

PSCI 3172: Democracy and its Citizens in the U.S. and EU

Fall Semester 2021
University of Colorado Boulder

Course Information

Instructor: Trenton Marlar, PhD Candidate in Political Science

Time and location of class: MWF 12:40pm-1:30pm in HUMN 135

Office hours: Wednesdays 10:00am-12:00pm or by appointment via Zoom

Zoom link for office hours: <https://cuboulder.zoom.us/j/98273350103>

My email: trenton.marlar@colorado.edu

Course Objectives

This course studies and compares the democratic experience of citizens living in the United States to the experiences of citizens living in the European Union (EU). In examining the many similarities between the U.S. and the EU, such as democratic institutions and a respect for human rights, alongside their many differences, such as historical experiences, unique institutions, and political cultures, we can learn what it means to be a citizen in these different democracies. In addition to exploring the political institutions of the U.S. and the EU, this course asks questions that are central to the democratic experience in these two contexts. How do citizens elect their leaders and participate in the political process? How influential are citizens' voices in the political system? What rights and liberties do citizens enjoy? What do citizens expect from their governments? How has the creation of the European Union affected what it means to live in European democracies? In exploring these questions and more, this course will pay particular attention to recent events in both the United States and the European Union.

Required Course Materials

There is **one** required book for this course:

-American Difference: A Guide to American Politics in Comparative Perspective, 2nd edition (2020) by Lori M. Poloni-Staudinger and Michael R. Wolf (978-1544325330).

This textbook is available through the CU Bookstore's Day 1 Digital Access program. Through this program, students receive access to a discounted digital version of the textbook through the Canvas course page on the first day of class and will have the cost of the eBook billed directly to their tuition and fees bill at the discounted price. Students who wish to purchase the book from an outside vendor are free to do so and will need to opt out of the Day 1 Digital Access program no later than September 8th to avoid being charged on their tuition and fees bill.

Throughout the semester, students will also be assigned other readings and materials that relate to course themes. These materials will appear on the course schedule and will be posted to

Canvas in advance or are available electronically through the CU library.

Assignments and Grading Criteria

Students will be evaluated on a wide array of assignment and skills, including exams, written essays, and class participation. Final grades will be determined according to the following breakdown:

1) <u>Exams</u>	45%
A. Midterm 1	15%
B. Midterm 2	15%
C. Final exam:	15%
2) <u>Response Papers</u>	40%
A. Response #1:	20%
B. Response #2:	20%
3) <u>Participation and attendance</u>	15%
A. Participation	10%
B. Attendance	5%

- 1) **Exams: 45%** of the overall grade is based on two midterms and a final exam.
 - a. **Midterm exams (30%, 2 midterms worth 15% each):** At two points during the semester, a midterm will be administered **remotely via Canvas during normal class time.**¹ The first midterm on Units 1 and 2 will take place on Wednesday, October 6th. The second midterm on Units 3 and 4 will take place on Friday, November 12. The midterms will include multiple choice and short answer questions.
 - b. **Final exam (15%):** The final exam for this course will take place on Saturday, December 11th from 4:30-7:00pm. The final exam will have questions on the 5th and final unit and will also feature a cumulative component. Details on the final exam format are forthcoming.
- 2) **Response Papers: 40%** of the overall grade is based on two response papers.
 - a. **Response Papers (40%, 2 essays worth 20% each):** Students will write a response to **2 prompts (from a choice of 6 prompts)** over the course of the semester. At least one response must be completed before the first midterm. **Students have the option to complete a 3rd response paper to try and replace a lower grade on a previous response.** In responding to the prompts, students will be asked to support their argument with evidence and/or examples and consult at least one academic source. **For further guidance/details on each prompt, please see each prompts' respective assignment on Canvas.**
 - i. **Length:** 750-1000 words each **not including the bibliography** (~ 3-4 pages double-spaced). Responses that are less than 750 words or more than 1200 words will be deducted points.
 - ii. **Due:** See schedule below
 - iii. **Late policy:** Responses will be deducted 10% for each calendar day that they are late.

¹ This change as of 10/04/2021, reflects a shift from an in-person written exam, to an online remote exam via Canvas.

- 3) **Participation and Attendance: 15%** of the overall grade is based on your participation and class attendance.
- a. **Participation (10%):** Active participation in this course is crucial to your success and the overall success of the course! In this course, students can earn participation points in a variety of ways. Participation may take place during class time in the form of asking questions and/or engaging with the class discussion. Alternatively, students can earn participation points outside of class time by coming to office hours, posting questions about course materials on Slack, posting and commenting on relevant news articles in Slack, responding to discussion questions posted in Slack, etc. Occasionally, students may be asked to work on in-class assignments or be asked to complete a small amount of work prior to the next class meeting as part of their participation grade. **Students should aim to participate in a meaningful way at least once a week.**
 - b. **Attendance (5%):** Your attendance in lecture will be recorded throughout the semester. Consistent attendance will not only solidify your understanding of course material but will likely lead to better grades on exams.
 - i. Students will receive **four attendance “freebies”** for the semester. Note that religious holidays, sickness, family emergencies, and other reasons for absence that are “legitimate” DO COUNT against your freebies.
 - ii. Beyond four absences, students’ attendance grade will be deducted 10% for each additional absence.
 - iii. Students who are ill and unable to attend class have the option to attend class remotely via Zoom.

Final grades will be determined using the following scale. Grades that fall within .5% of the next letter grade will be automatically rounded-up.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0

Course communication policies:

- This course will be using Slack as its main method of communication. Students will be able to use Slack to:
 - Receive announcements from the instructor (**course announcements will also be posted on Canvas**)
 - Ask general questions about the course to their peers and/or the instructor.
 - Directly message the instructor with more personal/specific questions
 - Share current event articles for participation points
- While the use of Slack is encouraged for a more expedited response, students are welcome to send emails to the instructor using their CU email address if they prefer.
- Students will receive responses to their Slacks and/or emails from the instructor within one workday of the message being sent. While the instructor may reply to Slacks/emails after 5:00pm on weekdays or on the weekend, this should not be expected.
- Students are expected to use Slack in a professional, respectful, and responsible manner.

- Finally, if something is going on in the student’s life that is significantly impacting their ability to attend class, take an exam, and/or complete the course assignments, please reach out to the instructor, and communicate what is going on as soon as possible. The instructor will work with the student to find a way to continue to make meaningful progress in the course.

Response Paper Schedule:

<u>Prompt:</u>	<u>Days Covered in Class:</u>	<u>Due Date (by 11:59pm):</u>
Prompt #1 (before 1st midterm): Outline the pros and cons of majoritarian/proportional electoral systems. Is one type of electoral system inherently better for democracy? Why or why not?	September 3 rd (9/3)	September 13 th (9/13)
Prompt #2 (before 1st midterm): Why does the U.S. consistently have lower voter turnout than many of its European counterparts? In your opinion, is this low voter turnout bad for democracy?	September 13 th (9/13)	September 22 nd (9/22)
Prompt #3 (before 1st midterm): Why are the citizens of some countries less trusting than the citizens of other countries?	September 24 th (9/24)	Monday, October 4 th (10/4)
Prompt #4: Why does the U.S. have a “smaller” welfare state than its European counterparts?	October 15 th (10/15) & October 18 th (10/18)	October 27 th (10/27)
Prompt #5: Does the European Union have a democratic deficit?	November 5 th (11/5)	November 15 th (11/15)
Prompt #6: What explains the rise of populist parties in Europe?	November 17 th (11/17) & November 19 th (11/19)	December 1 st (12/1)

Course Units:

- **Unit 1: Democratic institutions (Midterm 1)**
 - Topics: conceptualizing democracy, executive-legislative relations, electoral systems, political parties, and voter turnout
- **Unit 2: Political culture, ideology, and the incorporation of immigrants (Midterm 1)**
 - Topics: political culture, political ideology, social capital, immigration, and citizenship
- **Unit 3: Citizen rights (Midterm 2)**
 - Topics: Civil rights and liberties, the welfare state, economic inequality and its consequences, and plutocracy
- **Unit 4: The European Union and its impact on the democratic experience (Midterm 2)**
 - Topics: the EU and its origins, EU enlargement, EU institutions, the role of EU citizens, Europeanization, a democratic deficit in the EU, and Euroscepticism

- **Unit 5: Threats to democracy? (Final exam)**
 - Topics: populism, illiberal democracy & democratic backsliding, separatist movements, dissatisfaction with democracy, and democracy in the digital age

Course Schedule & Assigned Materials (subject to change)

Assigned readings/materials and assignments are to be completed before class on the day listed

Week	Day	Date	Unit	Topic	Assigned Materials
1	M	23-Aug	0	Syllabus	None
1	W	25-Aug	0	Motivating the comparison of the U.S. and EU	None
1	F	27-Aug	1	Conceptualizing democracy	-AD Ch.2 -Democracy for Realists Ch.1 AND Ch.11 p.316-319 only (CU library eBook)
2	M	30-Aug	1	Presidentialism	-AD Ch.7, p.127-145 only -America's Fragile Constitution (Canvas)
2	W	1-Sep	1	Parliamentarism and semi-presidentialism	-Stefan Lofven... (Canvas) -After 2 years of paralysis... (Canvas)
2	F	3-Sep	1	Electoral systems	-AD Ch.10 -Norris 1997 (Canvas)
3	M	6-Sep		NO CLASS for Labor Day	
3	W	8-Sep	1	Political parties	Reminder: -Last day to opt out of digital textbook via Canvas -AD Ch.9 -The future of American democracy (Canvas)
3	F	10-Sep	1	Party families in Europe	-European parties (Canvas) -Could the German Greens win... (Canvas)
4	M	13-Sep	1	Voter turnout	Due: -Response to prompt #1 by 11:59pm -AD Ch.11 -Podcast: Make America vote again

4	W	15-Sep	2	America's distinct political culture	-AD Ch.3 -AD Ch.4 until p.68 (stop at ideology)
4	F	17-Sep	2	Comparing political beliefs and values in the US/Europe	-5 ways Americans and Europeans are different (Canvas)
5	M	20-Sep	2	Political ideology	-AD Ch. 4, p.68-75 only -What happened to America's... (Canvas) -Joe Biden's popular stimulus... (Canvas)
5	W	22-Sep	2	Affective polarization	Due: -Response to prompt #2 by 11:59pm -Iyengar et al. 2019 (Canvas) -What polarization data... (Canvas) -Podcast: What if we don't need to fix polarization? (Canvas)
5	F	24-Sep	2	Social capital and interpersonal trust	-Tocqueville on civil associations (Canvas) -Rothstein & Stolle 2008 (Canvas)
6	M	27-Sep	2	The politics of immigration	-What makes immigration reform so hard? (Canvas) -Is migration good for the economy? (Canvas) -Memory of migrant crisis haunts Europe... (Canvas) -Immigration attitudes have barely changed... (Canvas)
6	W	29-Sep	2	The incorporation of immigrations in society	-Models of integration in Europe (Canvas) -Multiculturalism... (Canvas)
6	F	1-Oct	2	How difficult is it to become a citizen?	-Howard 2009 Intro and Ch.1 (Canvas)
7	M	4-Oct	1/2	Midterm review	Due: -Response to prompt #3 by 11:59pm

					-Study for midterm
7	W	6-Oct	1/2	Midterm on Units 1 + 2	-Study for midterm
7	F	8-Oct	3	Civil liberties and civil rights	-AD Ch.5 -Germany's balancing act... (Canvas) -After backing Alt-right in Charlottesville... (Canvas)
8	M	11-Oct	3	Introduction to the welfare state	-The welfare state in Europe (Canvas) -The American welfare state (Canvas)
8	W	13-Oct	3	Comparing health care systems	-America is a health-care outlier... (Canvas) -Learning from other major health care systems (Canvas)
8	F	15-Oct	3	Explaining differences across welfare states: economic and institutional explanations	-Fighting poverty Ch.3- Ch.4 (Canvas)
9	M	18-Oct	3	Explaining differences across welfare states: diversity and ideological explanations	-Eger 2010 (Canvas) -Fighting poverty Ch.7 (Canvas)
9	W	20-Oct	3	Economic inequality and its consequences	-The Spirit Level Ch.2-3 -Are soaring levels of income inequality... (Canvas) -Does rising economic inequality create a representation gap... (Canvas)
9	F	22-Oct	3	Economic inequality in the U.S. and Europe	-Tackling High Inequalities in the US (Canvas) -Why America's 1-percenters are richer than Europe's (Canvas)
10	M	25-Oct	4	The EU and its origins	-What is the European Union (Canvas) -Video: Treaty of Rome (Canvas) -The Schuman Declaration (Canvas)
10	W	27-Oct	4	EU enlargement: Spreading the democratic experience	Due:

					<p>-Response to prompt #4 by 11:59pm</p> <p>-Enlargement of the European Union (Canvas) -Spirova & Budd 2008 (Canvas)</p>
10	F	29-Oct	4	Institutions and decision-making in the EU	<p>-The European Institutions (Canvas) -The European Parliament: powerful yet puny (Canvas)</p>
11	M	1-Nov	4	EU citizens and their role in decision-making	<p>-The EU and its citizens (Canvas) -Video: How do European elections work? (Canvas) -Indifferent or Eurosceptic? (Canvas) -Why transnational lists matter for EU democracy (Canvas)</p>
11	W	3-Nov	4	European Identity	-Ciaglia et al. 2018 (Canvas)
11	F	5-Nov	4	A democratic deficit in the EU?	-Follesdal & Hix 2006 (Canvas)
12	M	8-Nov	4	Brexit and Euroscepticism	<p>-Hobolt 2016 (Canvas) -Support for Eurosceptic parties... (Canvas)</p>
12	W	10-Nov	3/4	Midterm review	-Study for midterm
12	F	12-Nov	3/4	Midterm on Units 3 + 4	-Study for midterm
13	M	15-Nov	5	Introduction to populism	<p>Due: -Response to prompt #5 by 11:59pm</p> <p>-Mudde & Kaltwasser 2018 (Canvas) -How populism emerged... (Canvas)</p>
13	W	17-Nov	5	Populism: cultural explanations	-Cultural backlash Ch.2-Ch.3 (Canvas)
13	F	19-Nov	5	Populism: economic explanations	-Anti-system politics Ch.2 (CU library eBook)
14	M	22-Nov		NO CLASS for Thanksgiving	
14	W	24-Nov		NO CLASS for Thanksgiving	

14	F	26-Nov		NO CLASS for Thanksgiving	
15	M	29-Nov	5	Illiberal democracy and democratic backsliding	-Bermeo 2016 (Canvas) -Is Europe's problem... (Canvas) -Video: Viktor Orban's 'illiberal democracy' (Canvas)
15	W	1-Dec	5	Separatist movements and regional autonomy	Due: -Response to prompt #6 by 11:59pm -Video: Scottish independence... (Canvas) -Beyond Catalonia... (Canvas) - 'Break it up'... (Canvas)
15	F	3-Dec	5	Growing dissatisfaction with democracy	-2020 Global satisfaction with democracy report, through p.27 (Canvas) -Many in U.S., Western Europe... (Canvas)
16	M	6-Dec	5	Democracy in the digital age	-How to put out democracy's dumpster fire (Canvas) -Tucker et al. 2017 (Canvas) -Estonia is a 'digital republic'... (Canvas) -Some states have embraced online voting... (Canvas)
16	W	8-Dec	5	Review for final	-Study for final
16	F	10-Dec		NO CLASS for Finals	-Study for final
Final	Sat.	11-Dec		Final exam 4:30-7:00pm	-Study for final

University Policies

CLASSROOM BEHAVIOR

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. 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. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

REQUIREMENTS FOR COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

As of Aug. 13, 2021, CU Boulder has returned to requiring masks in classrooms and laboratories regardless of vaccination status. This requirement is a temporary precaution during the delta surge to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, please do not attend class in person until cleared to do so. The instructor will work with the student to ensure they can continue to make meaningful progress in the course while sick and/or quarantining, including allowing the student to attend class remotely via Zoom.

ACCOMMODATION FOR DISABILITIES

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member 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](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

PREFERRED STUDENT NAMES AND PRONOUNS

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

HONOR CODE

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. 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 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](#).

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or 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](#), and the campus resources can be found on the [OIEC website](#).

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

RELIGIOUS HOLIDAYS

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. In this class, please inform the instructor

immediately if you have any religious holiday conflicts with the two scheduled exams that appears on this syllabus.

See the [campus policy regarding religious observances](#) for full details.