be expected to attend class regularly, on time, and for the entirety of each class period. If students come late, are not alert, or leave early, such behavior will result in a reduction of total course points. As mentioned above, attendance will be monitored via **Arkaive**, a geo-location based attendance tracker.
4. Grade changes: if you feel that a test or assignment was graded incorrectly 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 paper/exam/quiz, etc. to you. I will re-evaluate your work and you will receive a "new" grade, whether that be the **same**, a **higher**, or **lower** grade. The only exception to this rule is for simple errors in calculation.
5. Plagiarism or cheating will not be tolerated. *As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at:*

policy. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

6. The use of sources is essential. **It is absolutely crucial that you learn how to correctly quote and cite your work.** Please refer to the APSA manual of style which can be found here: <http://www.apsanet.org/files/Publications/APSASStyleManual2006.pdf>
7. Late papers are not acceptable. They are a burden for me and are unfair to your colleagues who do their work on time. Therefore, I will deduct a half a letter grade (5 points) for each day a paper is late. Extensions may be given but only if they are requested well in advance of the deadline, and if there is a compelling reason.
8. If you need to use outside reference works, please consult Joel Krieger, et. al., *Oxford Companion to Comparative Politics*, Oxford University Press, 2013. Do NOT use Webster's Dictionary for definitions of things such as "democracy"!
9. Disability arrangements: if you qualify for course adaptations or special accommodation under the Americans With Disabilities Act, please contact the Disability Resource Center (DRC) and provide the appropriate documentation well before exam accommodations are made. Once I have DRC's documentation all efforts will be made to accommodate any learning disabilities.
10. Finally, this class deals with highly sensitive topics that might generate some passionate discussions. I will ensure that our discussions remain respectful of all members in the class while allowing and free exchange of ideas. **In your discussion, you should make an effort to provide either a theoretical or empirical basis for your comments – after all, this is part of becoming a critical thinker, and that is part of the goal of this course.**

Schedule of assignments:

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|----------------|--|
| January 10: | Introduction and explication of syllabus: contested concepts: liberty, equality and the challenge to political science. A word about Social Science: how to make an argument? Skim this entertaining read: An Introduction to Speculation by Lave and March (1975). An Oldie, but a Goodie! |
| January 15: | What is politics? What is the difference between "politics" and political science? |
| January 17-22: | The meaning of "modern, post-industrial democracies". Pippa Norris (2017) Is Western Democracy Backsliding . <i>Journal of Democracy</i> . |
| January 24-29: | The process of nation building in Europe and the United States compared: Chap 1 in ED |

Frederick Jackson Turner (1893): [“The significance of the frontier in American history”](#)

Jan 31-Feb 5: The process of nation building in Europe and the United States

HDA chaps. 1 and 2.

Eric Foner (1984) [Why is there no socialism in the United States?](#) *History Workshop* 17:57-80.

February 7-12: The relationship between politics, economics and culture

FPU, chaps. 1-3

[Gabriel A. Almond \(1991\). Capitalism and Democracy.](#) PS: *Political Science and Politics*.

February 14-19: The relationship between politics and economics.

FPU, chaps. 4-6

Chetty, et.al. (2014). [Where is the land of opportunity?](#)

February 21-26: What does political culture have to do with economics?

FPU, chaps. 7-8

Norton M.I and D. Ariely (2011) [Building a Better America – One Quintile at a Time.](#)

ED, chap. 9

February 19: **Time out: What is a research paper? Hypotheses, Theories, Data, and the Edicts of Candler!**

February 24-26: Political Parties

R. A. Dahl, (2000): [“What Political Institutions does Large Scale Democracy Require?”](#) in: *On Democracy*, Yale University Press.

Ed, chaps. 2, 14

Mid-term paper due February 26

Feb 28-March 7: Parliamentarism and Presidentialism explained and compared

ED, chap. 4

- HDA, chap. 3-4
- March 11-15: Spring Break!
- March 19-21: Turning votes into Seats: electoral systems and their consequences
- Ed, chap. 3
HDA, chaps. 6, 7, and 8
- March 26-28: The power and influence of interest groups:
- ED, chap. 11
- March 31 - April 2: Corporatism and Pluralism compared
- Robert A. Dahl (2000) chap. 13: p. 166-172. "[Why Market Capitalism Favors Democracy](#)" in: On Democracy, Yale University Press.
- Robert A. Dahl (2000) chap. 14: p. 173-179. "Why Market Capitalism Harms Democracy". In: On Democracy, Yale University Press.
- Robert Reich (2009) [How Capitalism is Killing Democracy](#). Foreign Policy, 2009
- April 2-4: Migration and the economic threat:
- ED chaps. 8, 11
- Daniel T. Griswold (2012). [Immigration and the Welfare State](#). *Cato Journal*, 32: 159-174.
- Politifact (2017). [MOSTLY TRUE. Undocumented Immigrants less likely to commit crimes than U.S. citizens.](#)
- Van der Waal, et. al. (2010). "[Some are more equal than others](#)": [economic egalitarianism and welfare chauvinism in the Netherlands](#). *Journal of European Social Policy*, 20:350-363. Can be found here:
- April 9-11: Migration and the culture threat:
- [Rethinking National Identity in the Age of Migration – Council Statement of the Migration Policy Institute](#) (2017)
- [Immigration, Welfare Chauvinism and the Support for Radical Right Parties in Europe](#): Luis Bonal and Delia Zollinger. Euro-crisis in the Press: London School of Economics (2018)

The Guardian (July 2017) [Globalization: the rise and fall of an idea that swept the world.](#)

ED, chap 15

April 16-18: Does all this stuff (institutions, culture, structure, etc.) actually matter?
Comparing regime performance, cont'd.

ED, chap 12
HDA, chap. 5

April 23-25: Back to square one: history, institutions, and a thing called “trust”.

Crepaz, Polk, Bakker and Singh: (2014) [“Trust Matters: The Impact of in-group and out-group trust on nativism and civicness”](#). Social Science Quarterly, 95: 4

Crepaz, Jazayeri, and Polk (2017) [“What’s Trust got to do with it”. The Effects if In-Group and Out-Group trust on conventional and unconventional political participation](#). Social Science Quarterly, 98:261-281.

April 30: Wrap up test!

Final paper is due May 2 in hard copy, at high noon in my office!