

POLS 305-06: EUROPEAN POLITICS

Spring 2018 semester

Tues. & Thurs. 11:00-12:15pm in Carnell Learning Center 373

Professor: Dr. Lucas McMillan
Office: Carnell Learning Center 353/355

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Office Hours: Tuesdays & Thursdays, 10:00-11:00 or by appointment

I am happy to make appointments, either set up with me directly or through my assistant, Mrs. Knight, at 388-8733 or dknight@lander.edu. Feel free to always ask me questions about assignments and expectations. Students should bring the syllabus and readings to each class.



COURSE DESCRIPTION

This comparative government course focuses on the governmental systems of the United Kingdom, France, Germany, Russia, and the European Union. After reviewing and comparing politics within each nation-state, special attention is given to the history and processes of European integration, the role of Europe in the world, and transatlantic relations. Junior/senior status recommended.

**fulfills global issues/non-western studies general education requirement*

RATIONALE FOR THE COURSE

You may be taking this course for one of four reasons:

- to complete the three hour General Education requirement in global issues
- as a core course for your major in political science
- as a course for your minor in political science or international studies
- to learn about European politics, engage as a citizen, and/or develop your personal orientation toward politics.

This course is part of Lander's General Education program, designed to expose students to a wide variety of course content. The goals are for students to develop:

- university-level knowledge and comprehension shown specifically through identifying key individuals, groups, organizations, and/or events in European politics; understanding differences in political institutions and culture; and recognizing important chronology of events in European politics and integration.
- the ability to apply the information to specific situations and policy problems;
- the ability to analyze the information in comparative situations; and,
- the ability to communicate effectively and appropriately about the information.

COURSE OBJECTIVES

After taking this course, the student will be able to:

- *Describe* the history and basic facts about the governmental systems of the United Kingdom, France, Germany, and Russia, and the history of European integration.
- *Explain* and *understand* the forces and processes behind politics in the U.K., France, Germany, Russia, and European Union, as well as links between the U.S. and Europe.
- *Apply* current events to the concepts and ideas developed in the course.
- *Evaluate* critical problems in European domestic and international politics as well as Europe's role in the world.

The mission of the Department Government, Criminology, and Sociology is to inspire scholarship, citizenship, advocacy, and productive careers.

LANDER UNIVERSITY POLICIES

STUDENTS' CLASSROOM RESPONSIBILITIES:

All Lander students will...

- read and follow their professors' syllabi, including course guidelines and procedures, to be prepared for class
- check their Lander e-mail accounts daily and check Blackboard daily for class announcements, assignments, etc.
- be aware of each professor's absence and tardy policies
- communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations
- be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging, or answering cell phones
- not give, use, or receive unauthorized aid in academic activities because these are serious violations of academic integrity
- know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

CELL PHONE POLICY: Cell Phones are to be turned off before entering the class and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially during quizzes or exams. Each instructor reserves the right to further restrict use of cell phones in class and to determine the consequences of not following this policy.

ACADEMIC HONOR CODE AND PLAGIARISM: Lander University is reliant upon all members of its academic community to maintain proper standards of honesty. You are responsible for understanding the possible consequences of violating Lander's Academic Honor Code. I will strongly uphold the Academic Honor Code and any evidence of academic dishonesty or plagiarism will result in my pursuit of the *strongest* punishment—i.e. failing the course—under the guidelines explained in the [Lander University Student Handbook](#).

STUDENTS WITH DISABILITIES: If you have now or develop during this semester a physical or learning disability and you want me to make reasonable accommodations for that, you must contact the Lander University [Student Wellness Center](#) at 388-8885 or studentwellness@lander.edu. Once the Wellness Center has received appropriate documentation, they will inform your instructors. *Students with documented disabilities are required to meet with Dr. McMillan by the third week of the semester to review their requests for accommodation so that both parties can be clear.*

INCLEMENT WEATHER: I encourage you not to risk traveling to campus if weather conditions are hazardous and prevent safe travel. If you miss a class due to travel conditions and the University is not closed you are responsible for all material covered in class during your absence. Whenever classes are canceled, Lander will inform local TV and radio stations. In addition information will be posted at the [Lander website](#). A recorded message will also be provided at 864-388-8000.

DISCRIMINATION AND TITLE IX STATEMENT: It is the policy of Lander University to prohibit illegal discrimination on the basis of age, color, disability, gender, national origin, race, pregnancy, religion, sex, veteran's status, and genetic information in regard to the administration of all campus programs, services, and activities including athletics, admission, employment, and or sponsored activities and programs as included in Title VII and Title IX.

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Vice President of Student Affairs/Deputy Title IX Coordinator (864-388-8293) or Director of Human Resources/Title IX Coordinator (864-388-8053) for information about campus resources and support services, including confidential counseling services.

Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to Lander University's site for contact information and further details.
<http://www.lander.edu/Business-Administration/Human-Resources/titleix>

SPECIFIC COURSE INFORMATION

REQUIRED READINGS

- Bryson, Bill. (2001) *Notes from a small island*. New York: William Morrow. [originally from Doubleday, 1995]
- Smith, Helen Zenna. (1993) *Not so quiet*. New York: The Feminist Press at City University of New York.
- Vedrine, Hubert, and Moisi, Dominique. (2001) *France in an age of globalization*. Washington, DC: Brookings Institution Press.
- Murray, Douglas. (2017). *The strange death of Europe: Immigration, identity, Islam*. London: Bloomsbury.
- Myers, Steven Lee. (2016) *The new tsar: The rise and reign of Vladimir Putin*. New York: Vintage/ Random House.
- All assigned articles, essays, and book chapters posted on Lander [Blackboard](#), on reserve in the Jackson Library, or sent to student's e-mail accounts.
- [BBC News](#), [The Economist](#), [The New York Times](#), or [The Washington Post](#). Read major stories related to European politics online.

GRADING

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| ▪ Quizzes (map quiz + 5 online quizzes) | 10% |
| ▪ Response Paper on <i>The Queen</i> | 5% |
| ▪ 2 Analytical Book Reviews | 30% |
| ▪ Mid-Term Exam | 20% |
| ▪ Class Participation | 7% |
| ▪ Final Exam | 28% |

Students are graded on the level of understanding they demonstrate. In all written assignments students should answer questions completely, providing facts and evidence, and constructing sound arguments that provide analysis and show critical thinking. Below is a breakdown of grades by percentage of points earned on assignments:

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|------------|---------|----------------------------|
| ▪ A | 90-100% | excellent understanding |
| ▪ B | 80-89% | good understanding |
| ▪ C | 70-79% | satisfactory understanding |

- **D** 60-69% poor understanding
- **F** below 60% marginal understanding

ASSIGNMENTS

One **map quiz of Europe** and five **online quizzes** will be given during the semester. The online quizzes will take place on Blackboard in the *Quizzes* tab on the left-hand menu. Online quizzes will consist of questions covering main topics from assigned readings, previous class material, or a major relevant story in the news from the previous week. If a student misses a quiz, a grade of zero is given.

Two exams, a **Mid-Term Exam** and a **Final Exam**, will be given and primarily consists of short-answer and essay questions, but some multiple choice or true/false questions may be included. Exams will be cumulative and should display a mastery of information and concepts from assigned readings and class discussions. All students are required to take the Final Exam.

A response paper requires students to reflect upon their assessment of how the film *The Queen* helps to explain modern British monarchy and the role of British prime minister (and the interaction of Head of State and Head of Government). The paper asks students to consider how the monarchy has modernized over time. Minimal citations will be required for this response paper since it is mostly a reflection on course materials being integrated with the film's story. Details about this paper assignment are provided in the Assignments folder on Blackboard.

Two analytical book reviews require students to conduct independent research that is utilized to assess a book's arguments as well as to showcase how the book helps to better understand European politics from other course materials. These assignments will have different parameters in terms of a student's choice in focus area(s)—one narrowing construed while another giving options in terms of the topics addressed. Unlike response papers, book reviews require many APA citations and independent research. Details are in the Assignments folder on Blackboard.

The class participation grade comes up the student's overall discussion and oral presentation skills in discussions throughout the semester. Although much of the class will allow for free-form discussion, the professor may give specific assignments to students in order to promote some discussions in terms of reflection upon assigned reading materials.

Please note that some books related to European politics have been placed on reserve in the Jackson Library. Students are encouraged to use these books as well as other sources in the library to assist in the course's writing assignments. All papers will be graded on their structure and grammar but also on their use of evidence to support the argument that is presented. The Department has adopted the APA citation method for all writing assignments.

More information about this paper assignment, such as details about its style and the APA citation method, will be posted on [Blackboard](#) and discussed during the semester. Use [Lander's Writing Center](#) for assistance with papers. Its tutors can help proofread your paper and have a copy of the assignment. Visit their website or LC 347 for more information.

CLASS PARTICIPATION & COURSE EXPECTATIONS:

Students are expected to be present for all classes and to complete assigned readings prior to class meetings. Students should come to class prepared to discuss all assigned material and are strongly encouraged to participate in class discussions, particularly since 5% of the overall grade

relates to class participation. It is vital that students actively engage in class discussions because it will help you (and others) better understand course material.

The design of this course assumes students have a basic understanding of American government institutions and politics. If you have not taken *POLS 101: American National Government*, please see me immediately to get recommendations for catching up with supplementary reading.

Students must keep up with major events in European politics through reading of [BBC News](#), [The Economist](#), [The New York Times](#), or [The Washington Post](#). Students are always encouraged to (a) watch an evening news program, (b) read news magazines in print or online, and/or (c) listen to [National Public Radio \(NPR\)](#). Other resources are available online and in the [Jackson Library](#). I will send e-mails to students' Lander e-mail accounts with reminders. Thus, students should check their Lander e-mail accounts *regularly*.

ATTENDANCE

- Class begins promptly at 11:00am and students are accountable for all learning that takes place. Students are expected to attend all classes and are responsible for all coursework, lectures, announcements, and assignments whether present or not.
- After missing 15% of classes (4 classes or two weeks), a student's final grade will be penalized by a loss of two points off their final grade with each absence thereafter. *Students are responsible for keeping up with their absences.*
- Students who engage in behavior disruptive to the learning process will be asked to leave the classroom. Depending upon the nature of the offense, students may be required to see a member of the student affairs staff before returning to class. Any absence due to the obstruction of instruction results in a student counted *absent*.
- Students with two absences or less may drop their two lowest quiz grades.

LATE POLICY & MAKE-UP ASSIGNMENTS:

- Students are not allowed to take make-up exams *or* turn in assignments late without either (1) an excuse pre-approved by the professor or (2) an extraordinary circumstance such as an illness or family emergency. Students should make every effort to inform the professor about such circumstances *before* the day of the scheduled exam or when assignment deadline. In these causes, the burden of proof rests with the student, and the decision to give a make-up exam or accept a late assignment is within the professor's discretion.
- Essentially, this means that assignments **MUST** be turned in by the deadline.
- Written assignments will be collected in class, typically after the role is called.

SPECIAL EVENTS & SPEAKERS: Lander periodically offers special events and speakers related to European politics and films, such as *The Darkest Hour*, provide opportunities to reflect upon European politics. When events arise, I will make the class aware of them and offer some *extra credit* points.

MY TEACHING PHILOSOPHY

European politics is subject always in the news, but not always adequately understood. Europe is undergoing a major transformation in terms of domestic and international politics, its political party system, and its economic future. An appreciation for European history and knowledge about the actors and processes involved in European governments will build understanding about how various political systems work as well as the workings and role of the European Union. We will confront past and future challenges and controversies within European domestic and international politics and in transatlantic relations with the United

States. I seek to create an environment in which students rigorously examine readings and apply current events to the course topics.

While reading assigned material, students should constantly ask themselves these questions:

- *What is the major theme or purpose of this writing?*
- *What is the argument and how compelling is it?*
- *What relevant historical events, concepts and information apply?*
- *How can the readings be related together?*

Lectures will be used to explain complex material and raise questions to consider, but I hope students will generously participate in discussions to provide new insights about how European politics works and what questions should be considered. Active learning can increase our general interest and understanding of politics. With class discussions, I hope students will leave the course with the ability to think critically about the challenges faced by policymakers and apply the concepts we learn to make assessments and recommendations.

IMPORTANT DATES TO REMEMBER

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| ▪ Online quizzes | Announced by professor |
| ▪ Response paper on <i>The Queen</i> is due | Sunday, Jan. 28 via e-mail |
| ▪ Analytical Book Review #1 | Tuesday, Feb. 20 |
| ▪ Mid-Term Exam | Tuesday, Feb. 27 |
| ▪ Analytical Book Review #2 | Tuesday, Apr. 24 |
| ▪ Final Exam | Tues., May 1, 11:00-1:00 |

The Course Schedule gives an overview of main topics we will consider each week and assigned readings. Students are expected to have read assigned material and bring questions and examples of how current events relate to the course.

COURSE SCHEDULE *Subject to change with prior notice by the professor.

(Bb) = posted on Lander Blackboard



Week 1: Course Introduction and the United Kingdom

- Jan. 9 Syllabus Overview
 British Political History
 PPT slides on British Political History
 Joel Krieger in *European Politics in Transition*, Ch. 1 (Bb)
- Jan. 11 The Monarch, Prime Minister, Cabinet, and Parliamentary Government
 Joel Krieger in *European Politics in Transition*, Ch. 3 (Bb)

Week 2: Parliamentary Government and British Political Culture

- Jan. 16 Parliamentary Government
 Joel Krieger in *European Politics in Transition*, Ch. 4 (Bb)
 Traveling in the U.K. to learn about its history and culture
 Notes from a Small Island, chapters 1-6
- Jan. 18 British history, culture, and sites; how the English love “doing things oddly”
 Notes from a Small Island, chapters 7-17

Week 3: U.K. Politics: Immigrants, Cathedrals, Scotland,

Jan. 23 Curry vs. fish and chips; British vacations; England vs. Scotland
Notes from a Small Island, chapters 18-26

Jan. 25 Scotland and British Identity Politics; Changes to U.K. and the E.U.
Notes from a Small Island, chapters 27-30
BBC News. 2014. "Scottish referendum: Scotland votes 'No' to independence." Sept. 20. (Bb) [[Web](#)]
The U.K. Parliament. 2011. "Fixed-Term Parliaments Act." (Bb) [[Web](#)]
The New York Times. 2016. Map of the Brexit Vote. [[Web](#)]

Response paper #1 on the film *The Queen* (2006) starring Helen Mirren and Michael Sheen is due on Sunday, Jan 28 at midnight via e-mail

Week 4: The Horrors of War and its Lasting Impact; Nationalism Then and Now

Jan. 30 World War I as the "Great War" and Nationalism
PPT slideshow from WWI Galleries at the Imperial War Museum (Bb)
Imperial War Museum website about WWI [[Web](#)]
Not So Quiet, pp. 1-74

Feb. 1 Nationalism, Horrors of War, WWI's Impacts Individually and Collectively
Not So Quiet, pp. 75-161

Week 5: Nationalism, Feminism, Pacifism, and Europe

Feb. 6 Feminism, Nationalism, Psychological Effects of War
Not So Quiet, pp. 162-213

Feb. 8 Pacifism and European Politics, WWI and II's Legacies
Not So Quiet, pp. 214-239 and its Afterword, 240-293

Week 6: French History and Identity and its Place in the World

Feb. 13 French Political History
PPT slides on French Political History (Bb)
Mark Kesselman in *European Politics in Transition*, Ch. 6 (Bb)
Steven Erlanger. 2013. "A Proud Nation Ponders How to Halt Its Slow Decline." *The New York Times*. Aug. 25. A6. (Bb) [[Web](#)]
Ronald Tiersky. 2018. "Macron's World: How the New President is Remaking France." *Foreign Affairs*. 97(1). pp. 87-96. (Bb)

Feb. 15 French Identity Politics and France's Place in the World
Pamela Druckerman. 2014. "How to Be French." *The New York Times*. Nov. 11. A31. (Bb) [[Web](#)]
Katrin Bennhold. 2008. "French Muslims Find Haven in Catholics Schools." *The New York Times*. Sept. 30. (Bb)
France, the United States, and World Politics
France in an Age of Globalization, Preface – p. 54

Week 7: France's Role in the World and French Foreign Policy

Feb. 20 France's Challenges and its Advantages: Tension between Europe and the World
France in an Age of Globalization, pp. 55-100



Laura Secorun Palet. 2014. "The 26-year-old Face of the French Right." *OZY*. Nov. 28. (Bb) [[Web](#)]

Analytical Book Review #1 is due Feb. 20 in class as a hard copy and through the TurnItIn.com link in the Assignments tab on Blackboard

Feb. 22 Ethics, Realism, and France in the 21st Century
France in an Age of Globalization, pp. 100–134
 Mid-Term Exam Review

Week 8: Mid-Term Exam; German Political History

Feb. 27 **Mid-Term Exam**

Mar. 1 German Political History: A 19th Century Beginning, Hitler, and beyond 1945
 PPT slides on German Political History (Bb)
 Christopher S. Allen in *European Politics in Transition*, Ch. 11 (Bb)
 Steven Erlanger. 2009. "The Legacy of 1989 is Still Up for Debate."
The New York Times. Nov. 9. A4. (Bb) [[Web](#)]

***Spring Break – March 6 – 10

Week 9: Modern German Politics, Guilt, & Debates over Identity



Mar. 13 German Governmental Institutions and Political Parties
 Christopher S. Allen in *European Politics in Transition*, Ch. 13 & 14 (Bb)
 Anton Troianovski. 2017. "German Right Takes Aim at Wartime Guilt."
The Wall Street Journal. Mar. 3. A1. (Bb)

Mar. 15 Europe, Multiculturalism, and Contemporary Debates on Identity
The Strange Death of Europe, pp. 1–66

Week 10: Identity in the European Union: Religion, Culture, Class, Politics

Mar. 20 Europe, Multiculturalism, and Contemporary Debates on Identity
The Strange Death of Europe, pp. 67–122

Mar. 22 Immigration, Islam, Germany and the rest of Europe
The Strange Death of Europe, pp. 123– 206

Week 11: Western Europe vs. Eastern Europe and the EU



Mar. 27 Germany: West vs. East; Europe: West vs. East
The Strange Death of Europe, pp. 207– 293

Mar. 29 The Future of Europe and the European Union
The Strange Death of Europe, pp. 293-320
 PPT slides on EU Integration (Bb)

Week 12: The European Union: A State, an IGO, or Something Else

Apr. 3 European Integration and EU Institutions
 PPT Slides and Handouts (Bb) [handouts also given in class]
 Timothy Garten Ash. 2017. "A year after voting for Brexit, Britain's divided, and in uncharted waters." June 22. *The Guardian*. [[Web](#)]



- Apr. 5 Russia, the Soviet Union, and Russia again
 PPT Slides on Russian Political History (Bb)
The New Tsar: The Rise and Reign of Vladimir Putin, pp. 1–118

Week 13: The Power of Putin

- Apr. 10 The Resurgence of Russia and of Putin
The New Tsar: The Rise and Reign of Vladimir Putin, pp. 119–176
- Apr. 12 Power is the Greatest Aphrodisiac
The New Tsar: The Rise and Reign of Vladimir Putin, pp. 177–303

Week 14: Putin and the Presidency: Changing Constitutional Rules

- Apr. 17 The Presidencies of Putin, Medvedev, and Putin Again
The New Tsar: The Rise and Reign of Vladimir Putin, pp. 304–400
- Apr. 19 The Restoration and Future of Russia
The New Tsar: The Rise and Reign of Vladimir Putin, pp. 401–481

Week 15: Transatlantic Relations and Europe Today

- Apr. 24 Transatlantic Relations Today
 TBD readings from:
 Delegation of the European Commission to the United States
The Economist
The New York Times

Analytical Book Review #2 is due Feb. 20 in class as a hard copy and through the TurnItIn.com link in the Assignments tab on Blackboard

- Apr. 26 Who is the Leader of the Free World? Who fights for “the West”?
 Class Debate and Discussion

FINAL EXAM

- May 1 Final Exam (*held from 11:00am – 1:00pm*)