This course surveys the contemporary politics of the major west European countries. Most material will be drawn from Great Britain, France, and Germany, with some mention of other countries. We will also pay considerable attention to the European Union.

**WHAT YOU HAVE TO DO**

1. **Attend class.** The lectures will almost always contain material that is not in the readings. If you do not come to lecture and take good notes, you will fail the exams.

2. **Read.** The exams and projects will require you to draw on information in the readings that isn’t in the lectures. Reading will be heavy at points. When it isn’t heavy, get ahead.

3. **Participate.** Talk in class, ask questions, or make me aware that you’re engaged in other ways. I know some people don’t like to talk in class; if that is you, come see me in office hours (or by appointment) and show me that you’re alive and interested.

4. **“Which Continent?” paper.** In a rather extraordinary development you are able to choose whether you would like to be born in the United States or the European Union—but you do not know exactly where or what kind of parents you will have in either setting. Make an argument for which location you would choose.
   - The core of this assignment is for you to think about whether you would be more likely to have a good life if you were born in a random position in the US or in the EU. That means considering not just whether you think people do better on average in the US or the EU but also the range of possible life outcomes you see in these spaces. One place might be better on average but if it had a wider range—such that some of its citizens are heavily disadvantaged—the place with a lower average but more secure range could be the less risky choice.
   - You must make concrete arguments about what would be good or bad about life in these places. You do not have to cover everything (which would be impossible); focus on two to four features that seem salient to you for quality of life.
   - As with any paper that makes an argument, be sure to raise the most obvious objections to your main point of view and counter them.
• Grading will be based on coherence (logical argument for your position); use of relevant facts from course materials or other sources; and quality of writing. You are not required to research facts outside the course materials but you may find this helpful. A handout in week 3 will list possible resources.
• The paper must be 4-6 pages (longer allowable if substance justifies the length), double-spaced, with page numbers.
• Due: uploaded to Canvas before the beginning of class on Mon. April 27.

5. Final project. Take an alter ego and critique today’s Europe and especially your country.
• You can choose to be a past or current Socialist or Social Democrat from France, Germany, Italy, or Spain; a conservative person on the Right (but not extreme Right) in any of these countries; a new immigrant to any of these countries; or a European Commission official. (If you have another idea you like, ask me—I may approve other possibilities).
• You must write 8-10 pages on what you like and dislike about the Europe of 2015 (with attached list of references). This should take the form of a developed analysis, not a rant. Your paper needs to include a description of the elements of the current landscape that you want to address, a justification for why they are the important ones to your character, and a detailed analysis of what you think is good or bad about them and why.
• The breadth of the paper is up to you. You can focus broadly on the whole terrain of Europe today (say, critiquing the EU and contemporary capitalism), or you could focus on a particular country or issue (i.e. corruption in Italy, European immigration, etc.)—but make sure to justify your focus, making clear why your character would see these things as the most important thing to comment on.
• An outline must be emailed to Prof. Parsons (cap@uoregon.edu) by 5pm on Weds. May 20. It can be as rough or as detailed as you like. The more you send, the more comments you get back.
• The final draft is due on the Friday of the last week of class, June 6, uploaded to Canvas by 5pm.

6. Final exam. A 10:15am on Tuesday June. 9 in our normal room there will be an extremely straightforward final, basically checking some of your factual knowledge across the class. Comprehensive (including pre-midterm), short-answer questions, in-class, no notes. BRING TWO GREENBOOKS (available at the Duckstore).

7. Note the following policies:

With apologies, no computers in class. Presumably you come to class to listen, take notes, and participate. Computers are not necessary for any of these things, and it is too seductive for many people to take notes on a computer without checking Facebook every so often. To make this class the serious, engaged enterprise that it should be, please leave your computers at home or in a bag.
Give 24 hours advance notice or doctor’s letter to request excused absence or assignment extension. Extensions requested within 24 hours of a deadline will generally not be granted. Late assignments lose a half letter grade each day. Assignments are due at the beginning of class, and a late penalty of one day (half grade) applies for assignments handed in later on the due date.

Use your own words and don’t cheat. I use software to compare papers to multiple databases. Plagiarism is serious business, as is cheating on closed-book exams like our midterm and final. At the very least cheating or plagiarism will result in failing the class; such cases will also be brought to the attention of the university, as required by university policy. See details at http://studentlife.uoregon.edu/programs/student_judi_affairs/.

How do you avoid plagiarism? In all of your assignments you may use words or ideas written by other individuals in publications, Web sites, or other sources, but only with proper attribution. That means that you fully identify the original source and extent of the words or ideas of others that you reproduce, usually in the form of a footnote or parenthetical cite (Parsons 2003, p. 29). In all cases the bulk of your written work must be your own original thoughts, and citations to published or web-based information must be used only to supplement your own ideas.

As a general rule, if you are citing from a published source or from a Web site and the quotation is short (up to a sentence or two), place it in quotation marks. If you employ a longer passage, indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

Submit grading disputes in writing. If you want to dispute a grade on a paper or exam, please submit in writing a description of your concerns at least 24 hours after you have received the grade in question. The 24 hours should be used as a cooling off period. Please note, however, that if I or a GTF review your work, we will review the entire exam or paper. This can also result in a lower grade.

If an incomplete may be necessary, please let me know as soon as possible. In general incompletes will only be permitted under extenuating circumstances (health, family issues, emergency). Students who have outstanding assignments at the time that grades are due and who have not received preapproval for an incomplete will receive an “F” for the assignments they have not completed. In order to receive a passing grade in the class you must hand in all assignments.

EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final project</td>
<td>40%</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
</tr>
<tr>
<td>Short paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

1Like: Craig Parsons (2003). *A Certain Idea of Europe* (Ithaca, NY: Cornell University Press), p. 29. [You may use any widely-used format for references in your assignments, as long as you are consistent].
Participation  (varies: participation can’t hurt you, but strong participation can bump up your grade)

COURSE MATERIALS

There is one required book for this course, Jürg Steiner and Markus Crepaz, European Democracies (8th ed.), available at the UO bookstore. All the other readings are available in electronic form on the course Canvas site.

Course schedule follows.

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**WEEK 1**

**Mon. 3/30:** 1. What Europe invented (good and bad)

*Read for Weds. 4/1:*

- “10 Ways Britain Has Ruined the World,” at http://listverse.com/2013/03/12/10-ways-britain-has-ruined-the-world/ (link on course BB site also)

**Weds. 4/1:** 2. Is Europe the future or the past?

*Read for Mon. 4/6:*

Crepaz & Steiner Ch. 1, pp. 1-16.

**Mon. 4/6:** 3. European political space vs. American political space

*Read for Weds. 4/8:*


**Weds. 4/8:** 4. The ideological battles of modern Europe

*Read for Mon. 4/13:*

Crepaz & Steiner Ch. 2, pp. 17-63.
Mon. 4/13:  5. Ideologies in today’s Europe

Read for Weds. 4/15:

Crepaz & Steiner Ch. 3, pp. 64-90.

Weds. 4/15: 6. The varying politics of electoral games

Read for Mon. 4/20:

Look again at Crepaz & Steiner Ch. 2, pp. 17-63.

Mon. 4/20:  7. Parties and party systems

Read for Weds. 4/22:

Crepaz & Steiner Ch. 4, pp. 91-134.

Weds. 4/22:  8. Forming governments

Read for Mon. 4/27:


Read for Weds. 4/29:


Read for Mon. 5/4:


Mon. 5/4: 11. Neoliberalism and the British economy

_Read for Weds. 5/6:_


Weds. 5/6: 12. Statism and the French economy

_Read for Mon. 5/11:_

WEEK 7


Mon. 5/11: 13. Corporatism and the German economy

_Read for Weds. 5/13:_

Crepaz & Steiner, Ch. 11, 227-247.

Weds. 5/13: 14. The Post-Communist Politics of Central and Eastern Europe

_Read for Mon. 5/18:_

WEEK 8

Crepaz & Steiner, Ch. 7, 155-161.

Mon. 5/18: 15. National identities, federalism, and devolution

_Read for Weds. 5/20:_


Weds. 5/20: 16. Immigration in Europe

**Email outline of final project to Prof. Parsons by Weds. 5pm!**
Read for Mon. 5/25:  
Crepaz & Steiner, Ch. 14, 304-330.  

Mon. 5/25:  17. The EU and how it works  

Read for Weds. 5/27:  
TBA  

Weds. 5/27:  18. The EU’s successes and challenges  

Read for Mon. 6/1:  
(just a bit more technical) http://www.npr.org/blogs/money/2012/06/04/154282337/the-crisis-in-europe-explained  

Mon. 6/1:  19. Is Europe in crisis? How much?  

No new reading for Weds. 12/6.  

Weds. 6/3:  20. Europe’s future: scenarios  

Friday 6/5:  FINAL PROJECTS DUE!!  

FINAL EXAM: Tuesday June 9 10:15am in our normal room.