

## **POL3142**

### **Comparative Politics: Western Europe**

Seminar: Tuesdays 10:00-11:30am, Thursdays 8:30-10:00am  
Class Facebook: Socially Scientific - Class Twitter: @sociallysci

Instructor: Dr. Tamara Kotar Location: SMD 430  
Office: E-mail: tkotar@uottawa.ca or Facebook – Socially Scientific,  
Twitter -@sociallysci Office hours: Tuesdays 11:30-12:30 (message to  
schedule an appointment)

#### **Course description:**

Welcome to POL3142. This course is dedicated to examining the structure & practice of politics in Western Europe. The course is a hybrid course, which means that for some scheduled classes we will meet in-class and others we will meet and conduct research online. This hybrid design helps us take advantage of a greater repertoire of pedagogical tools to further our understanding of Western European politics.

We will begin our conversations by discussing comparative political theory. We will address topics such as state formation and power relations. We will explore theories and practices that lie at the heart of governance in western European states. While discussing each topic area we will compare experiences in different countries and assess their lasting implications. Special emphasis will be paid to the history and governance of the European Union. This course challenges students to give equal consideration to the role of actors and institutions beyond the nation-state.

My hope is that you find this course engaging and stimulating and that you successfully complete this course with theoretical and analytical tools that you will employ in future endeavors.

#### **Required Texts**

Hay, Colin & Anand Menon, European Politics, Oxford University Press, 2007.  
Referred to in the syllabus as **Hay & Menon**. Required articles are available electronically through the Library E-Journals service.

#### **Assignments and Due Dates Table**

<b>Assignment</b>	<b>Date</b>	<b>Share of Term Mark</b>	<b>Notes</b>

<b>Online Introductions</b>	Jan. 12 <sup>th</sup>	2%	
<b>Syllabus Scavenger Hunt</b>	Jan 14 <sup>th</sup>	2%	
<b>Online Map Quiz</b>	Jan 21 <sup>st</sup>	2%	
<b>Video Quizzes</b>	#1 Feb. 4 <sup>th</sup> #2 Mar. 3 <sup>rd</sup> #3 Mar. 10 <sup>th</sup> #4 Mar. 24 <sup>th</sup>	15%	The videos and questions are posted on blackboard. Each Quiz is out of 3.75%
<b>Blogs</b>	#1 Jan 28 <sup>th</sup> #2 Feb. 25 <sup>th</sup> #3 Mar. 17 <sup>th</sup> #4 Mar. 31 <sup>st</sup>	34%	4 assignments each worth 11.3%. **There are 4 assignments due. Your best 3 results will count toward your final mark. Your worst mark will be eliminated.** Use My <a href="#">POL Blog Posts Format</a> to easily create your blogs.
<b>Online Discussion Group</b>	#1 Feb. 2 <sup>nd</sup> #2 Mar. 1 <sup>st</sup> #3 Mar 22 <sup>nd</sup>	4.5%	1.5% for each session. Marks will be awarded for meaningful participation.
<b>Term Paper Outline &amp; Workshop</b>	Feb 23 <sup>rd</sup>	5%	2.5% Written Outline 2.5% Outline Workshop
<b><a href="#">Term Paper</a></b>	April 12 <sup>th</sup>	35.5%	Paper 10 pages.

### Class Schedule, Classroom and Online

Week #	Dates	Where
1	Jan. 12 <sup>th</sup> & 14 <sup>th</sup>	Classroom
2	Jan. 19 <sup>th</sup> & 21 <sup>st</sup>	Classroom
3	Jan 26 <sup>th</sup> & 28 <sup>th</sup>	Classroom
4	Feb. 2 <sup>nd</sup> & 4 <sup>th</sup>	Online
5	Feb. 9 <sup>th</sup> & 11 <sup>th</sup>	Online
6	Reading Week!	
7	Feb. 23 <sup>rd</sup> & 25 <sup>th</sup>	Classroom
8	Mar. 1 <sup>st</sup> & 3 <sup>rd</sup>	Online
9	Mar 8 <sup>th</sup> & 10 <sup>th</sup>	Online
10	Mar 15 <sup>th</sup> & 17 <sup>th</sup>	Classroom
11	Mar 22 <sup>nd</sup> & Mar. 24 <sup>th</sup>	Online
12	Mar. 29 <sup>th</sup> & Mar. 31 <sup>st</sup>	Classroom
13	April 5 <sup>th</sup> , 7 <sup>th</sup> & 12 <sup>th</sup>	Classroom

For the [Seminar Class Schedule and Readings Click Here](#)

### **Blackboard**

**All of your written assignments are due via Blackboard drop boxes.** The syllabus and other relevant documents are also posted on Blackboard.

### **Social Media**

There is a Facebook page and a Twitter page for the course and you should join either one and make a habit of checking either one frequently. Beyond a requirement for some assignments, it is a great tool for collegial discussion and I regularly post articles relevant to the course and tips for students. Facebook – Socially Scientific. Twitter - @sociallysci (Socially Scientific).

\*If you prefer not to join the class Facebook or Twitter, a 5-page essay can be done in lieu of the Facebook/Twitter components for each assignment.

### **Go Soap Box**

[www.gosoapbox.com](http://www.gosoapbox.com)

Students will join in on the **Western European Politics** event on [www.gosoapbox.com](http://www.gosoapbox.com).

- The event code is: **pol3142**
- This page leads you to a tutorial on joining the event:

<http://goo.gl/3U6Owl>

- Students will be required **to submit the questions from their blog posts** on the Social Q&A section of the **Western European Politics** event.
- This page leads you to a tutorial on how to add a question to social Q&A

<http://goo.gl/QgnaOf>

- **Students will be required to vote on the questions** they thought were the best. We will address these questions in class. This is all done anonymously.

We will experiment with this online tool during the semester. There are a lot of interesting tools, like instant polling and confusion barometers.

### **Seminar Expectations / Late Assignments**

Students are expected to (1) attend seminars having completed the assigned readings and (2) come prepared for thoughtful discussions. All written assignments are due in the appropriate CuLearn drop boxes. **Late assignments will be marked 0.** Exceptions will be considered for medical reasons or a family emergency (with appropriate documentation).

### **Accommodations**

Please approach me to discuss any accessibility or related accommodations that you may require so that we can make assignment structure and deadline

modifications that are appropriate.

### **Appeals**

If you would like reconsideration of an assignment grade, you must provide a two page written explanation of why you believe the grade was incorrect. All requests of this type will be considered, but this may mean that your grade could be **lowered**. **No reconsiderations will be handled without following this procedure.** Final course grades are **not negotiable** and grades do not “round up.” Grades will be changed only if there is a calculation or other technical error.

## **Assignments**

### **Online Introductions**

I am committed to making a class that enlightens and enriches, part of making that happen is knowing where students are coming from and where they would like to go, academically and professionally. In this way you can contribute to making the class work for you! Feel free to use 1-5 sentences to answer each question. I look forward to your responses to the following questions.

You will post the assignment twice:

**1<sup>st</sup> students will post** it to the **Online Introductions Blog** on the course blackboard page, **this ensures that your entries will be posted anonymously.** No one will be able to associate your name or student number with your remarks, be sure not to include your name and student number.

**2<sup>nd</sup> students will copy and paste that entry and post it to the online introductions assignment on blackboard**

1. What is your major and what inspired you to study in this field?
2. Describe an international event that has stuck with you as an important event, one that may have inspired your studies or something that you would like to further understand.
3. What are you hoping to better understand in world politics?
4. What do you hope to pursue once you have completed your undergraduate degree? Are you planning on part-time, volunteer or other work during your undergraduate degree?

### **Syllabus Scavenger Hunt**

Since this course may have many features that you have not yet encountered in your classes, I've included a syllabus scavenger hunt, to ensure that students are very familiar with requirements.

Find the correct answers to these questions, win the scavenger hunt and get marks!

1. Under what subheading and on what page of the syllabus would I find a comprehensive list of assignments and due dates?
2. What do students do for the video quiz assignments?
3. What are the 3 parts of the Blog assignment and what kind of knowledge does this assignment try to combine?
4. What part of the Blog assignment do I post to Socially Scientific (facebook or twitter)?
5. Do I have to attend class for my Blogs and Discussion Group assignments to be marked?
6. How do I sign up for my Expert brief presentation?
7. Under what subheading do I find the reading materials for each week?

## Map Quiz

Since we are discussing European politics it is important that students are familiar with the countries in Europe and their capital cities where political decisions are often made.

Students will complete the following 2 sporcle map quizzes at:

**1. Countries of Europe:** <http://www.sporcle.com/games/g/europe>

**2. Capitals of Europe:** <http://www.sporcle.com/games/g/europecapitals>

Students will play the quiz, take a screenshot of your game and your score and post it to the appropriate space on Blackboard.

### Map Quiz Study Tools

Below are some map studying resources. I encourage you to search out other maps and map testing sites as well and see what works best for you.

1. [http://www.nationsonline.org/oneworld/map/small\\_europe\\_map.htm](http://www.nationsonline.org/oneworld/map/small_europe_map.htm)

2. Blank map of

Europe <http://www.worldatlas.com/webimage/testmaps/europe.gif>

## Video Quizzes

On the weeks that are online only, when we don't meet face-to-face, there are videos posted on blackboard. After watching each of the videos for the assigned date answer the questions below the videos and submit those answers in the blackboard space provided.

## POL Blog Posts

POL Blog Posts assignments will serve as tools to ensure students achieve the highest possible benefit from the readings and discussions as well as enable students to contribute to the class. Participation and collaboration are keys to learning success in this class and beyond.

Assignments are **due on Blackboard at 11:59 on the due date.** No late

assignments will be accepted. **Please submit the assignment in the box/ submission space provided, do not attach the assignment.** Compile all of the sections of this assignment and submit that to blackboard. **To organize your Blog Post** you can cut and paste the **My POL Blog Format** provided below for each post into your own word document and fill in the material required.

## **POL Blog Post Format**

### **Part I- Seminar Discussion**

For the discussion component you will elaborate on one of the interesting topics what we discussed in class or online in our seminar before the due date. Identify and describe two ideas/concepts/issues dealt with in class that attracted interest and explain why. Critically engage with the ideas in a scholarly manner. Ensure you have a clear thesis.

**20 sentences**

### **Part II- Discuss Readings**

For the discuss the readings component you will write about the readings for the week the assignment is due. Choose one of the readings, required or recommended.

Elaborate on and provide a scholarly reaction to a topic introduced in the readings of the week. Using your own words, discuss an idea or issue developed in the article that intrigues you and that you would like to discuss further in class. Create 2 questions that relate to the article and larger issues discussed in the class. These questions will be used for in-class discussion and debate.

Students are required **to submit the questions from their blog posts** to the **Social Q&A** section of the **Western European Politics** event on GoSoapBox.com. Students are then compelled to vote on the questions they would most like to discuss in class.

**20 sentences**

### **Part III- Social Media**

**1.** Post 2 media items (articles, radio or video clips) that relate to issues discussed during this class, discussion group or in the readings. You should post them to the wall of the class Facebook – Socially Scientific or Twitter - @sociallysci. The idea is that you share resources that you have found to be useful in your explorations of the topics discussed in class. You can cite the course code when posting (POL3142) and in one or two sentences explain why each link you post contributes to better understanding of topics discussed in class. **Ensure that your posts are not offensive or explicit, but rather that they contribute to respectful and engaging collegial dialogue.** Ensure that

your posts are well organized, visually pleasing (i.e. nicely formatted) and do not include your student number on the social media post.

**2-3 sentences for each posting (on blackboard)**

2. For your blackboard submission cite and comment on a link posted by anyone else (from any class or even the prof.) on Socially Scientific that you found interesting. If you choose you can post this commentary online.

**3 sentences (on blackboard)**

## Online Discussion Groups (DG)

1. The online discussion groups will meet at 10:00am 3 Tuesday's this semester, #1 DG Feb. 2<sup>nd</sup>, #2 DG Mar. 1<sup>st</sup>, #3 DG Mar 22<sup>nd</sup>. Attendance will be taken at the start and at the end of the online discussion group.

2. The sessions are an opportunity for students to discuss the most recently complete blog post. We will focus on the questions student's posted to gosoapbox.com for the blog post that was most recently due before the session. **Be sure you have taken the time to read and vote on the gosoapbox.com questions** for the most recent blog posts. For example, in #1 DG we will discuss the questions students posted for #1 Blog post.

3. To access the Online DG students will go to:

<http://connect.uottawa.ca/pol3142>

Students will select enter as a guest, enter their first and last name and enter room. There is no password for students.

4. These sessions enable us to collaborate by thoughtfully discussing each other's questions, furthering our understanding of key concepts. I encourage students to take this opportunity to clarify and delve further into complex ideas.

## Term Paper Outline & Workshop

### The Written Outline

Students will create an original thesis upon which to build his/her term paper  
The outline should follow the format below:

1. State the thesis in one sentence
2. List and describe three supporting arguments (1-2 sentences each).
3. State anticipated conclusions (1 sentence).
4. Create a bibliography of 10 scholarly sources (other than the texts used in the course).
5. Following the instructions above, you will find that your assignment is approx. 2-3 pages. Grades for this assignment are assigned based on following the instructions rather than on page count.
6. Facebook or Twitter 2 messages, each with a link to an article or online information that relates to your term paper topic and that you think would help

promote a discussion in class. For each Facebook/Twitter post describe why you liked the article/piece and why it is relevant to your paper.

7. Compile all of the components (sentences) of this assignment (from component 1-6) and post in the appropriate blackboard drop box at 11:59pm on the due date.

### **The Outline Workshop**

Students will prepare a 2-3 minute presentation (no slides required) for the class based on your thesis. Part of students Term Paper Outline mark will be determined by a brief discussion of her/his paper topic in class on the due date of the assignment. This will be an informal discussion where students discuss their thesis with the rest of class.

## **Term paper**

### **Paper Option #1 – Academic Paper**

Students can write on a topic of her/his choosing. This will be an original research paper of 10 double spaced pages due on blackboard. Students will develop the ideas expressed in the essay outline in essay form. The essay should have a clear thesis statement with well-researched arguments that support the thesis. 10 scholarly sources should be used. A full bibliography is necessary as are appropriate footnotes. If the term paper is not handed in on Blackboard by 11:59pm on the last day of class, the due date the student will receive an automatic mark of 0. No late research essays will be accepted.

### **Paper Option #2**

You will choose a fictional book or film that addresses theoretical themes regarding Western European Politics. You will use the book/film as a platform for discussing theoretical and important issues in Western European states. This is not a book/film review in a sense of discussing your dislike or like of the book/film. Rather the student will use metaphors, images and ideas found in the book/film and discuss how they relate to topics for this class. If a student chooses this assignment, the student is responsible for choosing an appropriate book/film.

*For guidance on how to write a film review:*

<http://www2.athabasca.ca/services/write-site/film-review.php>

*For guidance on how to write a book review:*

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/book-review>

## **Class Schedule**

### **Introduction: Course Expectations**

**Jan. 12<sup>th</sup> & 14<sup>th</sup> - Classroom**

#### **Recommended**

- Davies, Norman, Europe: A History (Oxford University Press, 1996)



- Lijphart, Arend, *Patterns of Democracy*, (New Haven: Yale University Press, 1999).
- Tilly, Charles, *Warmaking and statemaking as organized crime*, in Evans, Reuschmeyer & Skocpol, *Brining the State Back In*, pp. 169-191, ( New York: Cambridge University Press, 1985).
- Charles Tilly, 1990. *Coercion, Capital and European States AD990-1992*, Oxford: Blackwell.
- Margaret Levi, 1988. *Of Rule and Revenue*, Berkeley, CA: University of California Press.

## **Europe – Geopolitical History**

### **Jan. 19<sup>th</sup> & 21<sup>st</sup> - Classroom**

#### **Required**

- Reynolds, David, *The Cost of Geography: Europe's International History Between the Wars, 1918–1939*, *Contemporary European History*, March 2012, Volume21(Issue2), pp. 273-286.
- Kaelble, Hartmut, *Social History in Europe*, *Journal of Social History* Vol. 37, No. 1, Special Issue (Autumn, 2003), pp. 29-35

#### **Recommended**

- Hobsbawm, E. J. 1962. *The Age of Revolution, Europe 1789-1848*. London: Weidenfeld and Nicolson
- Hobsbawm, Eric. *Nations and Nationalism since 1870*, Cambridge: Cambridge University Press, 1990.
- Davies, Norman, *Europe: A History* (New York: Pimlico, 1997). Tilly, Charles. *Capital. Coercion and the Sate, 127–60*. Cambridge: Blackwell Press, 1992. Mikulas Teich and Roy Porter (eds.), *The National Question in Europe in Historical Context* (Cambridge, 1996).
- Judt, Tony, *Postwar. A History of Europe since 1945*, New York, The Penguin Press, 2005.
- Mark Mazower, *Dark Continent: Europe's Twentieth Century* (Vintage, 1998).
- Klaus Larres, ed., *A Companion to Europe since 1945*, Malden, MA, Blackwell, 2009.
- Tony Judt, *Postwar: A History of Europe Since 1945*. New York: Penquin Books, 2006
- Duane Swank William Hitchcock, *The Struggle for Europe: The Turbulent History of a Divided Continent, 1945-2002*. New York: Double Day, 2004.
- John Merriman, *History of Modern Europe*, New York: W.W. Norton, 2004
- Steiner Zara , *The Triumph of the Dark: European International History, 1919–1939* (Oxford: Oxford University Press, 2011).

## **Europe – What is Europe?**

### **Jan 26<sup>th</sup> & 28<sup>th</sup> - Classroom**

#### **Required**

- Heller, Margaret, *Derrida and the Idea of Europe*, *Dalhousie French Studies*, Vol. 82 (Spring 2008), pp. 93-106
- John Fells and Józef Niżnik, *What is Europe?*, *International Journal of Sociology*, Vol. 22, No. 1/2, (Spring-Summer 1992), pp. 201-206

#### **Recommended**

- Mudge, Stephanie Lee & Antoine Vauchez, Building Europe on a Weak Field: Law, Economics, and Scholarly Avatars in Transnational Politics
- American Journal of Sociology, Vol. 118, No. 2 (September 2012), pp. 449-492
- Jeffrey T. Checkel and Peter J. Katzenstein, eds, European Identity, Cambridge, Cambridge University Press, 2009.
- Warleigh-Lack, Alex, European Union: The Basics, (Toronto: Routledge, 2009).
- Tim Bale, European Politics, A Comparative Introduction, Palgrave Macmillan, Basingstoke, 2013.
- Ronald Inglehart and Christian Welzel, Modernization, Cultural Change and Democracy. New York: Cambridge University Press, 2005.
- Daron Acemoglu and James A. Robinson. 2006. The Economic Origins of Dictatorship and Democracy. New York: Cambridge University Press.
- Anne Sophie Krossa, Europe in a Global Context, Basingstoke, Hampshire, Palgrave Macmillan, 2011
- Sheehan, James, Where Have All the Soldiers Gone: The Transformation of Modern Europe, 2009.
- Lewis, M. V. and Wigen K. E. The Myth of Continents. Berkeley: The University of California Press, 1997
- Mark Leonard and Hans Kundnani, "Think Again: European Decline," Foreign Policy April 29, 2013.

## **The European Union**

**Feb. 2<sup>nd</sup> & 4<sup>th</sup> - Online**

### **Required**

- Hay & Menon, Chapters 10, 11 & 21
- Nicolas and Nathan Gardels, "The Next Europe. Toward a Federal Union", Foreign Affairs, 92.4, Jul/Aug, 2013, pp. 134-142
- Schmitter, Philippe C, "European Disintegration, A Way Forward?", Journal of Democracy, 23.4, October, 2012, pp. 39-46.

### **Recommended**

- Sandra Lavenex (2004), "EU governance in 'wider Europe,'" Journal of European Public Policy, Vol. 11, No. 4, pp. 680-700
- Anderson, Perry, Depicting Europe, London Review of Books, vol. 29, no. 18, Sept. 2007, pp. 13-21.
- European Union, How The EU Works, [http://europa.eu/about-eu/index\\_en.htm](http://europa.eu/about-eu/index_en.htm).
- Staab, Andreas, The European Union Explained, (Bloomington: Indiana University Press, 2011).
- Dinan, D. (2010), Ever Closer Union: An Introduction to European Integration.
- John McCormick. Understanding the European Union: A Concise Introduction. (4 Ed.). th New York: Palgrave Macmillan, 2012.
- Andrew Moravcsik, The Choice for Europe: Social Purpose and State Power from Messina to Maastricht. Ithaca: Cornell University Press, 1998.
- Søren Døsenrode, ed., The European Union after Lisbon. Polity, Politics, Policy, Burlington, VT, Ashgate, 2012
- Fossum, John, European Journal of Political Theory 2(3) The European Union : In Search of an Identity, July 2003, Volume 2 (Issue 3) Page 319 To 340
- Ross, George, What do 'Europeans' Think? Analyses of the European Union's Current Crisis by European Elites March 2008, Volume 46 (Issue 2) Page 389-412

## **Europe – Nationalism, Unity & Diversity**

**Feb. 9<sup>th</sup> & 11<sup>th</sup> – Online**

### **Required**

- Lifland, Amy, Right wing rising: Eurozone crisis and nationalism. Harvard International Review, Wntr, 2013, Vol.34(3), p.9(2)
- Kyung, Joon Han, The Impact of Radical Right-Wing Parties on the Positions of Mainstream Parties Regarding Multiculturalism, West European Politics, May 2015, Volume38(Issue3) pp.557-576.
- Hay & Menon, Chapter 17.

### **Recommended**

- Almond, G. and S. Verba. 1965. The Civic Culture: Political Attitudes and Democracy in Five Nations. Little Brown
- Eatwell, E and M. Goodwin The New Extremism in 21st Century Britain, New York: Routledge. Collins, Lauren. 2011.
- Dalton, Russell J. 2000. "Citizen Attitudes and Political Behaviour." Comparative Political Studies, vol.33, no.7: pp 912-940.
- Hutchinson, John, and Anthony D. Smith, Nationalism (New York: Oxford University Press, 1994)
- Schöpflin, George. Nations, Identity, Power (New York: New York University Press, 2000).
- Eric Hobsbawm and Terence Ranger, Invention of Tradition, (New York: Cambridge University Press, 2012).
- Michael Ignatieff, Blood and Belonging: Journeys into the New Nationalism (New York: Farrar, Straus and Giroux, 1995).
- Hagendoorn, Louk, György Csepeli, Henk Dekker, and Russel Farnen, European Nations and Nationalism. Theoretical and Historical Perspectives. (New York: Ashgate, 2000)
- Karolewski, Ireneusz Paweł, Suszycki, Andrzej Marcin, Multiplicity of nationalism in contemporary Europe, (New York: Lexington Books, 2009).
- Karolewski, Ireneusz Paweł, Suszycki, Andrzej Marcin, The nation and nationalism in Europe : an introduction ( Edinburgh: Edinburgh University Press, 2011)

## **Europe – Identity, Culture & Citizenship**

**Feb. 23<sup>rd</sup> & 25<sup>th</sup> - Classroom**

### **Required**

- Inglehart, Ronald, "Changing Values Among Western Publics from 1970 to 2006," West European Politics, pp. 130-146, 2008.
- Wood, Stephen, Building 'Europe': Culture, History and Politics Journal of Historical Sociology 11(3), September 1998, Volume 11 (Issue 3) Page 397-416.
- Van Gorp, Bouke & Hans Renes, A European Cultural Identity? Heritage and Shared Histories in the European Union. Journal of Economic and Social Geography, July 2007, Volume 98 (Issue 3) Page 407-415.
- Hay & Menon, Chapter 13.

### **Recommended**

- Christian Joppke (2007): Beyond national models: Civic integration policies for immigrants in Western Europe, West European Politics, 30:1, 1-22.

- Elizabeth Collett, Immigrant Integration in Europe in a Time of Austerity, Transatlantic Council on Migration, Migration Policy Institute, March 2011.
- Goodman, Sara Wallace, Fortifying Citizenship: Policy Strategies for Civic Integration in Western Europe. *World Politics* no. 64 (04):659-698, 2012.
- Crouch, Colin "Change in European Societies Since the 1970s," *West European Politics*, 2008, pp. 14-39.
- Koopmans, Ruud, Paul Statham, Marco Giugni, and Florence Passy, *Contested Citizenship: Immigration and Cultural Diversity in Europe*. Minneapolis: University of Minnesota Press, 2005).
- Howard, Marc Morjé, *The Politics of Citizenship in Europe*. New York: Cambridge University Press, 2009)
- Joan Wallach, *The Politics of the Veil*. Princeton: Princeton University Press, 2010.
- Bowen, John R, *Why the French Don't Like Headscarves: Islam, the State, and Public Space*. Princeton: Princeton University Press, 2007.
- Thomas, Elaine R, Keeping Identity at a distance: Explaining France's new legal restrictions on the Islamic headscarf. *Ethnic and Racial Studies* 29, 2006 (2):237-259.
- Koff, Harlan, and Dominique Duprez, The 2005 Riots in France: The International Impact of Domestic Violence. *Journal of Ethnic and Migration Studies*, 2009, 35 (5):713-730.
- Bleich, Erik, Carolina Caeiro, and Sarah Luehrman, The Effects of 'Ethnic Riots' in Liberal Democracies: Evidence from Western Europe. *European Political Science Review*, 2010, 2 (2):269-95. 6 Week 11.
- Art, David, *Inside the Radical Right*. New York: Cambridge University Press, 2011.

## **Europe – Financial Crisis**

**Mar. 1<sup>st</sup> & 3<sup>rd</sup> – Online**

### **Required**

- Hall, P.A., 'Varieties of capitalism and the Euro crisis', *West European Politics*, 2014, 37(6): 1223-1243
- Dinan, Desmond, *Governance and Institutions: Impact of the Escalating Crisis*, *Journal of Common Market Studies*, vol. 50, Sept. 2012, pp. 85-95.
- Hay & Menon, Chapters 16 & 22.

### **Recommended**

- Anthony F., Catherine Rethon, and Elina Kilpi, "The Second Generation in Western Europe: Education, Unemployment, and Occupational Attainment", *The Annual Review of Sociology*, 2008, Vol. 34, pp. 211-235.
- Kern, Anna et. al. *Economic Crisis and Levels of Political Participation in Europe (2002–2010): The Role of Resources and Grievances*, *West European Politics*, May 2015, Volume38 (Issue3) Pagep.465-490
- Kluth, Michael, *Explaining Policy Responses to Danish and Irish Banking Failures during the Financial Crisis*, *West European Politics*, July 2013, Volume36 (Issue4) Pagep.771-788
- O'Riain, Sean, *The Rise and Fall of Ireland's Celtic Tiger: Liberalism, Boom and Bust*, (Cambridge: Cambridge University Press, 2014).
- Sherf, Gundbert, *Financial Stability Policy in the Euro Zone: The political Economy of National Banking Regulation in an Integrating Monetary Union*, (Wiesbaden:Springer Gabler, 2014).

## **Europe – Migration**

## **Mar 8<sup>th</sup> & 10<sup>th</sup> – Online**

### **Required**

- Alba, Richard, *Bright vs. Blurred Boundaries: Second-Generation Assimilation and Exclusion in France, Germany, and the United States*. *Ethnic and Racial Studies*, 2005 28 (1):20-49.
- Foner, Nancy, and Richard Alba, *Immigrant Religion in the U.S. and Western Europe: Bridge or Barrier to Inclusion?* *International Migration Review*, 2008, 42 (2):360-92.
- Hay & Menon, Chapter 19

### **Recommended**

- Joseph H., *Who Belongs? The Ethics of Immigration*. New York: Oxford University , 2013.
- Messina, Anthony M. 2007. *The Logic and Politics of Post-WWII Migration to Western Europe*. Cambridge: Cambridge University Press;
- Joppke, Christian. 1998. *Why Liberal States Accept Unwanted Immigration*. *World Politics* 50 (2, January):266-93.
- Schain, Martin, *The Politics of Immigration in France, Britain, and the United States: A Comparative Study*. New York: Palgrave Macmillan. 2008).
- Carens, Joseph H, *Who Belongs? The Ethics of Immigration*. New York: Oxford University Press, 2013).
- Maxwell, Rahsaan, *Ethnic Minority Migrants in Britain and France: Integration Trade Offs*. New York: Cambridge University Press, 2009)
- Lucassen, Leo, *The Immigrant Threat: The Integration of Old and New Migrants in Western Europe since 1850*. Urbana: University of Illinois Press. 2005)
- Laurence, Jonathan, *The Emancipation of Europe's Muslims: The State's Role in Minority Integration*. Princeton: Princeton University Press, 2012).
- Sniderman, Paul M., and Louk Hagendoorn, *When Ways of Life Collide*. Princeton: Princeton University Press, 2007.
- Modood, Tariq, *Multicultural Politics: Racism, Ethnicity, and Muslims in Britain*. Minneapolis: University of Minnesota Press, 2005.
- Zolberg, Aristide, and Long Litt Woon. 1999. *Why Islam is Like Spanish: Cultural Incorporation in Europe and the United States*. *Politics and Society* 27 (1):5-38.
- Gilad Ben-Nun, *From Ad Hoc to Universal: The International Refugee Regime from Fragmentation to Unity 1922–1954*, *Refugee Survey Quarterly* (2015) 34 (2): 23-44
- Favell, Adrian, "Immigration, migration, and free movement in the making of Europe", in Jeffrey T. Checkel and Peter J. Katzenstein, eds., *European Identity*, Cambridge, Cambridge University Press, 2009, pp. 167-189
- Triandafyllidou, Anna, *Immigrants and national identity in Europe*, London, Routledge, 2001.
- Brubaker, Rogers, "The Return of assimilation? Changing perspectives on Immigration and its Sequels in France, Germany, and the United States", in Christian Joppke and Ewa T. Morawska, eds., *Toward Assimilation and Citizenship*, Hampshire, Palgrave Macmillan, 2003, pp. 39-58

## **Europe – Case Studies – Germany & France**

### **Mar 15<sup>th</sup> & 17<sup>th</sup> – Classroom**

#### **Required**

- Hay & Menon, Chapters, 1 & 2

- S. Bulmer and W. E. Paterson (2010), 'Germany and the European Union: from 'Tamed Power' to Normalized Power?', *International Affairs* Vol. 86, No. 5, pp. 1051–1073.
- Simon Bornschier and Romain Lachat, —The Evolution of the French Political Space and Party System, *West European Politics*, Vol. 32, no. 2 (March 2009): 360-383.
- Joachim Schild, —Mission Impossible? The Potential for Franco–German Leadership in the Enlarged EU, *Journal of Common Market Studies*, Vol. 48, no. 5, (2010): 1367–1390.

#### **Recommended**

- S. Cesaratto and A. Stirati (2010-11), 'Germany and the European and Global Crises', *International Journal of Political Economy*, Vol. 39, No. 4 , pp. 56-86.
- Carl Lankowski (ed.), *Breakdown, Breakup, Breakthrough: Germany's Difficult Passage to Modernity* (New York and Oxford: Berghahn Books, 1999).
- Anderson, Jeffrey Anderson & Eric Langenbacher, *From the Bonn to the Berlin Republic: Germany at the 20<sup>th</sup> Anniversary of Unification*, (New York: Berghahn, 2010).
- Betz, Hans-Georg, *Radical Right-Wing Populism in Western Europe*, (Toronto: Palgrave MacMillan, 1994).
- Bernstein, Richard, "The Origins of Totalitarianism": Not History, but Politics *Social Research*, Vol. 69, No. 2, Hannah Arendt's "The Origins of Totalitarianism": Fifty Years Later, 2002, pp. 381-401
- Cole, Alistair, *French Politics and Society*, (Toronto: Routledge, 2004).
- Loughlin, J., *Subnational Government: The French Experience*. Basingstoke: Macmillan Palgrave, 2007.
- George Reid Andrews and Herrick Chapman (eds.), *The Social Construction of Democracy, 1870-1990* (New York University Press, 1995).
- *The Mitterrand Years: Legacy and Evaluation*. Ed. by Mairi MacLean. MacMillan, 1998
- Robb, Graham, *Discovery of France: A Historical Geography*, (New York: W.W. Norton & Co., 2008).

## **Europe – Case Studies – United Kingdom & Scandinavia**

**Mar 22<sup>nd</sup> & Mar 24<sup>th</sup> – Online**

#### **Required**

- Hay & Menon, Chapters: 4 & 5
- Vivien A. Schmidt, —Adapting to Europe: Is it Harder for Britain? *British Journal of Politics and International Relations*, Vol. 8 (2006): 15-33.
- Philippa Sherrington, —Confronting Europe: UK Political Parties and the EU 2000-2005, *British Journal of Politics and International Relations*, Vol. 8 (2006): 69-78.
- Bay, Ann-Helen & Henning Finseraas & A.W. Pedersen, *Welfare Dualism in Two Scandinavian Welfare States: Public Opinion and Party Politics* *West European Politics* 36(1) January 2013, Volume 36, 1pp.199-220
- Avlott, Nicholas & N. Bolin, *Polarising Pluralism: The Swedish Parliamentary Election of September 2014* *West European Politics* 38(3) May 2015, Volume 38, pp.730-740

#### **Recommended**

- Birch, Anthony, *The British System of Government*, (Toronto: Routledge, 2006).
- Philip Harling, *The Modern British State: An Historical Introduction* (Polity, 2001),

- Moore, Barrington, *Social Origins of Dictatorship and Democracy*, (New York: Beacon Press, 1966).
- Matthew Goodwin, "The Extreme Right in Britain: Still an 'Ugly Duckling,' But For How Long?" *Political Quarterly* 78, 2 (April-June 2007): 241-50
- Ruane, Joseph. 1996 [1994]. "Nationalism and European Community Integration: The Republic of Ireland." Pp. 125-142 in *The Anthropology of Europe*, edited by Victoria A. Goddard, Josep R. Llobera and Cris Shore. Oxford: Berg. Cinnirella, Marco. 2000. "Britain: A History of Four Nations."
- Arter, David, *Scandinavian Politics Today*, (New York: Manchester University Press, 1999).
- Westin, Charles, "Sweden: Uncontested National Independence," in Louk Hagendoorn, György Csepeli, Henk Dekker, Russell Farnen, *European Nations and Nationalism: Theoretical and Historical Perspectives*, (New York: Ashgate, 2009).

## **Europe – Case Studies – Spain, Portugal & Italy**

### **Mar 29<sup>th</sup> & Mar. 31<sup>st</sup> – Classroom**

#### **Required**

- Hay & Menon, Chapters: 3 & 7
- Andre Lecours, "Regionalism, Cultural Diversity and the State in Spain." *Journal of Multilingual and Multicultural Development* vol. 22, no. 3 (2001).
- Giordano, Benito, "Italian regionalism or 'Padanian' nationalism. The political project of the Lega Nord in Italian politics", *Political Geography*, 19.4, May, 2000, pp. 445-471

#### **Recommended**

- Putnam, Robert. 1993. *Making Democracy Work*. Princeton: Princeton University Press.
- Mancini, G.F., [The Italians in Europe](#) *Foreign Affairs*, Vol. 79, No. 2 (Mar. - Apr., 2000), pp. 122-134
- Peri, Pierangelo. 2000. "Italy: An Imperfect Union.
- Junco, José Alvarez. 2000. "Spain: A Product of Incomplete Nation-building
- Fiore Massimiliano , *Anglo-Italian Relations in the Middle East, 1922–1940* (Farnham, Surrey: Ashgate, 2010),
- António Costa Pinto, ed., *Contemporary Portugal: Politics, Society, and Culture*, New York, Columbia University Press, 2011
- Woods, Dwayne, "Pockets of resistance to globalization: the case of the Lega Nord", *Patterns of Prejudice*, 43.2, May, 2009, pp. 161-177
- Bonnie N. Field and Alfonso Botti, *Politics and Society in Contemporary Spain* (New York: Palgrave Macmillan, 2013).
- Emmott, Bill, *Good Italy, Bad Italy. Why Italy Must Conquer its Demons to Face the Future*, New Haven, CT, Yale University Press, 2012.
- Sebastian Royo, ed., *Portugal in the 21st Century: Politics, Society, and Economics*, Lanham, Maryland, Lexington Books, 2012
- Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*.
- Fabrini Sergio, Vincent Della Salla, *Italy Between Europeanization and Domestic Politics*, (New York: Berghahn, 2004).
- Martin Bull and Martin Rhodes, eds., *Italy: A Contested Polity*, London, Routledge, 2009
- Veltri, Giuseppe, *The Routledge Handbook of Contemporary Italy: History, Politics, Society* (New York: Routledge, 2015).
- Ashton, Timothy J, *Soccer in Spain: Politics, Literature and Film*, (Lanham: Scarecrow Press, 2013).

- Gilmour, David, *The Pursuit of Italy*, New York, Farrar, Straus and Giroux, 2011.
- Encarnacion, Omar Guillermo, *Democratization Without Justice in Spain the Politics of Forgetting*, (Philadelphia: University of Pennsylvania Press, 2014).
- Aitana, Guia, *The Muslim Struggle for Civil Rights in Spain: Promoting Democracy through Migrant Engagement, 1985-2010*, (Eastbourne: Sussex Academic Press, 2014).
- Daniel Ziblatt, *Structuring the State: The Formation of Italy and Germany and the Puzzle of Federalism*. Princeton, NJ: Princeton University Press, 2006
- Duane Swank Evelyne Huber, Dietrich Rueschemeyer, and John D. Stephens, "The Impact of Economic Development on Democracy." *The Journal of Economic Perspectives* Vol 7 (No. 3, Summer), 1993, pp. 71-86.
- Kalyvas, Stathis N. 2006. *The Logic of Violence in Civil War*. Cambridge: Cambridge University Press.

## Europe – Case Studies – Belgium & the Netherlands

April 5<sup>th</sup>, April 7<sup>th</sup> & April 12<sup>th</sup> - Classroom

### Required

- Hay & Menon, Chapter 6.
- Rolf J. Langhammer, *Small States and the Creation of the EMU, Belgium and the Netherlands*, *Journal of Common Market Studies*, 43,2, 311-26.

### Recommended

- Blom, J.C.H. and E. Lamberts (eds.) *History of the Low Countries* (2006 Edition) • Besamusca, E. and Jaap Verheul (eds.) *Discovering the Dutch. On culture and society of the Netherlands* (Amsterdam 2010)
- Israel, Jonathan (1995), *The Dutch Republic: Its Rise, Greatness, and Fall, 1477-1806*
- Kennedy, James (1995) *Building new Babylon: cultural change in the Netherlands during the 1960s*
- Portengen, Renze. 2000. "The Netherlands: A Pillarised Nation." Pp. 141-163 in ENN. De Witte, Hans and Georgi Berbeeck. 2000. "Belgium: Diversity in Unity."

### Seminar Expectations / Late Assignments

Students are expected to (1) attend seminars having completed the assigned readings and (2) come prepared for thoughtful discussions. All written assignments are due in the appropriate CuLearn drop boxes. **Late assignments will be marked 0.** Exceptions will be considered for medical reasons or a family emergency (with appropriate documentation).

### Accommodations

Please approach me to discuss any accessibility or related accommodations that you may require so that we can make assignment structure and deadline modifications that are appropriate.

### Appeals

If you would like reconsideration of an assignment grade, you must provide a two page written explanation of why you believe the grade was incorrect. All requests of this type will be considered, but this may mean that your grade could be **lowered**. **No reconsiderations will be handled without following this procedure.** Final course grades are **not negotiable** and grades do not "round up." Grades will be changed only if there is a calculation or other technical error.

### Assignment Evaluation Considerations

Below is a table and list of questions used to evaluate each assignment. Keep this in mind when writing your assignments.



Thesis & Explanation of subject - 70%
A clear idea/thesis is forwarded for each question asked.
Identification and explanation of main points.
Use of Scholarly Literature - 25%
Scholarly literature is employed to strengthen arguments.
Definitions and terms should be used properly.
Jargon should be kept to a minimum.
Structure of Assignment - 5%
Answer the questions being asked.
The assignment is an appropriate length.
The assignment employs proper grammar.

These questions are utilized to assess written assignments

- Is there a clear idea/thesis forwarded in response to each question asked in an assignment?
- Is the thesis compelling? Does the thesis answer a “so what” and/or an “if then what” question? Does the thesis contribute to the field?
- Are main points identified and explained?
- Are supporting statements focused, relevant and illuminating?
- Strong arguments are focused and develop a particular point?
- Does my answer utilize scholarly arguments and literature?
- Does my answer address counter arguments?
- Is my assignment too descriptive? (avoid this)
- Are ideas being stated as self-evident? (avoid this)
- Am I utilizing too much jargon? (avoid this)
- Do my answers flow, are they well organized?
- Am I utilizing proper grammar?

### Student Resources

**Mentoring Centre** - <http://www.sciencessociales.uottawa.ca/mentor/fra/> The goal of the Mentoring Centre is to help students with their academic and social well being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success. A student may choose to visit the mentoring centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree. In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

**Academic Writing Help Centre** - <http://www.sass.uottawa.ca/writing/> At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

**Career Services** - <http://www.sass.uottawa.ca/careers/> Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work. **Counselling Service**- <http://www.sass.uottawa.ca/personal/> There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

**Access Service** - <http://www.sass.uottawa.ca/acces/> The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical

conditions. Student Resources Centres - <http://www.communitylife.uottawa.ca/en/resources.php> The Student Resources Centres aim to fulfill all sorts of students needs.

**POLICY ON ACADEMIC FRAUD** Beware of Academic Fraud! Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions. Here are a few examples of academic fraud: • engaging in any form of plagiarism or cheating; • presenting falsified research data; • handing in an assignment that was not authored, in whole or in part, by the student; • submitting the same assignment in more than one course, without the written consent of the professors concerned. In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words. In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site at the following address: [http://www.socialsciences.uottawa.ca/eng/writing\\_tools.asp](http://www.socialsciences.uottawa.ca/eng/writing_tools.asp) «

Tools for Writing Papers and Assignments. Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed: • a grade of « F » for the assignment or course in question; • an additional program requirement of between 3 and 30 credits; • suspension or expulsion from the Faculty. Last session, most of the students found guilty of fraud were given an « F » for the course and had between three and twelve credits added to their program requirement. For more information, refer to: <http://web5.uottawa.ca/mcs-smc/academicintegrity/regulation/php>