

Contemporary Politics of Europe POLS 2211 (701, 702, 703)

Danielle K. Scherer

danielle.scherer@temple.edu

Office Hours: Wednesday 2-3 pm, Thursday 2-3:30 pm, or by appointment
Gladfelter 663

COURSE OVERVIEW

Course Description: While European states share similar values, they have developed different ways to realize these values. To better understand what is distinct about European democracies and the ways in which they address different political issues, we will analyze how the different institutions, party systems, power-sharing arrangements, and policy preferences address various political issues. We will examine the economic, security, and cultural legacies that have contributed to variation in politics in Europe (e.g. colonialism, development, multiculturalism) as well as the contemporary consequences and manifestations of those legacies focusing specifically on democratic backsliding and the rise of nationalism, migration and immigration, and identity politics and minority rights.

Course Materials and Equipment: All required materials for this course will be provided through Canvas. To facilitate group learning and engagement, we'll be using an app that works within the Canvas LMS called hypothes.is that allows us to annotate documents as a group - you can (and should) learn more about how to best use hypothes.is here:

<https://web.hypothes.is/annotation-tips-for-students/>

Written Work: Specific instructions for each assignment will be made available on Canvas. These assignments will be accessible through the "units" in the modules page or on the assignments page. Your written work will be evaluated using a rubric attached to each assignment in Canvas. When each assignment is graded, you will be given the overall grade as well as the totals for each of the rubric's categories. Be aware that a significant portion of your grade will depend on the technical writing of each assignment. I strongly encourage you to take advantage of the University's writing center early in the semester. On-line appointments are available. Learn more here (<https://www.temple.edu/class/programs/writing/tutoring.html>).

Learning Goals: This course is an upper-level current issue based course. As a result, it involves a number of different assignments aimed at teaching the following skills:

Close reading of different types of texts, including scholarly books and articles as well as primary sources such as news articles about global affairs.

- Summary of other authors' arguments, e.g. in an annotated bibliography or literature review.
- Understanding the historical components contributing to the contemporary political issues in question.
- Information literacy skills, including the ability to navigate and find reliable sources in a variety of different databases available through the Temple University Library.
- The ability to respond, meticulously and creatively, to comments and criticisms raised by both peers and faculty.

Course Requirements:

- **Information Literacy Assignments** (10%)
- **Annotation Assignments** (20%)
- **Group Country Profile Updates** (15%)
- **Discussion Board Debates and Participation** (40%)
- **Country Profile Memorandum or Video Presentation** (15%)

CLASS POLICIES & RESOURCES

Etiquette and Netiquette: Part of your education involves learning to be professional; this manifests itself in several ways for the purposes of this class. Students are expected to treat each other in a courteous and respectful manner. You need not agree with your classmates, but you need to treat each other with respect. Failure to do so will result in a lowered participation grade. When communicating with me (or your peers) for the purposes of this class, you should use the professional standards you might use with an employer. This means avoiding “text speak” or unnecessary abbreviations. More specifically, it means including some kind of greeting to introduce your email (Dear Professor X, for instance) – very few people are actually named “Hey,” and you ought not to begin your emails (and certainly not to me) with such a greeting. Your email should include the class, a clear statement of why you are sending the email, a closing statement, and your name. Lastly, as with everything, you should write in full and complete sentences, and proofread your text prior to clicking send.

Late Work Policy: If extenuating circumstances arise, you may request an extension, but will need to supply some sort of proof of the major, significant, or highly unusual nature of the situation. Simply asking for an extension does not guarantee you will be granted one. If you do not submit a paper on time, the grade on the paper will drop by one letter grade every 24 hours until it is turned in.

Disability Policy: Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 or 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Tuttleman Counseling: Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. Temple University provides mental health services to support the academic success of students. Tuttleman Counseling Services offers free, confidential services to help you manage personal challenges that may threaten your well being. Tuttleman Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at counseling.temple.edu or by calling 215-204-7276. Students working through mental health issues with Tuttleman Counseling may be entitled to reasonable accommodation.

Academic Conduct: Temple University has adopted standards on academic conduct, and all students are expected to comply fully with those standards, including with reference to the

important issue of plagiarism. All students should, in all assignments, fully and unambiguously cite sources from which they are drawing important ideas and/or sizable quotations (for example, more than eight consecutive words or more than 50% of a given sentence or paragraph). Failure to do so constitutes plagiarism, which is a serious act of academic misconduct and will result in a failing grade for the course and notification of the infraction to the Dean of Students. Similarly, cheating during exams, copying written assignments from other students, or providing answers to others during exams are considered acts of academic misconduct. If you are unfamiliar with policies about plagiarism or other types of academic misconduct, you may wish to consult the online guide on "Avoiding Plagiarism When Using Source Materials" (<https://www.temple.edu/class/documents/AvoidingPlagiarismWhenUsingSourceMaterials.pdf>) available at the Temple Writing Center or if you still have remaining doubts or specific questions, raise them directly with me.

Temple University policy on the freedom to teach and learn: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02), which can be accessed through the following link: <http://policies.temple.edu/PDF/99.pdf>

COURSE SCHEDULE

Week 1: Introductions & Set Up

- No assigned readings
- Practice annotation on “Being a better online reader”
- Evaluating news sources

Week 2: What is Europe

- Margaret Thatcher, *Speech to the College of Europe* (The Bruges Speech), audio file (September 20, 1988)
- Dominique Moïsi, “Dreaming of Europe,” *Foreign Policy* 115 (Summer): 44-59.
- Tim Marshall, *Prisoners of Geography: Ten Maps That Explain Everything About the World* (New York: Simon & Schuster, 2015), “Introduction,” “Russia,” and “Western Europe.”
- Group annotate: Where is Europe?
- Discussion: Is it in Europe?
- Group country profiles Step 1

Week 3: How is Europe Structured and Governed?

- Winston Churchill, *Speech delivered at the University of Zurich*, 1946.
- Kristin Archick, “The European Union: Questions and Answers,” *Congressional Research Service* (2018, September 7).
- Donald Hancock and Guy Peters, “The Context of European Union Politics,” *Politics in Europe* (Washington D.C.: CQ Press, 2012), 641-671.
- Anna Triandafyllidou and Ruby Gropas, “Visions of a United Europe,” *What is Europe* (Macmillan, 2015): 61-89.
- Discussion: Power and democracy in the EU

Week 4: Nationalism, Democracy, and Populism – understanding terms and concepts

- Yascha Mounk, *The People vs. Democracy*, (Harvard University Press, 2018), introduction, part 1 introduction, and chapter 1.
- John Judis, *The Populist Explosion* (Columbia Global Reports, 2016), “What is Populism and Why is it Important?” (12-17) and “The Rise of European Populism” (89-108).
- Discussion: Fight for Europe
- Information literacy assignment: Same event, three different perspectives: comparing for credibility
- Group country profiles Step 2

Week 5: Nationalism, Democracy, Populism, and Immigration

- Yascha Mounk, *The People vs. Democracy*, (Harvard University Press, 2018), “Domesticating nationalism.”

- Mathew Carr. “Introduction,” *Fortress Europe: Inside the War Against Immigration* (Hurst, 2015).
- David Adler, “Meet Europe’s Left Nationalists,” *The Nation* (2019, January 10).
- Read the article about nationalism in your assigned country and at least one other
 - Owen Mathews, “Can Emmanuel Macron Defend Europe from the White Nationalist Right All by Himself?” *Newsweek* (2018, September 6).
 - Alexander Stille, “How Matteo Salvini pulled Italy to the far right” *The Guardian* (2018, August 9).
 - Thus Kleinpaste, “The New Dutch Disease is White Nationalism” *Foreign Policy* (2018, March 20).
 - Raphael Minder, “Far-Right, Anti-Immigration Vox Party Gains a Toehold in Spain,” *New York Times* (2019, January 8).
 - Ben Kelly, “Sweden Democrats: How a nationalist, anti-immigrant party took root in a liberal Nordic haven,” *The Independent* (2018, September 8).
- **Group annotate: Don’t leave migration to the populists**
- **Discussion: Nationalism & (anti)immigration**

Week 6: Brexit

- Tim Oliver, “The History of UK-EU Relations,” *Understanding Brexit: A Concise Introduction* (Policy Press, 2018).
- Graham Taylor, “Reluctant Europeans,” *Understanding Brexit: Why Britain Voted to Leave the European Union* (Emerald Publishing, 2017).
- Alex Hunt and Brian Wheeler, “Brexit: All you need to know about the UK leaving the EU,” *BBC news* (2019, April 8).
- Benjamin Mueller, “What is Brexit? A Simple Guide to Why It Matters and What Happens Next,” *The New York Times* (2019, February 18).
- **Discussion: Where do we go from here?**
- **Country profiles: questions about peer profiles**

Week 7: Beyond Brexit - austerity and the rise of subterranean politics

- Mary Kaldor and Sabine Selchow, “Introduction - In search of Europe’s Future: Subterranean Politics and The Other Crisis in Europe” *Subterranean Politics in Europe* (Palgrave, 2015): 1-21.
- John Judis, *The Populist Explosion* (Columbia Global Reports, 2016), “The limits of leftwing populism.”
- John Judis, *The Populist Explosion* (Columbia Global Reports, 2016), “Rightwing populism on the march in northern Europe.”
- **Discussion: Subterranean politics in Europe**
- **Group annotate: has populism peaked?**

Week 8: Understanding national identity

- Anna Triandafyllidou and Ruby Gropas, “European Identity – European Identities,” *What is Europe* (Macmillan, 2015).

- Yascha Mounk, *The People vs. Democracy*, (Harvard University Press, 2018), “Identity.”
- Monique Kremer, “The Netherlands: From National Identity to Plural Identifications,” *Migration Policy Institute*.
- Patrick Simon, “French National Identity and Integration: Who Belongs to the National Community,” *Migration Policy Institute*.
- Discussion: National identities - Netherlands vs. France
- Country profile Step 3

Week 9: Remnants of Colonialism in the British Commonwealth: Race, "Hostile environment," and the Windrush Generation

- “The UK’s Windrush generation: What’s the scandal about?” *Al Jazeera* (2018, April 18).
- “Windrush generation: who are they and why are they facing problems,” *BBC news* (2018, April 18).
- Colin Yeo, “Briefing: what is the hostile environment, where does it come from, who does it affect?” *Free Movement* (2018, May 1).
- Jessica Elgot, “Theresa May’s ‘hostile environment’ at heart of Windrush scandal,” *The Guardian* (2018, April 17).
- Satbir Singh, “It’s not just Windrush. Britain’s immigration scandal will grow in 2019,” *The Guardian* (2019, January 3).
- Christienna Fryar, Nicole Jackson, and Kennetta Hammond Perry, “Windrush and Britain’s Long History of Racialized Belonging,” *Black Perspectives* (2018, July 31).
- Watch and then annotate MP David Lammy’s speech on Windrush & Hostile Environment
- Discussion: Racism, identity, and UK policy

Week 10: Europe's Roma

- Dimitrina Petrova, “The Roma: Between a Myth and the Future,” *European Roma Rights Center* (2004).
- Angéla Kóczé and Márton Rövid, “Roma and the politics of double discourse in contemporary Europe,” *Global Studies in Culture and Power* 24 (2017).
- Bernard Rorke, “What can the EU do for the Roma in the Face of Rising Populism and Prejudice?” *Open Society Foundations* (2013, March 20).
- Dijana Pavlović, “In Salvini’s Italy, we Roma must renew,” *The Guardian* (2018, June 27).
- Discussion: Comparing Attitudes Towards the Roma

Week 11: Radical Cosmopolitanism

- Sandra Ponzanesi and Gianmaria Coplani, “Cosmopolitanism from the Margins: Redefining the Idea of Europe through Postcoloniality,” *Postcolonial Transitions in Europe*.
- Oliver Schmidtke, “Toward a Cosmopolitan and Inclusive European Identity?” *Rethinking the Public Sphere Through Transnationalizing Processes* (Palgrave 2013).

- Charles Taylor, *Multiculturalism: Explaining the Politics of Recognition*, (Princeton, 1994), selections.
- **Group annotate: The Importance of Elsewhere**
- **Discussion: Radial cosmopolitanism**

Week 12: LGBTQ Rights in Europe

- Phillip Ayoub, “Cooperative Transnationalism in Contemporary Europe: Europeanization and political opportunities for LGBT mobilization in the European Union,” *European Political Science Review* (2013).
- Marc Santora. “Poland’s Populists Pick a New Top Enemy: Gay People,” *The New York Times* (2019, April 7).
- Andrew Rettman, “Gay rights under threat in a divided Europe,” *EU Observer* (2018, May 16).
- Alice Hutton, “Gay life in Berlin is starting to echo a darker era,” *The Atlantic* (2019, December 25).
- Alex Cooper, “LGBTQ asylum-seekers in Europe subjected to stereotyping and humiliation, rights group says,” *NBC News* (2018, November 29).
- Kate Samuelson, “Why the Tiny Island of Malta Has Europe’s Most Progressive Gay Rights,” *TIME* (2016, December 15).
- Rainbow Europe, *Annual Review of the Human Rights Situation of Lesbian, Gay, Bisexual, Trans, and Intersex People* (p 5-18 and then two country profiles of your choosing).
- **Discussion: LGBTQ rights in Europe**
- **Country profile Step 4**

Week 13 – 15: topics to be determined based on student interest