

UNIVERSITY OF GEORGIA

NUMBER: INTL 4390
TITLE: European Politics

INSTRUCTOR: Dr. Cas Mudde (mudde@uga.edu)
OFFICE: IA Building 324
OFFICE HOURS: Tuesdays, 9:00 – 11:00 AM

TERM: Spring 2026
DATE & TIME: Tu-Th, 1:15-2:35
ROOM: Journalism 508

Introduction:

Europe is the continent with countries most similar to the United States in terms of economics and politics. Although the US has a unique political system, it was heavily influenced by experiences and ideas from “the Old Continent,” most notably from France and England. Yet, most Americans know little about European history and politics.

European politics is undergoing many shocks in the early 21st century. The terrorist attacks of 9/11 in the US have been followed by several waves of terrorist attacks in Europe. The Great Recession has divided the continent on a mostly North-West axis, while the so-called refugee crisis has redefined the older East-West axis. In the last ten years, we had the COVID-19 pandemic and the Russian (re-) invasion of Ukraine, re-introducing inter-state war to the continent. All have affected not just national politics but also regional politics, including the European Union (EU) and the process of European integration. Political parties that have ruled supreme for half a century, if not more, are being challenged and in some cases reduced to political rubble, while new “populist” parties grab the headlines in most European and national elections.

This course aims to introduce you to the fundamentals of European politics by taking a country- and issue-centered approach. We start with a short historical and comparative overview of the key aspects and institutions of European politics. Then we move to a pure country-centered approach. We will discuss each country in three sessions; the first presents the key political aspects and institutions of that country’s political system, the second focusses on the most recent national elections, analyzing the electoral system and the main political parties; and the third addresses a specific political issue in that country, which has broader relevance across the European continent.

Readings:

The class is using several chapters from the following two textbooks; you are only advised to purchase Pinder & Usherwood. Do not buy Hay & Menon (all chapters will be on Elc).

Hay, Colin and Anand Menon, *European Politics*. Oxford: Oxford University Press, 2007.

Pinder, John and Simon Usherwood. *The European Union: A Very Short Introduction*. Oxford: Oxford University Press, 2018, 4th edition.

In addition to the textbook, various readings will be assigned to specific classes. These texts will be made available on ELC, well ahead of the relevant class. Finally, I will also use a few episodes of my (now dormant) podcast [RADIKAL](#), which focuses on the radical aspects of music, politics, and sports, and is available on nearly all podcast platforms for free.

Course objectives:

- To introduce student to the key features of the political systems of European countries.
- To provide students with a historical background of European politics and societies.
- To discover and explain the differences and similarities between the politics and political systems of European countries.
- To explore the main political issues in contemporary Europe.

Teaching Methodology:

The course is relatively lecture-heavy, given the rather short time available in each class. However, we will have special classes in which we watch and discuss documentaries as well as classes in which we discuss the current news. In those classes, student participation is not just encouraged, it is required!

- Lectures
- Class discussions
- Documentaries

Course Evaluation:

- ☒ Class participation (15%)
- ☒ Midterm Exam (30%)
- ☒ Op-Ed (25%)
- ☒ Final exam (30%)

Class participation (15%): includes the preparation, i.e. reading and reflecting on the compulsory readings for each class, and participation in class discussion. During the semester, you are expected to post at least 1 monthly contribution to the Discussion Board on the ELC course page. You can either post a relevant contribution – for example a news items related to a topic of the course – or respond to someone else’s post.

Midterm exam (30%): the in-class midterm exam will test your knowledge of the key concepts, events, institutions, issues, and theories that have been covered in class until the date of the exam (**February 26**). The midterm exam will include multiple choice, short answer question, and a one-page essay.

Op-Ed (25%): you will write a 900 to 1200-word opinion piece on some issue related to European politics that will be shared on Tremr, an interactive web platform (students may post anonymously). The goal of the assignment is to make an argument regarding European politics using academic research that will be easily accessible to a general audience of college students. You should email me a short outline of your op-Ed by **February 19** at 11:55 PM. The final product should be posted on Tremr by **March 26** at 11:55 PM at the latest. You are expected to write short responses to (at least) two other Tremr posts by **April 2** at 11:55 PM.

Final Exam (30%): you have an in-class exam in which you answer one essay question, which draws upon knowledge of the whole course, in maximum 2.5 pages. The exam is “open book” in the sense that you can use your own notes (but not the articles and books). The exam will be on **April 30 at 12 PM**.

Classroom Attendance and Activity

Students learn so much more when they attend classes and for *some* students mandatory attendance is the only way to ensure that they attend regularly, and therefore participate in most classes. However, as I treat you as an adult, who can make their own decisions, attendance for this course is **voluntary**. However, I really hope you will attend regularly.

Irrespective of whether you attend class, you are expected to **read and reflect upon** the compulsory readings *before* the relevant class, **to follow key events in European politics** in the media, and to **participate actively** in online discussions (on the Elc course page). Participation is **15%** of your final grade!

Grading:

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Some Specific Course Ground Rules

1. Office Hours

I hold office hours every week, for two hours. I reserve his time exclusively to be available for my students. I strongly encourage you to come to office hours, ideally early in the semester, so that we get to know each other better. Experience has taught me that students who come to office hours, even once, feel more comfortable to reach out to me if they need help and do better in class. Know that you do not need to have a “problem” to come to office hours and that I am happy to not just discuss the course but also other academic issues. You can sign-up for my office hours, which are **Tuesdays between 9 and 11 AM**, on the Elc course page. If you cannot meet in person because you have classes, send me an email and we’ll meet (in person or online) at another time!

2. Incompletes

It is not my practice to give incompletes. **Only** if there is a suitable reason – subject to my approval and supported by appropriate written documentation – an exception may be possible. *If you are struggling with completing assigned work, please let me know as soon as you can, so that we can work out a solution.*

3. Laptops, Tablets, Phones, etc.

[Research](#) has shown that electronic devices distract students and negatively impact their learning. Importantly, it does not only distract the student with the device but also those around them! Hence, laptops, tablets, phones, etc. are not allowed in the classroom! Be ready with pen and paper to make notes in class. If you use any of these banned devices in class, you may be asked to leave the classroom. If it happens multiple times, you will be punished with a deduction of **10 points** of your *final grade*!

4. Discussion Form and Content

I do not expect that your views on and perceptions of the (sometimes controversial) themes discussed in class are identical with those of your classmates, or me, either now or at the completion of the course. This course is a place for the free exchange of ideas. But, this should always be informed and respectful! Thus, I expect you to *challenge viewpoints* that differ from your own, but also to *substantiate your arguments* on the basis of the readings, lectures and discussions. And, please separate the academic from the personal.

5. Reference Works

If you need to use outside reference works, please consult Joel Krieger (et al.), [Oxford Companion to Politics of the World](#) (Oxford: Oxford University Press, 2001) as a place to start for political terms or concepts. Do not use Webster or other dictionaries for political science definitions. For outside research sources, please use Galileo.

Please do **not** use the notoriously unreliable **Wikipedia**. If you do choose to use dictionaries, encyclopedias, or Wikipedia, you indicate to me that you did not read the syllabus and will lose points on your assignment.

6. Grades

Obviously, I take the grading of assignments serious and devote a lot of time and effort to this task. Should you nevertheless believe that you deserve a different grade, please provide **a written explanation** to me *within two weeks* of receiving the grade. I will then re-grade your *whole* exam/paper and issue a “new” grade. Note that this grade can be the same, higher, or lower!

7. Emails

Please use proper etiquette when emailing me (see ELC course page). Emails with questions that can be answered by reading the syllabus will not be answered. Remember, I am a human being, who has a personal life, and works **Monday to Friday, 9 AM to 5 PM EST** (excluding holidays). Hence, I will respond to your emails during these times, irrespective when *you* send your email!

Names and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your *preferred* name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Academic Honesty

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at honesty.uga.edu.

Disclaimer

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

UGA Well-being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services.

They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Accessibility & Testing: accessibility.uga.edu
- Relationship and Sexual Violence Prevention: 706-542-SAFE

(Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentially).

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting well-being.uga.edu.

ChatGPT

Although I am highly skeptical of the use of AI tools, for intellectual and [environmental](#) (!) reasons, I do not ban its use. You can use AI to develop ideas, get started on a project, improve your language and writing. But you are fully responsible for any AI-generated materials that you incorporate in your course assignments. *If* you include AI-generated materials in your course assignments, you *must cite* them like any other reference material. All information incorporated into course assignments must be verified, ideas must still be attributed, and facts must be true.

You may NOT prompt AI to write your assignment! If you do submit an AI-generated assignment, you will not only FAIL the course but you will also be held in breach of the UGA Student Honor Code.

Visual or Audio Recording

In the absence of written authorization from the UGA Disability, students may **not** make a visual or audio recording of any aspect of this course.

Students who have a recording accommodation agree in writing that they:

- will use the records only for personal academic use during the specific course.
- understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- will erase/delete all recordings at the end of the semester.
- understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Disability Statement

UGA is committed to the success of all learners, and we strive to create an inclusive and accessible online environment. In collaboration with the [Disability Resource Center](#), we work with students who have documented disabilities to

access reasonable accommodations and academic supports. For more information or to speak with a Disability coordinator, please call the Disability Resource Center at (706) 542-8719, TTY only phone (706) 542-8778.

Third-Party Software and FERPA:

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these are required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please contact your instructor.

Important Dates:

February, 5	NO CLASS
February, 19	Deadline Op-Ed Outline
February, 26	MIDTERM EXAM (in class)
March, 10-12	SPRING BREAK (no class)
March, 26	Deadline Op-Ed
April, 2	Deadline Op-Ed Responses
April, 30	FINAL EXAM, 12:00 PM (in class)

THEMATIC OUTLINE

1. Introduction (01/13)

We will discuss the intentions and outline of the course as well as our mutual expectations. We will further assess your 'general' background in European politics and identify some of the best sources to follow current European political events.

2. Europe Today: Unity in Diversity (01/15)

Europe is the most politically integrated continent in the world. Most European countries are members of the EU and share a comprehensive legal and political framework. Notwithstanding this political integration, Europe remains a continent with significant cultural, linguistic, religious, and social divisions.

Discussion question: What are the possible political consequences of the key distinctions within Europe?

Reading:

Almond, Gabriel A., Russell J. Dalton, G. Bingham Power, Jr. and Kaare Strøm (eds.), *European Politics Today*. New York, etc: Longman, 2010, 4th edition, chapter 1.

3. European Integration (01/20)

Although we focus primarily on national political systems in this course, contemporary European politics cannot be understood without the proper international context, most notably that of the European Union. To understand the EU, however, one has to understand the history of European integration.

Discussion question: What are the most important consequences of EU membership for national states?

Reading:

Pinder, John and Simon Usherwood. *The European Union: A Very Short Introduction*. Oxford: Oxford University Press, 2018, 4th edition, chapters 1-2.

4. European Union (01/22)

The European Union has gone through various "crises" recently: Brexit, the so-called refugee crisis", and the COVID-19 pandemic, to name just some of them. While often declared (almost) dead, it is still around. But what is its current state and what its most likely future?

Discussion question: How has the EU changed in the 2010s?

Reading:

Pinder, John and Simon Usherwood. *The European Union: A Very Short Introduction*. Oxford: Oxford University Press, 2018, 4th edition, chapter 3.

5. The Common Foreign and Security Policy (01/27)

For its member states, the European Union constitutes a unique combination of domestic and foreign policy. But under the banner of the Common Foreign and Security Policy (CFSP), and the leadership of the High Representative of the Union for Foreign and Security Policy, the EU's "State Secretary," the EU is also an actor in its own right in the world.

Discussion question: How will the Ukraine War change the CFSP?

Reading:

Pinder, John and Simon Usherwood. *The European Union: A Very Short Introduction*. Oxford: Oxford University Press, 2018, 4th edition, chapters 9-10.

6. The Making and Breaking of Europe (01/29)

You will watch the first part of the documentary "The Making and Breaking of Europe" at home, in preparation of class, and the second part collectively in class. The documentary focuses on the process of European integration and the intersection with mass immigration in postwar Europe.

In-Class Viewing:

[*The Big Picture: The Making and Breaking of Europe \(Parts 2\)*](#)

Pre-Class Viewing:

[*The Big Picture: The Making and Breaking of Europe \(Parts 1\)*](#)

7. Doing Library Research (02/03)

Elizabeth White (elizabethwhite@uga.edu) will come to class to introduce you to the best ways that you can to make optimal use of the excellent offline and online library resources of UGA.

8. NO CLASS (02/05)

9. Executives and Courts (02/10)

Politics is essentially about power, and power is most notably exercised through the implementation of policies. However, the power relationships between the various political institutions differ among post-industrial democracies. Here we

look in particular at the different systems of executive power and the role of the courts.

Discussion Question: How do the executives and courts in Europe compare to those in the United States?

Readings:

Conant (15) and Peters (14) in *European Politics*.

10. Parties and Party Systems (02/12)

The famous American political scientist E. E. Schattschneider once said that democracy is impossible without political parties. Indeed, although the character and role of political parties differ between post-industrial democracies, they are always the most important political institution. In this class we look at the various types of parties and party systems within post-industrial democracies.

Discussion Question: How do the political parties in Europe compare to those in the United States?

Reading:

Ladrech (12) in *European Politics*.

11. Party Families (02/17)

While almost all political parties are national parties, contesting elections only in one country, and reflecting the particular political context and history of just one country, most parties share fundamental characteristics with those in other countries. Consequently, we speak of “conservative” or “socialist” parties? These are so-called “party families”. But what are they? And what are the key characteristics of the main party families in Europe?

Discussion Question: Does the concept of “party family” still make sense in today’s world? If so, what is the best criterion to define party families?

Reading:

Mair, Peter and Cas Mudde. “The Party Family and Its Study”, *Annual Review of Political Science*, 1, 1998, pp.211-229.

12. Lijphart’s Models (02/19)

The Dutch-American political scientist Arend Lijphart has developed the most influential typology of democratic regimes today. Although his typology has received much criticism over the years, it is still broadly used in studies of European politics and can function as a good comparative tool for this course.

Discussion Question: Are Lijphart's models still useful in the 21st century?

Reading:

Lijphart, Arend. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. New Haven; London: Yale University Press, 2012, second edition, chapters 1-3.

Homework: Compare two European democracies on the basis of Lijphart's models.

13. The Welfare State (02/24)

Welfare policies constitute the core of the so-called welfare state, a crucial aspect of European democracies. But while all European countries are welfare states, they differ significantly in how and what they spend. Irrespective of the type of welfare state, however, all European countries are facing pressures to fundamentally reform their welfare state.

Discussion Question: What are the main effects of globalization on Europe's welfare states?

Reading:

Hantrais in *European Politics*.

14. MIDTERM EXAM (02/26)

15. The British Political System (03/03)

The United Kingdom, often erroneously referred to as England, is the European country most familiar to North Americans. This notwithstanding, its society and political system differ in many important aspects from the US. This class provides an overview of the key elements of the British political system.

Discussion Question: What are the defining features of the British political system?

Reading:

Rosamond (4) in *European Politics*.

16. Brexit (03/05)

The issue of EU membership has always divided the United Kingdom. While Labour was initially opposed to EU membership, increasingly Euroscepticism became a Conservative sentiment. Confronted with an ever more vocal anti-EU wing within his own party, and a resurgent United Kingdom Independence Party (UKIP) outside of it, British PM David Cameron called for a referendum

on EU membership. But against his, and most other people's, expectations, Brits did not vote to remain but rather to leave the EU.

Movie: [How Did Brexit Happen?](#) (NL, 2020, 41:22 min)

Reading:

Hobolt, Sara B., "The Brexit Vote: A Divided Nation, A Divided Continent", *Journal of European Public Policy*, Vol.23, No.9, 2016, pp.1259-1277.

SPRING BREAK – NO CLASS (03/10-12)

17. The 2024 British Elections (03/17)

British politics has been dominated by just one issue in the last years: Brexit. Since the EU Referendum, British politics has become increasingly volatile with the country going through three parliamentary elections and six Prime Ministers in less ten years.

Discussion Question: Has Brexit transformed British (party) politics?

Reading:

Baldini, Gianfranco, Edoardo Bressanelli and Arianna Giovannini, "Turning the Page? The 2024 UK General Elections and First Implications of Labour's Landslide Victory", *Journal of Common Market Studies*, Annual Review Issue, 2025, FirstView.

18. The German Political System (03/19)

Still wrestling with the shadows of the past, the Federal Republic of Germany has been a stable democracy despite recent fundamental changes. Germany's political system is interesting for (at least) two reasons: (1) it was mostly the construction of the Allied Forces, which occupied Germany in the late 1940s; (2) various aspects have proven very popular among new democracies.

Discussion Question: In what way is the German political system shaped by Germany's history?

Reading:

Bendix in *European Politics*.

19. The 2025 Federal Elections (03/24)

During the first two decades of the 21st century, Germany was a beacon of economic success and political stability. But things started to change at the end Angela Merkel's record-breaking 16 years in power. Today, two elections later, Germany seems as crisis-ridden and volatile as the rest of the continent.

Discussion Question: Will Germany ever be truly unified?

Reading:

Weisskircher, Manès, “German Politics in Times of Crises: The Success of the Post-Merkel Conservatives in the 2025 Federal Election”, *Journal of Common Market Studies*, Annual Review Issue, 2025, FirstView.

20. German (Re-)Unification (03/26)

The End of Communism slowly but steadily erased the boundaries between Eastern and Western Europe. Nowhere was this more apparent than in Germany. The Fall of the Berlin Wall was followed by a hastened (re-)unification, which effects can still be felt with both parts of the (re-)unified Federal Republic of Germany.

Discussion Question: Is Germany finally unified?

Reading:

Conradt, David P, “The Civic Culture and Unified Germany: An Overview”, *German Politics*, Vol.24, No.3, 2015, pp.249-270.

21. The French Political System (03/31)

One of the two powerhouses of continental European politics is France. Contemporary France, also known as the Fifth Republic, has a peculiar political system, known as a semi-presidential system, which has been adopted by various new democracies around the globe (though often significantly amended shortly after).

Discussion Question: Is the semi-presidential system (still) the best political system for France?

Reading:

Elgie (2) in *European Politics*.

22. The 2022 Presidential and 2024 Parliamentary Elections (04/02)

In the past decade, few national elections have been followed with such anticipation and anxiety as the French presidential elections. After a shocking run-off between newcomer Emmanuel Macron and outsider Marine Le Pen in 2017, which Macron won convincingly, the two again faced off in 2022. This time, the gap was much less impressive. Moreover, after a defeat in the 2024 European elections, Macron shocked both France and Europe by calling for new parliamentary elections, which again shifted the power within French politics.

Discussion Question: What explains the success of Macron and what are the consequences of his victories?

Listening and Reading:

RADIKAAL Podcast, episode SES6: [Rainbow Murray](#) on the 2022 French Presidential Elections.

Gougou, Florent, "The 2024 French Legislative Elections: Maintaining Elections, Political Crisis", *West European Politics*, Vol.48, No.3, 2025, pp.723–737.

23. The Rise (and Transformation?) of the Radical Right (04/04)

France's Rassemblement National (National Rally, previously National Front) has been the prototype of the contemporary 'third wave' of radical right parties in Europe. It has been linked to the issue of multiculturalism, another relatively recent and broader European phenomenon, and has had a profound effect on politics in France. As a more than 50 year old party, the FN/RN has changed leaders and "rebranded", but has it really transformed?

Discussion Question: What characterizes the radical right in France/Europe and how has it changed in recent decades?

Reading:

Scrinzi, Francesca, "A 'New' National Front? Gender, Religion, Secularism and the French Populist Radical Right", in Michaela Köttig, Renate Bizan and Andrea Petö (eds.), *Gender and Far Right Politics in Europe*. Basingstoke: Palgrave, 2017, pp.127-140.

24. The Italian Political System (04/09)

Italy became a democracy after the defeat of Fascism in the Second World War. A relatively recent state, at least in a West European context, Italy has a tumultuous history, including a long record of regional strife. Just over two decades ago the Italian political system exploded again, after years of corruption, and from the rumbles an alleged new 'Second Republic' was built.

Discussion Question: What are the key characteristics of the Italian political system?

Reading:

Hine in Hay & Menon

25. The 2022 Parliamentary Elections (04/11)

The 2018 parliamentary elections led to three different, consecutive governments. All ended up in chaos and so, very reluctantly, the parties decided to call for elections. The outcome of these elections are anticipated with much

anxiety as the (fragmented) radical right is set to win. Did the results confirm a fundamental change of the political system?

Discussion Question: Has the Second Republic come to an end?

Listening:

RADIKAAL Podcast, episode SES8: [Giulia Sandri](#) on the 2022 Italian Election.

26. The Hungarian Political System (04/16)

Hungary entered the post-communist period as a frontrunner, based on its history of so-called ‘Gulash communism’, which allowed for some economic and political freedoms. Unlike its neighbors, Hungary went through the 1990s without much political unrest, developing a relatively stable political system.

Discussion Question: What are the key characteristics of the Hungarian political system?

Readings:

Ilonszki, Gabriella and Zsófia Papp, “The Paradoxes of Parliament–Citizen Connections in Hungary: A Window on the Political System”, *Journal of Legislative Studies*, Vol.18, No.3-4, 2012, pp.334-350.

27. The Illiberal Backlash (04/18)

In 2018 Premier Viktor Orbán and his Fidesz-KDNP coalition were convincingly re-re-elected to power in Hungary. They were even able to keep their constitutional majority in parliament. Despite mounting critique from within Hungary and abroad, Orbán continues his ambition to transform the country into an ‘illiberal state.’

Discussion Question: Is Hungary still a democracy?

Readings:

Krekó, Péter and Zsolt Enyedi, “Orbán’s Laboratory of Illiberalism”, *Journal of Democracy*, Vol.29, No.3, 2018, pp.39-51.
RADIKAAL Podcast, episode SES5: [Zsolt Enyedi](#) on the 2022 Hungarian Election.

28. WATCH PARTY – AT 7 PM IN TBD! (04/23)

After returning to power in 2010, Viktor Orbán radically reformed the country into what both academics and the European Parliament have called a “competitive authoritarian” regime. Various international organizations have ruled the elections since 2010 “free but unfair.” Democracy Noir is an award-winning documentary about three Hungarian women – a journalist, a nurse

and an opposition politician – who fight in different ways to expose corruption and lies of the Orbán regime and who face a lot of resistance.

Movie: *Democracy Noir* (USA, 2025), 1h 33m

Compulsory Reading and Listening:

Scheppele, Kim Lane, “How Viktor Orbán Wins”, *Journal of Democracy*, Vol.33, No.3, 2022, pp. 45-61.

29. NO CLASS (04/25)

Because we watched a movie on Thursday, outside of regular class hours, we will not have class on this day. I suggest everyone uses this time to work on the final project. You can use the classroom during the regular class hours to meet and work with your group.