

**POLS 3143:  
European Politics**

Fall 2019

10:30-11:20 am MWF

Classroom Building 102

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Office Hours: 9-10am & 11:45-12:15pm MW,  
2-4pm Th,<sup>1</sup> 11:30-12:30 pm F,  
or by appointment

## Course Description

From NATO to the European Union, Europe has easily been the US's strongest political and economic partner since World War II. As of 2018, US trade with the European Union was almost twice that of China, and foreign direct investment ties are even more significant: the EU and the US are easily the largest investors in each other's economies.<sup>2</sup> Despite their shared interests in trade, security, and democracy, this trans-Atlantic alliance is increasingly becoming strained and unbalanced – a division that threatens the national interests of both sides in this alliance. Given that at least some of this growing disconnect is due to a lack of knowledge of this region, a goal of this course is to provide students with the basic tools to understanding the political cultural and institutions that shape Europe and its different governments. We will overview the history that shaped modern Europe, examine the comparative political features typical of European democracies, and discuss Europe's major modern policy challenges.

## Required Reading

Students are asked to purchase the following required books, available at the university bookstore:

Bale, Tim. 2017. *European Politics: A Comparative Introduction*, 4<sup>th</sup> Edition. Palgrave Macmillan. ISBN-13: 978-1137581334

Hensel, Jana. 2008. *After the Wall: Confessions from an East German Childhood and the Life That Came Next*. (Jefferson Chase, Trans.) New York: Public Affairs. ISBN-13: 978-1586485597

Leiken, Robert S. 2015. *Europe's Angry Muslims: The Revolt of The Second Generation*, Reprint Edition. New York: Oxford University Press. ISBN-13: 978-0190275419

Additional readings will be found on the Canva page.

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<sup>1</sup> I am one of the volunteers for the Pete's Pet Posse Therapy Dogs program along with my dog, Cooper. As part of my volunteer activities, Cooper will be present during my Thursday office hours. If you need to meet during this time and would prefer not to have a dog around, just let me know and I will make alternative arrangements.

<sup>2</sup> Congressional Research Service. 2019. U.S.-EU Trade and Investment Ties: Magnitude and Scope. *Federation of American Scientists* [website], July 9. <https://fas.org/sqp/crs/row/IF10930.pdf>

Students also are encouraged to regularly consult newspapers or news websites that offer detailed coverage of current European events. The best sources are – unsurprisingly! – European news sources, including *The Economist* (<https://www.economist.com/>), *Der Spiegel* (<http://www.spiegel.de/international/>), France 24 (<http://www.france24.com/en/>) or BBC News (<https://www.bbc.com/news>), but fans of American news media might consider *The New York Times*. BBC News has a good – and free! – news app which you can download from the Apple or Google Play stores.

## Class Expectations

Make sure you are familiar with official university policy (consult the attachment at the end of this syllabus for more information), especially regarding academic integrity. And, a few quick highlights regarding policies relevant to this course:

- You are expected to **read each assignment before class** time the day it is assigned.
- You are welcome to use **cell phones or laptops**. Just make sure you are not using them in a way that is distracting to other students.
- I have an open **attendance policy** (see “Participation” in the grading section for more details), but be aware that it is exceptionally hard to pass this course if you regularly miss lecture.
- I allow students to take one “freebie” **late assignment** this semester, no questions asked. You will then have 3 days from the original deadline to get the assignment done. If you do not complete the assignment within that time, you are responsible for scheduling a meeting with me so we can discuss any issues you are having with the assignment and plan a strategy for completing the project.
- Cite things properly! **Plagiarism** is theft of another’s work or ideas, and is a violation both of the student handbook and academic ethics. Not only that, it’s a felony that violates US copyright laws.

In case you are wondering, plagiarism includes:

- 1) Claiming someone else’s work as your own.
- 2) Copying the exact phrase from a source *without giving the author(s) credit*.
- 3) Using data from a source *without giving author(s) credit*.
- 4) Failing to put a quotation in quotation marks.
- 5) Using an idea or concept from an author *without giving credit to the source*.
- 6) Giving incorrect information about the citation source.
- 7) Changing the words or phrasing of the sentence but still keeping the original meaning *without giving credit to the source*.

From this list, you might notice that most of the time, all it takes to **NOT** plagiarize is to properly cite and give credit to the people from whom you are borrowing information or ideas. When in doubt, cite it!

- This a political science course, thus, all your papers should use **APSA citation style**...though I will accept **APA style** for those who are really unsure about APSA rules. Don't know what APSA style includes? You can look it up at <https://connect.apsanet.org/stylemanual/> (reference guidelines begin on page 42 of the PDF version).
- Regarding other **paper formatting**, all papers should be completed using Times New Roman, 12 point font, double-spaced (though any reference pages should be single-spaced with one line between each citation), with 1 inch margins.

## Grading

Following university guidelines, our grading scale is:

%	Grade	Explanation
90-100	A	Exceptional & outstanding work
80-89	B	Very good work
70-79	C	Adequate work; superficial grasp on concepts
60-69	D	Very poor work; poor understanding of the material
Below 60	F	Failing; unacceptable work

Remember, "A" is a rare grade reserved for projects that demonstrate outstanding skill and effort.

Our class work includes:

- **Participation.** I will not be taking attendance, but will grade you for in-class participation. Participation is 25% of your final grade, and it will be divided into the following ways:
  - The first 15%: Participate in our weekly discussions at least once each week. To receive your weekly point, you need to contribute something of *substance*; one word answers will not net you any points.
  - The remaining 10%: At the end of the semester, I'll judge the overall *quality* of your participation. Students who regularly attend the course and actively participate will receive full points here...other students, not so much!
- **Regular reading quizzes.** We'll be taking 12 short (5 questions, multiple choice) reading quizzes during the semester. You can use flashcards or *paper* notes while taking the quiz, but **NO** books and electronics. To cover times when you are sick or unable to attend, I'll drop your lowest 2 scores – only your top 10 quizzes will count towards your final grade. 10% of the final grade.

- **A final exam.** The exam will feature multiple choice questions from the entire semester (with each quiz contributing at least one question) as well as additional material from lecture. 10% of the final grade.
- **Group Project: Forecasting Brexit Policy Paper.** Students will work as part of a team to complete an in-depth policy analysis of how Brexit is likely to impact one specific policy area. Details for the assignment, including a project outline, will be handed out later in the semester. 25% of the final grade.
- **Islamic Radicalization Case Analysis Paper.** At the end of the semester, we will be focusing on radicalization in Europe, specifically violence carried out by Far Right Nationalists and Islamic Terrorist groups. While we will focus on the Far Right in lecture, students will complete a final paper focusing on Islamic Fundamentalism in one European case. This paper should be 3 pages, and include an overview of theories for why radicalization occurs (1 page), then apply these theories to examples of Islamic radicalization in one European country (2 pages). Students have the option of completing their case analysis based on the relevant chapters from the *Europe's Angry Muslims* assigned text, or they can conduct original research on the country they have chosen as their country specialty (see description below).

Details for the assignment, including a project outline, will be handed out later in the semester. 15% of the final grade.

- **Country Specialist Assignments.** Europe is a very diverse continent, and I cannot cover everything! Throughout the semester, you will be helping me out by becoming a country “specialist” in a European country you find most interesting. We will have various assignments that require you to research and write-up information about this country, and I will look to you during lecture and discussion as our “expert” when it comes to your country. These assignments include:
  - **Chapter Summary Paper.** Before Monday, August 26, students will read one of the chapters from William Hitchcock’s *The Struggle for Europe*. They will then write a short (2 page, double-spaced) summary of the major challenges the country/countries in that chapter faced following World War II, the causes of these problems, and the way in which these issues were resolved (for good or bad). We will discuss the key findings in class that day. 10% of the final grade.
  - **1 Country Blog Posts.** Students will chose to complete any 1 out of 4 possible blog prompts on your country’s politics or economy. Each blog post should be 2 pages. 5% of the final grade.

## Some Tips for Writing “A” Papers

On all assignments, students will be grade on their accuracy and detail in presenting the material as well as their ability to communicate this information efficiently and effectively. As such, I expect all assignments to be well-written; poorly written assignments will lose points.

All work will be graded on the quality of writing, clarity, organization, and inclusion of all the necessary components. Quality academic writing means:

### Basic writing skills

- Proper grammar & spelling
- Proper verbal agreement
- Proper punctuation use
- Proper paragraph construction (3-6 sentences, no 1+ page paragraphs please!)
- Agreement between subjects in a sentence (e.g. the party, it)
- Correct possessive plural form (e.g. the United States’ not the United State’s; its, not it’s)
- No apostrophes in plural nouns
- Well-organized and clear structure
  - For longer papers, use headings & subheadings to clearly organize your discussion

### Proper academic/social science writing

- No contractions (e.g. don’t, it’s)
- Avoid normative or opinion comments (focus on the facts!)
- No colloquialisms or slang
- Minimal use of adverbs or other forms of “flowery” language
- Minimal passive voice
- Use active voice in the present tense (when appropriate)
- Actively engages references
- Proper citation in-text and in the reference list

**It is ok to write “I think,” “I argue,” or “I recommend” in your writing**, especially if it helps distinguish your thoughts from someone else’s!

# Course Schedule and Readings

## Introduction to the Politics of Europe

### Mon, Aug 19 – Why Study Europe?

Go over class expectations

### Wed, Aug 21 – The Past and Future of US-European Relations

#### Readings

- Congressional Research Service. 2019. *Transatlantic Relations: U.S. Interests and Key Issues*. <https://fas.org/sqp/crs/row/R45745.pdf> Read pp. 1-9, 20-24.
- Silver, Laura. 2018. How Americans and Western Europeans compare on 4 key social and political issues. Pew Research Center Fact Tank [website], August 17. <https://www.pewresearch.org/fact-tank/2018/08/17/how-americans-and-western-europeans-compare-on-4-key-social-and-political-issues/>

#### Optional

- Krugman, Paul. 2011. Their Own Private Europe. *The New York Times*, January 27. <http://www.nytimes.com/2011/01/28/opinion/28krugman.html>
- Kagan, Robert. 2002. Power and Weakness. *Policy Review*, 113.
- Bialik, Kristen. 2018. How the world views the U.S. and its president in 9 charts. Pew Research Center Fact Tank [website], October 9. <https://www.pewresearch.org/fact-tank/2018/10/09/how-the-world-views-the-u-s-and-its-president-in-9-charts/>

### Fri, Aug 23 – The End of Empires

#### Readings

- Bale, pp. 1-6
- William Hitchcock. 2003. *The Struggle for Europe: The Turbulent History of a Divided Continent, 1945-2002*. New York, NY: Anchor Books. Pp. 9-39.

#### In class

**Chose the country you will become a specialist in for this semester**

### Mon, Aug 26 – The Many Paths of Postwar Europe

#### Readings

- Bale, pp. 6-10
- Depending on their country specialty, students will choose one of the following chapters from Hitchcock's *The Struggle for Europe*:
  - *If specializing in the UK or Ireland*, read Ch. 2 (pp. 40-68): "Building Jerusalem: The Labour Government in Britain, 1945-1951"
  - *If specializing in a Western European country*, read Ch. 3 (pp. 69-97): "Democracy Embattled: France, Italy, and West Germany, 1944-1949"
  - *If specializing in an Eastern European country*, read Ch. 4 (pp. 98-125): "Behind the Iron Curtain: Communism in Power, 1945-1953"

#### In class

**Chapter Summary Papers Due**

## Wed, Aug 28 – Post-War Reconstruction and the Building of the Modern Economy

### Readings

- Reinsch, Bill. 2018. What is the “Bretton Woods” system? *Center for Strategic Studies* [YouTube channel], July 10. <https://www.youtube.com/watch?v=-6bVeDab6UA>
- International Monetary Fund (IMF). 2012. Out of the Ashes: Rebuilding the International Monetary System. *IMF* [YouTube channel], August 9. <https://www.youtube.com/watch?v=s2OeN-im044>
- McMahon, Robert. 2014. Bretton Woods Lessons (Interview with Benn Steil). *Council on Foreign Relations* [website], June 30. <https://www.cfr.org/interview/bretton-woods-lessons>

### Optional

- De Long, J. Bradford and Barry Eichengreen. 1993. The Marshall Plan: History’s Most Successful Structural Adjustment Program. In *Postwar Economic Reconstruction and Lessons for the East Today*, eds. Dornbusch, Rudiger, Wilhelm Nöling, and Richard Layard. Cambridge, MA: MIT Press.
- William Hitchcock. 2003. *The Struggle for Europe: The Turbulent History of a Divided Continent, 1945-2002*. New York, NY: Anchor Books. Chapter 5: The Miraculous Fifties. (pp. 131-161).

## Fri, Aug 30 – The Marshall Plan and US Strategic Interests

*I’m away at the APSA conference this weekend, so instead of class, watch this video and take the online quiz (available on Canva).*

- Coombs, Tessa. 1998. [Marshall Plan \(1947-1952\)](#) [television series episode]. In *Cold War*. USA: CNN & Jeremy Isaacs Productions Ltd.

### Optional

- Drezner, Daniel W. 2014. The System Worked: Global Economic Governance during the Great Recession. *World Politics* 66 (1): 123-164.  
*Drezner has a very famous book by the same name; this article is basically a condensed version of his book’s argument.*

## **Mon, Sept 2 – No class**

*Labor Day.*

## Wed, Sept 4 — Becoming a Continent of Democracy

### Readings

- Huntington, Samuel P. 1991. *The Third Wave: Democratization in the Late Twentieth Century*. University of Oklahoma Press. **Excerpts only.**

### Optional

- Berman, Sheri. 2007. How Democracies Emerge: Lessons from Europe. *Journal of Democracy* 18 (1): 28-41.
- Hale, Henry E. 2013. Regime Change Cascades: What We Have Learned from the 1848 Revolutions to the 2011 Arab Uprisings. *Annual Review of Political Science* 16: 331-353.
- Mainwaring, Scott and Fernando Bizzarro. 2019. The Fates of Third-Wave Democracies. *Journal of Democracy* 30 (1): 99-113.

## Fri, Sept 6 – The Fall of Communism

### *Readings*

- Ackerman, Peter and Jack Duvall. 2000. *A Force More Powerful: A Century of Nonviolent Conflict*. New York: Palgrave. Chapter 3: “Poland: Power from Solidarity”

### *Optional*

- Timur Kuran. 1991. “Now Out of Never: The Element of Surprise in the East European Revolution of 1989.” *World Politics* 44: 7-48.

## Mon, Sept 9 – Adjusting to Life after Communism

### *Readings*

- *After the Wall*; read “Timeline,” “A Note from the Translator,” and “That Warm Fuzzy Feeling of Togetherness”

*In class:* Watch *Goodbye Lenin* and discuss

## Wed, Sept 11 – Adjusting to Life after Communism

### *Readings*

- *After the Wall*; read “Give Us This Day Our Daily Pledge” and “The Most Important Thing is to Win”

*In class:* Watch *Goodbye Lenin* and discuss

## Fri, Sept 13 – Adjusting to Life after Communism

### *Readings*

- *After the Wall*; read “The Ugly Years,” “Role Reversals,” “The World is Our Oyster,” and “Go West Young Man”
- Deutsche Welle. 2019. Eastern Germany still lags, three decades after reunification: study. *Deutsche Welle* [website], April 3. <https://www.dw.com/en/eastern-germany-still-lags-three-decades-after-reunification-study/a-47769117>
- Scholz, Kay Alexander. 2018. How the far-right AfD taps into Germany’s East-West Divide. *Deutsche Welle* [website], April 18. <https://www.dw.com/en/how-the-far-right-afd-taps-into-germanys-east-west-divide/a-43445147>

### *Optional*

- Neubacher, Alexander and Michael Sauga. 1 July 2010. “How the East was Lost.” *Der Spiegel* [website], July 1. <https://www.spiegel.de/international/germany/germany-s-disappointing-reunification-how-the-east-was-lost-a-703802.html>

*In class:* Finish *Goodbye Lenin* and discuss



## Topic II: Politics in the European Union

### Mon, Sept 16 – The Rise of the European Union

#### Readings

- Bale, pp. 53-62 (skip the country profile case)
- *The Economist*. 2010. Charlemagne: Europe and America: To Americans, Europe means NATO—but they should think of the European Union too. *The Economist*, November 25. <http://www.economist.com/node/17574931>
- Bergmann, Max. 2019. Europe is Back. *Foreign Policy*, July 17. <https://foreignpolicy.com/2019/07/17/europe-is-back>

### Wed, Sept 18 – EU Expansion and Other Challenges

#### Readings

- Bale, pp. 62-68.
- Rohac, Dalibor. 2015. The Conservative's Case for the European Union. *Foreign Policy* [website], September 17. <https://foreignpolicy.com/2015/09/17/the-conservative-case-for-the-european-union-defending-euroskeptic-onslaught/>
- Belin, Célia and Ted Reinert. 2019. The eclipse of the European Union's global influence. *Brookings Institute, Order from Chaos* [blog], April 8. <https://www.brookings.edu/blog/order-from-chaos/>

#### Optional

- Volkery, Carsten. 2011. "The Man Who Said No to Europe." *Der Spiegel* [website], December 9. Retrieved from <http://www.spiegel.de/international/europe/0,1518,802854,00.html>
- Pelagidis, Theodore and Michael Mitsopoulos. 2019. Deepening the single market and enhancing EU democracy: A justification for 'more Europe.' *European View* 18 (1): 105-112.

### Fri, Sept 20 – Policy-making in a Supranational Government

#### Readings

- McBride, James. 2019. Backgrounder: How Does the European Union Work? *Council on Foreign Relations* [website], June 27. <https://www.cfr.org/backgrounder/how-does-european-union-work>
- BBC News. 2009. "Q&A: How UK adopts EU laws." *BBC News* [website], July 21. <http://news.bbc.co.uk/2/hi/europe/8160808.stm>

### Mon, Sept 23 – The Path to "Brexit"

#### Readings

- BBC News. 2019. Brexit: Your simple guide to the UK leaving the EU. *BBC News* [website], July 30. <https://www.bbc.com/news/uk-46318565>
- McBride, James. 2019. Backgrounder: What Brexit Means. *The Council on Foreign Relations* [website], July 22. <https://www.cfr.org/backgrounder/what-brexit-means>

## Wed, Sept 25 – The Eurozone Crisis: Understanding the Causes

### *Readings*

- Alessi, Christopher and James McBride. 2015. Backgrounder: The Eurozone in Crisis. *The Council on Foreign Relations* [website], February 11. <http://www.cfr.org/eu/eurozone-crisis/p22055>
- *BBC News*. 2012. What really caused the eurozone crisis? *BBC News* [website], June 19. <http://www.bbc.co.uk/news/business-16290598>

### *Optional*

- *BBC News*. 2012. Timeline: The unfolding Eurozone crisis. *BBC News* [website], June 13. <https://www.bbc.com/news/business-13856580>
- De Grauwe, Paul. 2013. The Political Economy of the Euro. *Annual Review of Political Science* 16: 153-170. **Highly recommended!**

### *In class*

- **Brexit Paper Introduction Rough Drafts Due**

## Fri, Sept 27 – The Eurozone Crisis: Resolved or In for a Repeat?

### *Readings*

- Frayer, Lauren. 2017. Portugal Basks in Post-Bailout Economic Revival. *NPR* [website], April 26. <http://www.npr.org/sections/parallels/2017/04/26/524681297/portugal-basks-in-post-bailout-economic-revival>
- Luckerson, Victor. 2015. Here's What Greek Austerity Would Look Like in America. *Time* [website], July 1. <http://time.com/3943337/heres-what-greek-austerity-would-look-like-in-america/>
- Pelagidis, Theodore. 2019. Greek economy: From bailout program exit to recovery? *Brookings Institute Up Front* [blog], March 6. <https://www.brookings.edu/blog/up-front/2019/03/06/greek-economy-from-bailout-program-exit-to-recovery/>

## Mon, Sept 30 – Paper Workshops

*No required readings. Instead, bring in a **rough draft of your individual analysis subsections**. You will work in your teams and provide feedback on each other's work.*

### *Optional (good sources for your papers!)*

- Reuters. 2019. No-Deal Brexit Risks Food, Fuel, and Drugs Shortages, Leaked U.K. Files Say. *New York Times* [website], August 18. <https://www.nytimes.com/2019/08/18/world/europe/brexit-shortages-leaked-documents.html>
  - While it's behind a pay wall, the official leaked document given to *The Sunday Times* can be found here: <https://www.thetimes.co.uk/article/no-deal-brexit-planning-assumptions-the-leaked-operation-yellowhammer-document-797qxkrmc>
- United Kingdom Office for Budget Responsibility. 2019. Brexit Analysis. *OBR* [website], March 13. <https://obr.uk/forecasts-in-depth/the-economy-forecast/brexit-analysis/>
  - The above website includes links to more in-depth reports.
- Inkster, Nigel. 2018. [Brexit and Security](#). *Survival: Global Politics and Strategy* 60 (6): 27-34.
- Boghani, Priyanka. 2017. What Might Brexit Mean for Counterterrorism in Europe? *PBS Frontline* [website], July 11. <https://www.pbs.org/wgbh/frontline/article/what-might-brexit-mean-for-counterterrorism-in-europe/>

Wed, Oct 2 – In-class discussion: What Comes After Brexit?

- **Forecasting Brexit Policy Paper Due:** Upload to the compiled group paper to the online and bring a print copy to class.

### **Topic III: The Basics of European Governance**

Fri, Oct 4 – Elections and Election Rules

*Readings*

- Bale, pp. 187-200
- Thompson, Nick. 2012. International campaign finance: How do countries compare? *CNN* [website], March 5.  
<https://www.cnn.com/2012/01/24/world/global-campaign-finance/index.html>

*Optional*

- The Law Library of Congress. 2016. Campaign Finance: An Overview. *The Library of Congress* [website], August 30. <http://www.loc.gov/law/help/campaign-finance/index.php>

Mon, Oct 7 – The Changing Nature of European Elections

*Readings*

- Bale, pp. 200-221 (skip the country profile case)

*In class*

- **Blog Assignment 1 Due**

Wed, Oct 9 – Party Families: The “Classics”

*Readings*

- Bale, pp. 144-160 (skip the country profile case)

Fri, Oct 11 – Party Families: “New” Challengers

*Readings*

- Bale, pp. 160-171
- Schütz, Simon. 2018. How Germany’s Green Party Keeps Winning. *NPR* [website], December 29. <https://www.npr.org/2018/12/29/676028030/how-germanys-green-party-keeps-winning>

*Optional*

- Hardin, Garrett. 1968. The Tragedy of the Commons. *Science* 162: 1243-1248.

*In class*

- **Blog Assignment 2 Due**

Mon, Oct 14 – Comparative Executive Design

*Readings*

- Bale, pp. 106-111
- O’Neil, Patrick H., Karl Fields, and Don Share. 2018. *Cases and Concepts in Comparative Politics*. New York: W.W. Norton & Company. pp. 155-159.

### Wed, Oct 16 – Semi-Presidentialism: Good Compromise, or Risky Design?

#### *Readings*

- Roper, Steven D. 2002. Are All Semipresidential Regimes the Same? A Comparison of Premier-Presidential Regimes. *Comparative Politics*, 34, 3, 253-272. **Read pp. 253-263.**
- Field, Catherine. 2004. France's 'republican monarchy': When the president is treated like a king. *The New York Times* [website], September 1. [http://www.nytimes.com/2004/09/01/opinion/01iht-edfield\\_ed3.html](http://www.nytimes.com/2004/09/01/opinion/01iht-edfield_ed3.html)

#### *In class*

- **Blog Assignment 3 Due**

### Fri, Oct 18 – Governance Under Prime Ministers

#### *Readings*

- From the UK Parliament website, read "Question Time," available at: <http://www.parliament.uk/about/how/business/questions/>

### Mon, Oct 21 – Who Governs: Forming Coalitions in Multiparty Systems

#### *Readings*

- Bale, pp. 111-124 (skip the country profile case)

#### *In class*

- Coalition Formation Simulation

### Wed, Oct 23 – Lobbying Differently: Corporatism & Co-determination

#### *Readings*

- Bale, pp. 262-276; 284-290

### **Fri, Oct 25 – Fall Break**

#### *No class*

### Mon, Oct 28 – The Basics of "Mixed" Economies

#### *Readings*

- Bale, pp. 293-295
- Hill, Steven. 2010. *Europe's Promise: Why the European Way is the Best Hope in an Insecure Age*. Berkeley, CA: University of California Press. Chapter 4.
- Brooks, David. 2011. The Missing Fifth. *The New York Times* [website], 9 May. <http://www.nytimes.com/2011/05/10/opinion/10brooks.html>

#### *In class*

- **Blog Assignment 4 Due**

### Wed, Oct 30 – Economic Reforms and Pushback

- Bale, pp. 299-314
- BBC News. 2018. France fuel protests: Who are the 'gilets jaunes' (yellow vests)? *BBC News* [website], December 6. <https://www.bbc.com/news/world-europe-46424267>

#### *Optional*

- Österman, Marcus. 2019. Myth busted: EU migrants no extra burden on taxpayers in more generous welfare states. *The Conversation* [website], May 21. <https://theconversation.com/myth-busted-eu-migrants-no-extra-burden-on-taxpayers-in-more-generous-welfare-states-116244>

### Fri, Nov 1 – Varieties in “Socialized” Healthcare

#### *Readings*

- Hill, Steven. 2010. *Europe’s Promise: Why the European Way is the Best Hope in an Insecure Age*. Berkeley, CA: University of California Press. Chapters 7 & 8.

### Mon, Nov 4 – Minority Integration: A History of Problems

#### *Readings*

- Bale, pp. 327-334; 350-352; 359-361
- Goddard, Emily. 2018. They took my life. I’m grieving for a child who is still alive. *The Guardian* [website], January 24.  
<https://www.theguardian.com/society/2018/jan/24/care-system-discriminating-gypsy-roma-traveller-children>

### Wed, Nov 6 – Discrimination through Geography: Life in the Banlieues

#### *Readings*

- Zerofsky, Elisabeth. 2017. Can the New Generation in the Banlieues Change French Politics? *The New York Times* [website], June 7.  
<https://www.nytimes.com/2017/06/07/magazine/can-a-new-generation-in-the-banlieues-change-french-politics.html>

### Fri, Nov 8 – Europe’s Demographic Time Bomb

#### *Readings*

- Caldwell, Christopher. 2019. European Demographics and Migration. *Governance in an Emerging World* (219):  
<https://www.hoover.org/research/european-demographics-and-migration>

#### *Optional*

- Joannin, Pascale. 2018. Europe 2050: Demographic Suicide. *Robert Schuman Foundation* [website], December 2. <https://www.robert-schuman.eu/en/european-issues/0462-europe-2050-demographic-suicide>
- Kotecki, Peter. 2018.

### Mon, Nov 11 – The Populist Push-Back

#### *Readings*

- Bale, pp. 334-350 (skip the country profile case), 352-359
- Einbinder, Nicole. 2018. How the Far Right Has Reshaped the Refugee Debate in Europe. *PBS Frontline* [website], January 22.  
<https://www.pbs.org/wqbh/frontline/article/how-the-far-right-has-reshaped-the-refugee-debate-in-europe/>

## Topic IV: Europe's Modern Identity Crises

### Wed, Nov 13 – Europe's Far Right Goes Mainstream

#### Readings

- Kleinpaste, Thijs. 2018. The New Dutch Disease Is White Nationalism. *Foreign Policy* [website], March 20. <https://foreignpolicy.com/2018/03/20/the-new-dutch-disease-is-white-nationalism/>
- Mijs, Jonathan and Noam Gidron. 2019. The radical right's rise in Europe isn't fueled by economic grievances. Here's why. *Monkey Cage* [blog], May 24. <https://www.washingtonpost.com/politics/2019/05/24/radical-rights-rise-europe-isnt-fueled-by-economic-grievances-heres-why/>

#### In class

- Watch: *Time*. 2016. Voices from Europe's Far Right. *Time* [YouTube channel], September 22. <https://www.youtube.com/watch?v=6dj71ywmuOY>

### Fri, Nov 15 – The Causes of Radicalization

#### Readings

- della Porta, Donatella. 2018. Radicalization: A Relational Perspective. *Annual Review of Political Science* 21: 461-474.

### Mon, Nov 18 – Explanations for Far Right Violence

#### Readings

- Koopmans, Ruud and Susan Olzak. 2004. Discursive Opportunities and the Evolution of Right-Wing Violence in Germany. *American Journal of Sociology* 110 (1): 198-230.

#### Optional

- Falk, Armin, Andreas Kuhn, and Josef Zweimüller. 2011. Unemployment and Right-wing Extremist Crime. *The Scandinavian Journal of Economics* 113 (2): 260-285.
- Perliger, Arie. 2019. From across the globe to El Paso, changes in the language of the far-right explain its current violence. *The Conversation* [website], August 6. <http://theconversation.com/from-across-the-globe-to-el-paso-changes-in-the-language-of-the-far-right-explain-its-current-violence-121468>
- *Der Spiegel*. 2011. Can Europe's Populists Be Blamed for Anders Breivik's Crusade? *Der Spiegel* [website], August 1. <http://www.spiegel.de/international/europe/0,1518,777710,00.html>
- **Highly suggested:** Rowley, Richard. 2018. Documenting Hate: New American Nazis. *PBS Frontline* and *ProPublica* [website], November 20. <https://www.pbs.org/wgbh/frontline/film/documenting-hate-new-american-nazis/>

### Wed, Nov 20 – Applying Theory to Case: Germany's Far Right Murders

#### Readings

- Kushner, Jacob. 2017. 10 Murders, 3 Nazis, and Germany's Moment of Reckoning. *Foreign Policy* [website], March 16. <https://foreignpolicy.com/2017/03/16/10-murders-3-nazis-and-germanys-moment-of-reckoning/>

*Optional*

- Kuras, Peter. 2019. Germany Has a Neo-Nazi Terrorism Epidemic. *Foreign Policy* [website], July 2. <https://foreignpolicy.com/2019/07/02/germany-has-a-neo-nazi-terror-epidemic/>

*In class*

- Watch: *DW News*. 2013. Beate Zschäpe and the NSU Quagmire. *DW News* [YouTube channel], April 12. <https://www.youtube.com/watch?v=K7WUbc9VY6c>

Fri, Nov 22 – Terror in Europe

*No class (I'm away at a conference). Instead, read the first chapter from Leiken's Europe's Angry Muslims book, watch the video below, and complete the online quiz on the video and the reading.*

- Leiken, "Chapter 1: Europe's First Angry Muslims"
- Pollack, Ricardo. 2016. "Terror in Europe." *PBS Frontline* and *ProPublica* [documentary], October 18. <https://www.pbs.org/wgbh/frontline/film/terror-in-europe/>

Mon, Nov 25 – Distinguishing Between Europe's Muslims and the Islamic Terrorist Threat

*Readings*

- Leiken, "Chapter 4: A User's Guide"
- Hackett, Conrad. 2017. 5 Facts about the Muslim population in Europe. *Pew Research: Fact Tank* [blog], November 29. <https://www.pewresearch.org/fact-tank/2017/11/29/5-facts-about-the-muslim-population-in-europe/>

**Wed, Nov 27 & Fri, Nov 29 – Thanksgiving Break**

*No class*

Mon, Dec 2 – Explaining Muslim Radicalization in Europe

*Reading*

- Leiken, "Chapter 5: The Outside" and "Chapter 6: The Unwanted"

*Optional*

- Crone, Manni, Maja Felicia Falkentoft, and Teemu Tammiko. 2017. *Europe's Refugee Crisis and the Threat of Terrorism: An Extraordinary Threat?* Copenhagen, Denmark: Danish Institute for International Studies. [http://pure.diis.dk/ws/files/910914/Report\\_05\\_Europes\\_Refugee\\_Crisis\\_Web.pdf](http://pure.diis.dk/ws/files/910914/Report_05_Europes_Refugee_Crisis_Web.pdf)

Wed, Dec 4 – Variation in Europe's Muslim Population...and the States in Which They Reside

*Reading*

- Leiken, "Chapter 7: Angles of Aggregation"

Fri, Dec 6 – Applying Theory to Case: Islamic Radicalization

**Islamic Radicalization Case Analysis Due**

Mon, Dec. 9 @ 10-11:50 am

**Exam**