

Syllabus | Spring 2021
INTL 4330H | Post-Industrial Democracies

Instructor:

Dr Jennifer J White

Class Time:

MWF, 12:40 – 13:30 (*class begins at 12:45*)

Office Hours (E-mail, Skype, Zoom):

Mondays, 15:30-17:30, or by appointment

Class Location:

Caldwell G10 & On-Line, via Zoom

E-Mail:

jenx@uga.edu

Office Mailing Address:

202 Herty Drive, Room 216 ([building #0031](#))

Appointment Scheduling during Office Hours:

[jenx.youcanbook.me](https://www.youcanbook.me)

FlipGrid: S21_IA4330H

<https://flipgrid.com/white3652>

GroupMe: S21_IA4330H (Spring 2021, INTL 4330H)

https://groupme.com/join_group/65317654/T6yPuJBe

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 have led 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: To complete the remainder of the semester as successfully as we can while trying to learn the following:

- 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

Texts:

We shall use **three** main texts for the course (two required 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*. (5th Edition) Indianapolis: Hackett Publishing Company, Inc. 2018.
ISBN: 978-1-62466-654-4 (**Required**; listed as “AW” in the course schedule below.)

ONE OPTIONAL:

Dahl, Robert Alan. *How Democratic Is the American Constitution?* Castle Lectures in Ethics, Politics, and Economics. New Haven: Yale University Press, 2001.
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 (maybe).*

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About Our Class and Syllabus This Semester

Greetings, and I hope you are all well. Under the circumstances (which are surely affecting us all quite differently), I'd like you to focus on the following as we work together this semester:

- **Do what you can and what is right for you.** I've built flexibility into our weekly sessions to try to help us manage under an in-person hybrid course **AND** an on-line-only course. If you feel the need to participate in the course remotely for any reason, please just let me know (jenx@uga.edu – no justification needed) so that I can make appropriate adjustments to my in-person class schedules. If your circumstances change at all during the semester, **it's OK to change your attendance preference.** Bottom line: don't stress if things are a bit overwhelming – which leads to the second point...
- **Communicate.** If you are not able to keep up, or something is not clear, or you are facing other challenges that are affecting your course work, please let me know. I can adjust things for us if I know there are difficulties. Be sure to check your e-mail AND eLC at least once a day! There is also a GroupMe for the course, in case anyone has wi-fi hindrances.
- **Try to keep to the daily and weekly schedule, and keep up with each week's assignments.** I've tried to make the reading assignments manageable, and I'll be producing "lecture nugget" videos (two or so videos of about 5-7 minutes each, featuring materials, PowerPoints, video clips, me and likely my cats...) each week to go over the main concepts/points of the week's material. These will be available on Mondays, and you should try to view them before that week's discussion session.
- **DON'T FIXATE ON GRADES.** I always say this, but this time, please take it to heart. Focus on keeping up with the material and translating that to the assignments. We're in a different learning environment this year, but we should be able to work through the material and assignments rather well, and hopefully learn a few things along the way. 😊
- This is still new territory for most of us. I've worked hard over the summer and last Fall to learn and to adapt – and I'll be doing my best – but I still cannot foresee how everything will unfold. You may be in a similar boat, so we'll work together, and give each other a break if things get a little weird.
- **Put your health and safety needs first.** Much remains uncertain, but taking care of yourself and your loved ones should be your primary priority. Whilst on campus, please follow these precautions:
 - **WEAR A MASK! I shall not conduct in-person classes unless every student in the classroom wears a mask (and it's UGA policy). I'll have a limited supply of disposable masks that I can give you if you need one.** Students seeking an accommodation related to face coverings should contact the Disability Resource Center at <https://drc.uga.edu/>.
 - **In addition to masks, be sure to maintain a distance of 6 feet from all others at all times.**
- **DawgCheck:** Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>
- **What do I do if I have symptoms?** Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.
- **What do I do if I test positive?** Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

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- **What do I do if I am notified that I have been exposed?**
 - **Revised Guidelines for COVID-19 Quarantine Period**

Effective Jan. 4, 2021, students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for **10 days** (consistent with updated Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines). Those quarantining for 10 days must have been symptom-free throughout the monitoring period. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined.
 - We strongly encourage students to voluntarily take a COVID-19 test within 48 hours of the end of the 10-day quarantine period (test to be administered between days 8 and 10). Students may obtain these tests at Legion Field (<https://clia.vetview.vet.uga.edu/>) or at the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in the University Health Center without an appointment. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>
 - If the test is negative, the individual may return to campus, but MUST continue to closely monitor for any new COVID-19 symptoms through 14 days. [DawgCheck](#) is the best method for monitoring these symptoms. If new symptoms occur, the individual must not come to campus and must seek further testing/evaluation.
 - If the test is positive at the end of the 10-day period, the individual must begin a 10-day isolation period from the date of the test.
- **How do I participate in surveillance testing if I have NO symptoms?** We strongly encourage you to take advantage of the expanded surveillance testing that is being offered from **January 4 – 22: up to 1,500 free tests per day at Legion Field and pop-up locations**. Testing at Legion Field can be scheduled at <https://clia.vetview.vet.uga.edu/>. Walk-up appointments can usually be accommodated at Legion Field, and pop-up saliva testing does not require pre-registration. For planning purposes, precise sites and schedules for the pop-up clinics are published on the UHC's website and its social media as they are secured:
<https://www.uhs.uga.edu/healthtopics/covid-surveillance-testing>.

We are in an unprecedented situation, but we shall do our best together to generate a great learning experience this semester! I know we've got this!! 😊

My Expectations of You:

As an introduction to an entire subfield of political science, this course will be covering a great deal of ground, and we may not be able to cover adequately a theme or area of the world that is of interest to you. There will be, however, opportunity for you to delve more deeply into particular areas/countries of interest in the group project (described below).

It is *essential* that you prepare each week and keep up with the readings, assignments, and discussions. Each week's reading and lecture assignments should be completed before our discussion sessions (on-line or in-person), and each student must be ready to conduct a quality discussion during those meetings. In addition, 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 class meetings together, so each student must be engaged in the class.

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What You Can Expect from Me:

I shall strive to offer you a fair, manageable workload that will address the essential concepts and knowledge you'll need to serve as the foundation for upper-level Comparative Politics courses. I shall also connect what we discuss with current events to help you gain a greater understanding of our course concepts and certain events happening in the world. ***Please note that our discussions of current events will be related to the topic(s) we are discussing in the course; if you're not making the connections, let's please chat about that!***

You can book a specific time during my office hours to see me at jenx.youcanbook.me. Appointments can be scheduled in 15-minute increments; if you think you might need a longer visit than 15 minutes, please book more than one time slot. If you will be unable to meet with me after having scheduled a time, please delete the appointment at jenx.youcanbook.me, so others may be able to schedule at that time.

You should indeed feel free to ***communicate with me*** on any question or issue you are having in the course. This is ***your*** course: you should be active in what you're learning and with regard to what you wish to learn. If something isn't working or isn't clear, please speak up – I'll give you opportunity to give feedback along the way, but the sooner I know about an issue, the sooner I can attempt to correct it!

Ground Rules:

Please note the following:

1. First and foremost: **communicate**. If anything occurs that might affect your ability to participate or do the work for the class, please let me know. I have had many students who have felt overwhelmed yet waited too long to speak to me (or did not communicate at all) about the situation: if I know that you are facing challenges, I can work with you or help you find assistance so that you can successfully manage the course.
2. ***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**, 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, no relation).
3. **Late work:** I shall accept late work on an individual basis. If you believe your work is going to be late, please communicate to me ***before*** the deadline that the assignment; I shall then decide whether to accept the late work.
4. **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!)
5. **Letters of recommendation:** I receive many of these requests each semester. To guarantee that I can complete each request and do so as well as possible, note the following:

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- a. I am limiting the number of new requests for such letters to ten (10) each semester. (This does not apply for those of you for whom I have written a letter in the past).
 - b. In all cases, I shall require at least a **three-week advanced notice** before the letter is due (more time is always appreciated!). ☺
 - c. **With your request, please include the following info:**
 - i. **Purpose of the letter** (e.g., grad school, internship, job app, law school, etc)
 - ii. The **date by which I need to submit it** (if you want me to submit the letter before the absolute deadline, indicate that date!)
 - iii. **Contact info/address of the entity to which I am writing** (for the letterhead)
 - iv. Any points/info you'd like me to reference in the letter
 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. 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.** (Let's face it: it will likely happen.) 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.** *If you note any errors (likely) anywhere in the syllabus, please let me know.*
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Grading

Participation/Communication	→	15%
Quizzes	→	20%
Class Reading Presentation (Group)	→	10%
Responses to Reading Presentations	→	5%
Journal Reflections (about four)	→	10%
Research Design Paper: 40% Total	→	
Research Question & Literature Review	→	10%
Rough Draft (with Hypotheses & Data Considerations)	→	5%
Peer Critiques/Assessment – Rough Draft	→	5%
Paper Presentation	→	5%
Final Paper Draft (with Conclusions/Implications)	→	15%

Grading Scale:

Given the array of challenges of the present semester, grading for the course will be deemed as follows:

>=85	A	70-79	C	<60	F (or I, with appropriate communication)
80-85	B	60-69	D		

Grading will be based on several group and individual projects; quizzes; journal reflections; and participation/communication. Exact details of the assignments will be given in class well in advance of each assignment's due date.

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Individual Projects:

1. Each student will write a brief reflection on various topics related to the course in a journal in class or to be submitted to the eLC course Web site. The prompts for these journal entries will be given in class and posted on eLC. There will be approximately four (4) such essay reflections required.
2. Each student will choose a topic related to post-industrial democracies and write an individual research design paper on that topic. The research design paper will be achieved in stages throughout the semester, culminating in a presentation of the main points of the paper to the class.
3. Each student will also peer review one other student's research design rough draft. An earnest and constructive completion of the peer review is worth 5% of the overall grade for the course. A rubric to help guide the peer evaluation will be provided.

Group Projects:

1. Students will work in groups to present one of the readings and pose a set of questions related to the content of the reading (posted on a discussion board in eLC for the week the reading is assigned).

Details concerning these projects will be discussed in class well in advance of the respective due dates.

Participation/Communication:

Communication is important. I seriously cannot stress this point enough. If something does not make sense to you, if I am going too fast in lecture, if you need help studying for quizzes or in completing assignments – **all of these issues will be solved to our much greater mutual satisfaction if you simply communicate them to me BEFORE the end of the semester!** This is YOUR class and YOUR learning; so, if something is not working for you (or is working really well), TELL ME! This will allow me to make adjustments to the class that will likely benefit all students. **Communicating, then, is part of your participation in the course, and hence, part of your grade.**

In addition, as mentioned in the ground rules, if you feel overwhelmed or are having any difficulties that affect your performance in the class, tell me about this, too: I may be able to connect you with resources that can help you manage things better. **Nothing – nothing – is more important than your well-being!**

Contested Grades

If this comes up, just talk to me about it.

Late Work

If it happens, just talk to me about it.

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Class Schedule:

Classes will consist primarily of discussion of the readings, current events, and other topics related to the week's content. This schedule is just a plan (not a contract!); **changes may be necessary as we move through the semester.** If you note any errors or areas of confusion, please let me know!

- “MC” indicates a reading from the **Markus Crepaz text**
- “AW” indicates a reading from the **Anthony Weston text** (*A Rulebook for Arguments*)
- **Readings marked with asterisks (**) can be found on eLC. Changes to this schedule may be necessary.**

IMPORTANT: We shall generally have class meetings on Mondays and Wednesdays (NO CLASS ON MOST FRIDAYS!) – both in-person and via Zoom (for remote, synchronous participation). Those attending the on-line-only sessions will receive a Zoom join code to attend. **We'll start our class sessions at 12:45** (to avoid increased congestion at building entrances).

Schedule of Assignments and Classes:

13 January 2021: NO CLASS!

MODULE 1

14 January 2021: Welcome, Introduction, & Getting Ready for the Semester

Thursday: Intro Meeting via Zoom for All Students (class begins at 14:25; Zoom code will be sent).
Welcome/Intro Video Available (eLC)

Main Readings:

- **Syllabus**
- Paul & Elder: “Critical Thinking: Concepts and Tools” **

Assignment:

- **Quiz #1 (DUE 1/20)**

18 January 2021: MARTIN LUTHER KING, JR DAY – NO CLASS!

MODULE 2

19 – 21 January 2021: Modern Democracy

Main Readings:

- MC – Chapter 1 **
- RD – Chapters 1 & 2, Appendix A **

Assignments:

- **Journal Reflection (JR) #1 – Getting to Know You (DUE 1/25)**
- **FlipGrid Feedback #1: Introduce Yourself! (see instructions on eLC) (DUE 1/25)**

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MODULE 3

25 – 27 January 2021: Parties

Main Readings:

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

Assignments:

- **Discussion Board Post #1: Exploring a party manifesto** (DUE 2/1)

MODULE 4

1 – 3 February 2021: Parties & Electoral Systems

Main Readings:

- MC – Chapter 3
- Duverger and His Law (TBA) **
- **AW – Introduction** - Chapters 6 (inclusive)

Assignments:

- **Quiz #2** (DUE 2/8)

MODULE 5

8 – 10 February 2021: 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*. **

Assignments:

- **FlipGrid Feedback #2: Improving US Democracy?** (DUE 2/15)

MODULE 6 - NO CLASS on Wednesday, 2/17 – INSTRUCTIONAL BREAK DAY

15 & 19 February 2021: Courts & Referenda (Referendums?)

Wednesday, 17 March: **NO CLASS!**

Main Readings:

- MC – Chapter 5
- MC – Chapter 6
- Brexit <https://www.bbc.com/news/uk-politics-32810887>

Assignments:

- **Journal Reflection #2: Exploring a research question** (DUE 2/22)

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MODULE 7

22 – 24 February 2021: Political Economy in Post-Industrial Democracies

Main Readings:

- MC – Chapter 11
- Vogel – Chapter 6 in Streeck & Thelen (Japan) **

Assignments:

- **Quiz #3 (DUE 3/1)**

MODULE 8

1 – 3 March 2021: Immigration and the Welfare State & Political Culture

Main Readings:

- MC: Chapter 8
- Baglione: How to Write a Research Paper -- Chapter 4: The Literature Review **

Case Study: Film – TBA **

Assignments:

- **Sign up for reading presentation groups (DUE 3/3)**
- **Group Discussion Board Post #1: Film Reflection (DUE 3/5)**

8 – 10 March 2021: Office Hours Week

Monday & Wednesday:

- **Extended Office Hours, 3:30 – 6:30PM**
- jenx.youcanbook.me

Assignment:

- **Start polishing the research question and literature review paper!**

MODULE 9

15 – 17 March 2021: The European Union, Brexit, and European Identity

Main Readings:

- MC – Chapter 10
- AW – Chapters 7 – 9 (inclusive); Appendix I

Assignments:

- **Research Design: Research Question & Literature Review (DUE 3/19)**

Tuesday, 23 March: DEADLINE TO WITHDRAW

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MODULE 10

22 – 26 March 2021: Political Culture (Class Presentations of Readings)

Main Readings:

- MC – Chapter 9
- **Baglione:** How to Write a Research Paper -- Chapter 5: Hypotheses **
- The “Alt-Right” and Radicalization (TBA) ** (Class Reading Presentation – 03/24)

Assignments:

- **Response to Reading Discussion Questions on eLC Discussion Board (DUE 3/26)**
- **Quiz #4 – Group Quiz (DUE 3/29)**

MODULE 11

29 – 31 March 2021: Policy Outcomes in Advanced Democracies – Comparisons & Challenges – Gender/Racism/Segregation (Class Presentations of Readings)

Main Readings:

- MC – Chapter 12
- Gender/Racism/Segregation (TBA) ** (Class Reading Presentations – 3/29 & 3/31)

Assignments:

- **Response to Reading Discussion Questions on eLC Discussion Board (DUE 4/2)**

MODULE 12

5 – 7 April 2021: Challenges – Social Movements & Suffrage

Main Readings:

- MC – Chapter 7
- Social Movements/Suffrage (TBA) **

Case Study: Film: “Suffragettes” **

Assignments:

- **Research Design: Hypotheses (DUE 4/7)**

MODULE 13

12 – 14 April 2021: Research Design Presentations

Monday – Class Day (4/12): Paper Presentations (Up to four presentations per day)

Wednesday – Class Day (4/14): Paper Presentations (Up to four presentations per day)

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MODULE 14

19 – 21 April 2021: Nationalism, Ethnicity, and Power-Sharing in Deeply Divided Societies (Class Presentations of Readings)

Main Readings:

- MC – Chapters 13 & 14 (Class Reading Presentations – 04/19 & 4/21)

Assignments:

- **Response to Reading Discussion Questions on eLC Discussion Board (DUE 4/23)**

MODULE 15:

26 – 30 April 2021: Research Design Presentations

Monday: NO CLASS!

Wednesday – Class Day (4/28): Paper Presentations (Up to four presentations per day)

Friday – Class Day (4/30): Paper Presentations (Up to four presentations per day)

Assignments:

- **Research Design: Rough Draft (DUE 4/26)**

MODULE 16:

3 May 2021: Research Design Presentations & Last Day of Class!

Monday – Last Day or Class (5/3): Paper Presentations (Up to four presentations per day)

Assignments:

- **Peer Review of Rough Draft (DUE 5/3)**

DUE: 12 May 2021 – Research Design Final Draft