

Syllabus | Spring 2022
INTL 4330 | Post-Industrial Democracies | CRN# 59968

Instructor:

Dr Jennifer J White

Class Time:

MWF, 12:40 – 13:30

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

Wednesdays, 15:45-17:45, or by arrangement

Class Location:

MLC 350

E-Mail:

jenx@uga.edu

Office Mailing Address:

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

Appointment Scheduling during Office Hours:

jenx.youcanbook.me

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, global public health, and the effects of international institutions.

NB: If you find any possible errors or areas of confusion in the syllabus, please let me know! 😊

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Course Objectives:

- 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 (for free!)
(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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Notes about Safety:

- **PLEASE WEAR A MASK WHEN INDOORS!** I'll be wearing a mask for all class interactions, and it is the sensible, safe thing to do.
- **We need to put our collective and individual health and safety needs first.**
 - **If you feel like you have a cold or have come in contact with someone who has tested positive for COVID-19, REPORT via DawgCheck:** <https://dawgcheck.uga.edu/>
The ensuing instructions will let you know what to do.
 - **Get vaccinated & boosted.** This is the best long-term way we have to protect ourselves and each other, and to keep this virus from mutating even further. I was fully vaccinated & boosted at the University Health Center (<https://healthcenter.uga.edu/>) -- they have an amazing operation to get you in, vaccinated, and out quickly and safely.
 - **UHC patient portal:** https://patientportal.uhs.uga.edu/login_dualauthentication.aspx
 - **Vaccine info:** <https://healthcenter.uga.edu/healthtopics/covid-vaccine/>.

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 particular interest to you. There will be, however, opportunity for you to delve more deeply into 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, 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.

Attendance: Given the flexibility that we may need this semester, I'll not record attendance for any part of your grade; I'd like you to come to class when you can, but there are also many ways to participate and engage in the class! Although we'll not have a remote session option this semester, I'll post the lecture slides on eLC after the day's class meeting. If you have concerns about attendance, please let me know.

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!***

If you need to see me during my office hours, please book a time 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!

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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. 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 logical theoretical or empirical basis for your comments. This is a major part of becoming a good critical thinker, which is one of the goals of this course. I shall always give you the benefit of supporting my conclusions with evidence, data, and a logical causal explanation.**
 - a. This is a course in *politics*, so we shall indeed encounter political discussions that irritate, challenge, confound, excite, and/or impassion you. If you feel strongly about any discussion, first ask yourself *why* you have this reaction, then pick apart the elements of the issue(s) that are driving that response. This is part of the process of learning about politics (and about yourself!).
 - b. And please note: we shall not all agree with one another on most issues; this is another element of politics and political science to which you must adapt. I do not expect you to agree with me, but I do expect you to support your conclusions with logical, causal explanations that are based on sound information/data/evidence.
3. **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, original work for each individual assignment; 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).
4. **Late work: I shall accept no late work on non-group-project-related assignments.** Keep this in mind moving forward, but also realize that these assignments individually do *not* contribute a sizable amount to your final grade. For assignments related to our group project, I shall consider late work on an individual basis. If you believe this work is going to be late, please communicate to me *before* the deadline that the assignment, if possible; I'll then decide whether to accept the late work. 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.

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5. **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!)
6. **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:
 - 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 need to receive **all** requests by 31 January 2022 with 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. The date by which you need the letter submitted.
 - ii. The opportunity for which you are applying (e.g., grad school, internship, job, etc).
 - iii. **Why** you are pursuing this opportunity.
 - iv. Any specific points that you would like me to reference in your letter or that you think is important for me to know in writing your letter.
 - v. **The address** of the organization/person to whom I should address your letter (necessary for the letterhead, even if the submission is electronic).
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.*

Grading

Participation/Communication, including:	➔	20%
Journal Reflections		
Discussion Board Posts		
FlipGrid Thoughts		
Quizzes	➔	20%
Leading Class Presentation/Discussion on Reading (Group)	➔	10%
Response to Reading Presentation	➔	5%
Peer Review of Presentation/Discuss on Reading	➔	5%
Constitution Project	➔	
Group Presentation (Peer-Reviewed)	➔	10%
Peer Review of Other Group Presentation (Group)	➔	5%
Constitution (One Document per Group)	➔	10%
Constitution Research Outline (Individual)	➔	15%
<hr/>		
Total:		<u>100%</u>

Grading Scale:

>=90	A			60-69	D
87-89	B+	77-79	C+	<60	F (or I, with appropriate communication)
83-86	B	73-76	C		
80-82	B-	70-72	C-		

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Grading will be based on several group and individual projects; quizzes; and participation/communication (which is comprised of qualitative assessments as well as quantitative elements, such as journal reflections, discussion board posts, FlipGrid thoughts). Exact details of the assignments will be given in class well in advance of each assignment's due date.

Group Project:

1. Students will work in groups to research a region that favors independence from the larger state in an advanced democracy. The group will present its research and the constitution draft, and answer questions from the class at the end of the presentation.
2. Students will work in these same groups to present one of the readings and lead discussion.
3. The group will also submit its constitution draft (one group grade for the overall constitution).
4. Note that the constitution presentation will be peer-graded (students not presenting will be given a rubric to assess one other group's presentation).

Details concerning assignments 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.** Your participation/communication grade will comprise **quantitative and qualitative** aspects – **it's not just the number of assignments you complete, but the quality of your efforts as well!**

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!**

Your Mental Well-Being

Mental Health and Wellness Resources:

- *If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.*
- *UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).*
- *If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.*
- *Additional resources can be accessed through the UGA App.*

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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*)

IMPORTANT:

We shall generally have class meetings on Mondays and Wednesdays, with Mondays dedicated mostly to lecture and Wednesdays dedicated more to discussion and case studies. I may supplement our lectures with “lecture nugget” videos from time to time.

Note that there will be NO CLASS ON MOST FRIDAYS! (“Flexible Fridays!”); see exceptions below, highlighted in green.

Schedule of Assignments and Classes (**Readings marked with asterisks (**)** can be found on eLC.)

10 January: NO CLASS!

MODULE 1

12 – 14 January: Welcome, Introduction, & Getting Ready for the Semester

Main Readings:

- **Syllabus**
- Weston, Anthony: Introduction & Chapter 1 **
- Paul & Elder: “Critical Thinking: Concepts and Tools” **
- Burke, Timothy. “Staying Afloat: Some Scattered Suggestions on Reading in College.” (2017) <<http://www.swarthmore.edu/SocSci/tburke1/reading.html>>. **

Assignment:

- **Quiz #1 (DUE 1/19)**

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

MODULE 2

19 – 21 January: Modern Democracy

Main Readings:

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

Assignments:

- **Journal Reflection (JR) #1 – Getting to Know You (DUE 1/24)**
- **FlipGrid Feedback #1: Introduce Yourself! (see instructions on eLC) (DUE 1/24)**

MODULE 3

24 – 26 January: Parties

Main Readings:

- MC – Chapter 2
- Manifesto Project (manifesto-project.wzb.eu) **

Assignments:

- **Discussion Board Post #1: Exploring a party manifesto** (DUE 1/31)

MODULE 4

31 January – 2 February: Parties & Electoral Systems

Main Readings:

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

Assignments:

- **Quiz #2** (DUE 2/7)

MODULE 5

7 – 11 February: 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:

- **Discussion Board Post #2: Improving US Democracy?** (DUE 2/14)

MODULE 6

14 – 16 February: Political Economy in Post-Industrial Democracies

Main Readings:

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

Assignments:

- **FlipGrid Feedback #2: Exploring an interest in an area that may pursue independence in future...** (DUE 2/21)

MODULE 7

21 – 23 February: Courts & Referenda (Referendums?)

Main Readings:

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

Assignments:

- **Sign up for reading discussion & group project (DUE 2/25)**
- **Quiz #3 (DUE 2/28)**

MODULE 8

28 February – 2 March: The European Union, Brexit, and European Identity

Monday (2/28):

Guest Speaker: *Elizabeth White, SPIA Research Librarian (tentative)*

Main Readings:

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

Assignments:

- **Start coordinating with your group members for the reading discussion & constitution project!**

7 – 11 March: Spring Break – NO CLASS!

MODULE 9

14 – 18 March: Immigration and the Welfare State & Political Culture

Main Readings:

- MC: Chapter 8

Case Study: Film – TBA **

Assignments:

- **Discussion Board Post #3 (Group): Migration, Far-Right Parties, and Liberal Democracy (DUE 3/21)**

Thursday, 17 March: DEADLINE TO WITHDRAW

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MODULE 10

21 – 23 March: Political Culture (Class Presentations of Readings)

Main Readings:

- MC – Chapter 9
- The “Alt-Right” and Radicalization (TBA) ** (Class Reading Discussion – 03/23)
- Authoritarian Challenges to Democracy (TBA) ** (Class Reading Discussion – 03/23)

Assignments:

- **Discussion Board Response to Reading Discussion Questions on eLC (DUE 3/25)**
- **Quiz #4 – Group Quiz (DUE 3/29)**

MODULE 11

28 – 30 March: Policy Outcomes in Advanced Democracies – Comparisons & Challenges – Gender/Racism/Segregation (Class Presentations of Readings)

Main Readings:

- MC – Chapter 12 (Class Reading Discussion – 3/28)
- Gender ** (Class Reading Discussion – 3/28)
- MC – Chapter 13 (Class Reading Discussion – 3/30)

Assignments:

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

MODULE 12

4 – 6 April: Nationalism, Ethnicity & Power-Sharing in Deeply Divided Societies (Class Presentations of Readings)

Main Readings:

- Segregation & Racism (TBA) ** (Class Reading Discussions [two groups] – 4/4)
- MC – Chapter 14 (Class Reading Discussion – 4/6)

Assignments:

- **Response to Reading Discussion Questions on eLC Discussion Board (DUE 4/11)**

MODULE 13

11 – 15 April: Challenges – Social Movements & Suffrage

Main Readings:

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

Case Study: Film: “Suffragettes” **

Assignments:

- **Prepare for Constitution presentations!**

MODULE 14

18 – 20 April: Constitution Presentations

Monday – (4/18): Constitution Presentations (Up to two presentations per day)

Wednesday – (4/20): Constitution Presentations (Up to two presentations per day)

Assignments:

- **Peer Review of Constitution Presentation (DUE 4/20 for Monday's reviews; 4/22 for Wednesday's reviews)**

MODULE 15:

25 – 29 April: Research Design Presentations

Monday: NO CLASS!

Wednesday – Class Day (4/27): Constitution Presentations (Up to two presentations per day)

Friday – Class Day (4/29): Constitution Presentations (Up to two presentations per day)

Assignments:

- **Peer Review of Constitution Presentation (DUE 4/29 for Wednesday's reviews; 5/2 for Friday's reviews)**

MODULE 16:

2 May: Constitution Presentation Day (if needed), Wrap-Up, & Last Day of Class!

Monday – Class Day (5/2): Constitution Presentations (Up to two presentations per day)

Assignments:

- **Peer Review of Constitution Presentation (DUE 5/4)**

DUE: 11 May – Constitution Final Draft