**PSCI 4213: Europe and the International System**

Spring 2020

Class Meetings: T,Th 0930-1045 [HLMS 241](https://www.colorado.edu/map/?id=336#!m/193881)

Professor: Joe Jupille, jupille@colorado.edu

Office Hours: T 1200-1400, W 0900-1045 & by app't, [KTCH](https://www.colorado.edu/map/?id=336#!m/193913) 114B

*This syllabus* ***always subject to change*** *20200114*

# Description and Objectives

# Course Description

It is conventional to suggest that, around the year 1500 CE, Europe began to dominate the world, with a Eurocentric "West" (led by the United States) extending that dominance through the 20th century. Through military/technological dominance, the drive for imperial (and later just capitalist) profits, and other factors, it was less correct to speak of "Europe and the International System" than of "Europe's International System." Increasingly, though, revisionist scholars suggest that a) Europe's "dominance" was more partial and shorter-lived than conventional accounts suggest and b) such beliefs reflect pervasive Eurocentrism. What's more, many westerners fret that, whatever was true of the past, the rise of China and other factors augur a future of waning European influence.

This class will engage these issues through the institutional lens of the "Westphalian (or territorial, or sovereign, or modern, or nation-) state", the only legitimate organizational expression of political authority in the modern world. How and why did states come to dominate the European order from the late medieval period, how and why did European-style states diffuse, and might the European Union (EU), Europe's latest form of rule, come to exercise similar institutional power?

# Learning Outcomes

I seek to effect the achievement of three kinds of learning outcomes.

First, least importantly, is the substance: I want you to leave the class well versed in some of the ways in which international public affairs continues to bear European DNA, even as its military might wanes.

Second, you should come out of the class better at critical thinking. Here is my premise: the world is awash in data. We have data coming out our ears. What we lack is the computational power to make sense of them.

Third, you should expect to leave the class with much improved interpersonal communication skills. The class will involve lots of group discussion, and your active, informed and respectful participation is a must. We will especially work to improve every aspect of your writing: organization, clarity, concision, word choice, usage, grammar, etc.

Summary: through this class, you will gain knowledge and, more importantly, ***develop skills in locating good information about complex issues (in which you may or may not hold any native interest), making sense of that information, and communicating that sense to an audience you are incentivized to impress***. These skills will make most of you your money as you leave school and enter professional life.

***Components and Assessments***

This is a specialized, upper-division political science course. I maintain very high standards and expectations. I will expect each of you to engage in a sustained and sophisticated inquiry into advanced concepts and contemporary issues.

**I expect you to read every word of the assigned readings, carefully and on-time, and to be prepared to articulate your understanding of these readings in writing and in class. If this presents a problem for you, you should leave the class now.**

Your final grade will reflect the weighted average of these elements:

|  |  |  |
| --- | --- | --- |
| **Element** | **Description** | **Weight** |
| **Participation and Attendance (PA)** | ***Participation*** (***P****)* constitutes **fifteen** percent of your grade. I expect each of you to complete all assigned readings and any required questions, homework, or other outside assignments on time, and to participate in an informed and respectful way in our discussions. Bringing in relevant news items or current events to discuss at the beginning of class is a terrific way to enhance your participation grade. This is a specialized, upper-division course, and my expectations for informed participation will be high. **I will use the full range of scores (0-100) in assessing your participation**. If you do not constructively and knowledgeably participate, you will score a zero on this portion of your grade.If you are extremely shy about participation, talk to me. I might consider alternative assessments in this area. | **15%** |
| **Attendance (A)** | ***Attendance*** *(****A****)* accounts for **five** percent of your grade. The baseline calculation computes it as the numbers of days you attend divided by (number of attendance opportunities – 3). So, you get three "freebies" – absences for which I do not need (or necessarily want) any explanation. However, upon a ninth absence, your grade will automatically drop to an ‘F’ for the course. | **5%** |
| **WRITTEN COMPONENTS** |
| **Response Papers (RP, 8)** | Each student will compose eight ***response papers*** (RP) of 500-750 words, each worth **five** percent of the final grade. | **8 @ 5 (40%)** |
| **Synthesis Papers (SP, 2)** | Each student will compose two ***synthesis papers*** of no more than 1500 words, each worth **fifteen** percent of the final grade. | **2 @ 15 (30%)** |
| **Final Examination (FE, 10%)** | I will offer an optional ***final examination*** which will add up to **ten** percent to your final grade.  | **10%** |

I will grade your work on the following (standard) **scale**.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **B+** | 87-89.$\overline{9} $ | **C+** | 77-79.$\overline{9}$ | **D+** | 67-69.$\overline{9}$ |  |  |
| **A** | 94-100 | **B** | 83-86.$\overline{9}$ | **C** | 73-76.$\overline{9}$ | **D** | 63-66.$\overline{9}$ | **F** | 0-59.$\overline{9}$ |
| **A-** | 90-93.$\overline{9}$ | **B-** | 80-82.$\overline{9}$ | **C-** | 70-72.$\overline{9}$ | **D-** | 60-62.$\overline{9}$ |  |  |

If you choose to **dispute** a grade you have received, you must submit a maximum 100-word email to me explaining the basis for your request, no earlier than 48 hours and no later than one week after receipt of the grade. I will re-evaluate your work. The re-grade may be either higher or lower than the initial grade, and it will be final.

***Required Materials***

1. Bradley, Anu. 2020. *The Brussels Effect: How the European Union Rules the World*. New York: Oxford University Press. ISBN 9780190088606 (epub) or 9780190088590 (hardback). I am hoping this comes available electronically through the libraries.
2. Other required readings, and probably plenty of related and/or recommended ones, are available electronically, either through Canvas or directly online.

# Policies

## Laptops and electronic devices

I generally prohibit the use of electronic devices in my classes, because I am convinced by studies that show that students learn more when they hand-write notes than when they type.[[1]](#footnote-1) That said, sometimes we have electronic readings, or we may engage in in-class activities, which might require use of a laptop. I will try to let you know in advance when you might need your laptop.

## Accommodation For Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to me in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website.

## Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See [campus policy regarding religious observances](http://www.alumniconnections.com/links/link.cgi?l=6681989&h=137433&e=UCBI-20150813152414http://www.alumniconnections.com/links/link.cgi?l=6681989&h=137433&e=UCBI-20150813152414) for full details, ***and let me know no later than week three*** of the semester if you expect to miss any class for religious observance.

## Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/).

## Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

## Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](https://www.colorado.edu/sccr/sites/default/files/attached-files/honor_code_and_procedures_2019-2020_0.pdf). Violations of the policy may include plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

# Course Schedule

**TBD = "to be determined"**

**Complete the reading associated with each meeting \*before\* class. The readings are posted to Canvas in files/readings.**

**Additional or readings \*will\* be added for various meetings.**

**This is always subject to change – I really, really mean it.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YYYYMMDD** | **DOW** | **WK** | **MTG** | **TOPIC** | **DUE** |
| **I. Preliminaries** |
| 20200114 | T | 1 | 1 | greetings | ∅ |
| 20200116 | Th | 1 | 2 | The State and the State System | Jackson and Sorensen ND (skim);Strayer 1970, 5-10;**Response Paper (RP01) due by 23:59 (11:59 PM)** |
| **II. How and Why Did States Come to Dominate European Politics?** |
| 20200121 | T | 2 | 3 | Matter and Ideas | **Matter:** Spruyt 2002, pp. 135-140 ("Theoretical Explanations") and Strang 1991, pp. 144-146 ("the realist approach");**Ideas**: Reus-Smit 2011, pp. 214-215 (“Incorporation Into International Society” and “Socialization Into World Culture”) and Strang 1991, pp. 146-150 ("the institutionalist approach"). |
| *20200123* | *Th* | *2* | *4* | War-Making and State-Making | Tilly 1985. |
| 20200128 | T | 3 | 5 | *classmate bingo and decolonizing the curriculum* | ∅;**RP02 due by 23:59 (11:59 PM)** |
| 20200130 | Th | 3 | 6 | Relative Efficiency | Spruyt 1994;**RP03 due by 23:59 (11:59 PM)** |
| 20200204 | T | 4 | 7 |  | Spruyt 1994. |
| 20200206 | Th | 4 | 8 | The *Weltanschauung* of Westphalia | Ruggie 1993. |
| 20200211 | T | 5 | 9 |  | Ruggie 1993;**RP04 due by 23:59 (11:59 PM)** |
| 20200213 | Th | 5 | 10 | Map-Making Technology | Branch 2011. |
| 20200218 | T | 6 | 11 |  | Branch 2011;**RP05 due by 23:59 (11:59 PM)** |
| 20200220 | Th | 6 | 12 | catch-up and discussion | ∅ |
| **20200222** | **Sa** | **xx** | **xx** |  | **Synthesis Paper (SP) 01 due by 23:59 (11:59 PM)** |
| **III. Inside-Out and Outside-In** |
| 20200225 | T | 7 | 13 | Violence: Guns, Germs and Steel | Diamond 1997, ch. 1. |
| 20200227 | Th | 7 | 14 | Commerce: Global Capitalism | TENTATIVE READINGS:Gourevitch 1978, 419-427;Valenzuela and Valenzuela 1978, 543-550;maybe A&R?**RP06 due by 23:59 (11:59 PM)** |
| 20200303 | T | 8 | 15 | Conferral and Tutelage | Jackson and Rosberg 1982. |
| 20200305 | Th | 8 | 16 | Scripting and Institutional Isomorphism | Meyer et al. 1997, 144-157;**RP07 due by 23:59 (11:59 PM)** |
| 20200310 | T | 9 | 17 | Outside-In: The Crusades and State-Making | Blaydes and Paik 2016. |
| 20200312 | Th | 9 | 18 | Outside-In: Eastern Origins of Sovereignty | Hobson 2009. |
| 20200317 | T | 10 | 19 | Outside-In: Colonial Origins of Territoriality | Branch 2012;**RP08 due by 23:59 (11:59 PM)** |
| 20200319 | Th | 10 | 20 | catch-up and discussion | ∅ |
| **20200321** | **Sa** | **xx** | **xx** |  | **SP02 due by 23:59 (11:59 PM)** |
| **20200324** | **T** | **xx** | **xx** | **spring break** | **∅** |
| **20200326** | **Th** | **xx** | **xx** | **spring break** | **∅** |
| **IV. The Brussels Effect** |
| 20200331 | T | 11 | 21 | The European Union, 1 | Delegation of the European Union to the United States. N.d. The European Union: A Guide for Americans, URL <https://eeas.europa.eu/sites/eeas/files/guide-for-americans_euintheus.pdf>, pp. 2-3. |
| 20200402 | Th | 11 | 22 | The Brussels Effect | Bradford 2020, introduction + ch. 1. |
| 20200407 | T | 12 | 23 |  | Bradford 2020, ch. 2. |
| 20200409 | Th | 12 | 24 |  | Bradford 2020, ch. 3. |
| 20200414 | T | 13 | 25 |  | Bradford 2020, ch. 4. |
| 20200416 | Th | 13 | 26 |  | Bradford 2020, ch. 5. |
| 20200421 | T | 14 | 27 |  | Bradford 2020, ch. 6 |
| *20200423* | *Th* | *14* | *28* |  | Bradford 2020, ch. 7. |
| 20200428 | T | 15 | 29 |  | Bradford 2020, ch. 8-9. |
| **V. Concluding Matters** |
| 20200430 | Th | 15 | 30 | course conclusions | ∅ |
| **20200505** | **T** | **xx** | **xx** | **Final examination due by 7 PM** | **∅** |

1. Mueller, Pam A., and Daniel M. Oppenheimer. 2014. The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking. *Psychological Science* 25 (6): 1159–1168. doi:10.1177/0956797614524581. [↑](#footnote-ref-1)