

PSCI 3074-001
Spring 2017, MUEN E131
M/W/F 10:00am-10:50am

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Office Hours: M/W/F 9:15am-10am and by appointment

PSCI 3074 Democracy and Citizenship in the US and the EU

Course Description

Studying and comparing the US, the oldest modern republic/democracy since 1789, and the EU, the newest and boldest political experiment by European democracies since 1951, is of great significance to us. The many similarities between the US and the EU, like democratic institutions and views on civil rights and liberties, and their many differences, in terms of historical experiences, national identities, attitudes towards and expectations of government, etc. tell us much about what it means to be a 'citizen' in these democracies. This class explores the political institutions of the US and the EU and asks questions pertaining to the very citizen experience in these two places. How do citizens participate in the policy process in terms of voting and interest group participation? How audible are their voices? What rights and liberties do citizens enjoy and what features of the systems make them so attractive to both legal and illegal immigrants from around the world? What are the costs and opportunities associated with immigration? How are the quality of life outcomes in the US and Europe different and how are the policies responsible for these outcomes affected by globalization? How has the addition of the EU as an extra layer of policy making in Europe affected citizens' representation, welfare, national identity, finances, and ability to supervise the political process? The class also features a few documentaries that demonstrate the practical implications of some of the theories and concepts discussed.

Course Requirements

Presentations: 15%
In-class Exam 1: 35%
Debate or Final Paper: 10%
Final Exam: 20%
Movie entries: 10%
Participation and Attendance: 10%

Presentations:

You will be expected to give a 8-10 min presentation on how an issue (or several issues) of your choice, such as immigration, the economic crisis, climate change, global terrorism, EU integration, EU enlargement, Brexit, Grexit, etc. has affected citizens' rights, welfare, social peace, and attitudes towards their own nation and towards others in one of 10 pre-assigned countries. You will do this in groups. The presentations will be 15% of your final grade. Sign- up sheet:

<https://docs.google.com/spreadsheets/d/169rHSZU1KfCrYiVZIXWMtfsBOWqkiLIWhT1BLcKzTe8/edit#gid=0>

Exams:

There will be 2 exams in this class. The midterm will be on March 5. The final will be on May 6 and will be cumulative. The midterm will be 35% of your final grade, while the final will be 20%.

Debate:

We will have an in-class Oxford style debate in the end of the semester with two panels arguing two opposing perspectives on whether Europe and the US should embrace globalization, with its costs and opportunities, as a means to provide more rights and welfare for their citizens, or alternatively, should re-assert their individual national perspectives and prerogatives and try to restrict the effects of globalization in order to better protect the interest of their citizens. The 6-8 volunteers in the debate will be exempt from having to write a final paper for the course but will write and submit outlines of their arguments (talking points). The rest of the class will try to make at least one valuable contribution to the debate. The debate will be 10% of your final grade and will take place on the last day of this class.

Sign-up sheet: <https://docs.google.com/spreadsheets/d/1w2FK8qRRz97RmuYo6i9jXdTWaelaHPV7-flevDx0YE0/edit#gid=0>

Final Paper:

You are expected to write one 6-page paper focusing on two developing countries and explaining how an issue (or several issues) of your choice, such as immigration, economic crises, climate change, global terrorism, EU integration, EU enlargement, Brexit, Grexit, etc. has led to a differential outcome for the citizens of 2 countries in terms of rights, welfare, social peace, and attitudes towards their own nation and towards others. 10% of the final grade, due May 2nd.

Movie Entries:

We will see 3 documentaries in this class. You are responsible to submit two short reactions (max 1 page single spaced) to 2 documentaries of your choice connecting your impressions with the class readings. These documentaries serve an important goal – to demonstrate the real world applications of the theories and concepts we will be discussing in class. You will submit these in a single word document whenever you have completed the two reaction entries but before April 25th.

Attendance and Participation:

Many of the lectures will be presented in a style that will give plenty of opportunities for in-class participation to the students. The frequency and quality of your comments, as well as your attendance, will shape your final participation grade. If we have one or several pop quizzes in class, those will also factor in your participation grade.

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

		B+	87-89	C+	77-79	D+	67-69		
A	94-100	B	83-86	C	73-76	D	63-66	F	0-59
A-	90-93	B-	80-82	C-	70-72	D-	60-62		

Required Texts and Materials

Kollman, Ken. 2015. *The American Political System*. New York: W.W. Norton & Company.

All other required readings in the course schedule are available electronically, either through **D2L** or directly **ONLINE**

A few suggested additional news sources are listed below:

- ☐ *The Financial Times* (British daily newspaper with quality information)
- ☐ *The Economist* (weekly British news magazine with a good comparative perspective)
- ☐ *De Spiegel* (popular German news magazine with online content available in English)
- ☐ *The New York Times* (decent coverage of various regions across the world)

Original Work + Honor Code

It is expected that all work you do in this course represents original work not previously or simultaneously handed in for credit in another course. All work for this course falls under the University's Honor Code.

Questions and Absences

If you have questions about the course, please come see me after class or during office hours. In general I will not be able to answer substantive questions over email. If you have to miss class on the day of an exam, then you must write and explain beforehand in all but the most unusual circumstances. Attendance is required.

Course Schedule

Democracy in the US – constitutional design, citizen participation, and socio-economic outcomes

1. **Jan 17 Introduction and Expectations**
2. **Jan 19 The US Constitution and the Pillars of Presidentialism –**
Kollman, Chapter 2: The Constitution and Chapter 6: The Presidency
3. **Jan 22 Federalism**
Kollman, Chapter 3: Federalism
4. **Jan 24 Citizen Participation in US politics and the US party system**
Chapter 10: Political Participation
GLM, Ch. 11, Elections, Electoral Systems, and Referendums (pp.366-376)
Putnam, R. 1995. "Bowling Alone: America's Declining Social Capital"

Federalist 10, 57, 78
<http://www.constitution.org/fed/federa10.htm>
<http://www.constitution.org/fed/federa57.htm>
<http://www.constitution.org/fed/federa78.htm>
5. **Jan 26 Citizens' Rights and Liberties, Immigration, and How to Become a US Citizen**
Kollman, Chapter 4: Civil Rights and Liberties

What American citizenship makes possible?

<https://www.wsj.com/articles/what-american-citizenship-makes-possible-1469574353>

The meaning of US citizenship

<http://beta.latimes.com/nation/la-ed-citizenship-part-1-20141005-story.html>

How to become a US citizen?

<https://www.uscis.gov/greencard/eligibility-categories>

6. **Jan 29 Civil Society and Interest Groups in America**

Kollman, Chapter 11: Interest Groups and social movements

7. **Feb 31 Social Policy and quality of life in the US**

Chapter 16: Social Policy

Recommended documentary: Obama's deal. 2010. (PBS documentary)

8. **Feb 2 Who affects public policy outcomes in America**

Gilens and Page, The Sad Truth About US Democracy

9. **Feb 5 Who affects public policy outcomes in America**

Gilens and Page cont'd

Schudson, M. 1999. *The Good Citizen*

Watch in class: Teachout on the Daily Show: <http://www.cc.com/shows/the-daily-show-with-jon-stewart/interviews/xcieer/zephyr-teachout-extended-interview> and

<http://www.cc.com/video-clips/x5l17d/the-daily-show-with-jon-stewart-exclusive---zephyr-teachout-extended-interview-pt--2>

Recommended documentary: Inside Job. 2010. Directed by Charles Ferguson.

10. **Feb 7 Movie and Discussion:** C-- Jack and the United States of Money

<https://www.youtube.com/watch?v=kaRX5-YZEg0&list=PL2Eukwj3-a53ecluarhFrb-pa608VFMA4&index=1>

11. **Feb 9 Movie and Discussion:** C-- Jack and the United States of Money

Democracy in the Europe – constitutional design, citizen participation, and socio-economic outcomes

12. **Feb 12 European electoral systems and citizen participation**

GLM, Ch. 11, Elections, Electoral Systems, and Referendums (pp.376-406)

13. **Feb 14 Traditional Party Ideologies and citizen representation**

GLM, Ch. 8, Party Families (pp. 238-75) and parts of Ch. 9, Cleavage Structures and Electoral Change (pp. 278-92)

Dalton, 2011. Chapter 8

14. **Feb 16 Traditional Party Ideologies and citizen representation**

15. **Feb 19 Party systems in flux and the new modes of citizen mobilization**

Inglehart, R. 2008. "Changing Values among Western Publics 1970-2006." *West European Politics* 31: 130-46.

Kallis, "Radical Right in Contemporary Europe"

http://file.setav.org/Files/Pdf/20150102163845_the-radical-right-in-contemporary-europe-pdf.pdf

From Pegida to Syriza: The rise of radical Europe

<https://www.youtube.com/watch?v=jtuj2QvdnVE>

16. Feb 21 European Welfare Politics and socio-economic outcomes

Esping-Anderson, G. 1990. *The Three Worlds of Welfare Capitalism*. Princeton: Princeton UP, 9-34.

Crepaz and Steiner, 2011, Chapter 8.

17. Feb 23 Comparing US and European Citizens' Welfare

Esping-Anderson, G. 1990. *The Three Worlds of Welfare Capitalism*. Princeton: Princeton UP, 9-34.

Lipset, S. M; G. Marks. 2000. Ch. 1 "The End of Exceptionalism?" In *It Didn't Happen Here: Why Socialism Failed in the United States*.

18. Feb 26 Comparing Healthcare systems - Movie Showing and discussion: Sick around the world

19. Feb 28 Comparing Healthcare systems - Movie Showing and discussion: Sick around the world

20. Mar 2 Welfare State Retrenchment – Esping-Andersen, "Why we need a new welfare state?"

21. Mar 5 Midterm

How the EU has changed democracy in Europe? The rise of supranational politics and citizen empowerment and disempowerment

22. Mar 7 EU Origins

Phinnemore, D. 2010. "The European Union: Establishment and Development." In *European Union Politics*, 3rd ed., eds. M. Cini & N. Perez-Solorzano Borrigan. New York: Oxford UP, 32-47.

23. Mar 9 EU Origins II

Phinnemore cont'd

24. Mar 12 EU Institutions and the role of the citizens

McCormick, J. 2008. Ch. 1, "What is the European Union?" *Understanding the European Union*. 4th ed. New York: Palgrave, 1-22.

McCormick, J. 2008. Ch. 4. "The European Institutions." In *Understanding the European Union*. 4rd ed. New York: Palgrave, 69-93.

25. Mar 14 EU Institutions and the role of the citizens II

McCormick cont'd

26. Mar 16 Multilevel governance, the rise of the regions, and European Identity

Robyn, Richard, 2005. "Introduction: National versus Supranational Identity in Europe," In *The Changing Face of European Identity*, Routledge: Available online at:

https://books.google.com/books?hl=en&lr=&id=wGp_AgAAQBAJ&oi=fnd&pg=PP1&dq=supranational+identity&ots=zDI6E4CpaZ&sig=cVx1cPFWYkaIWdRdkhjiRI1U8XA#v=onepage&q=supranational%20identity&f=false

27. Mar 19 Spreading the democratic experience: EU Enlargement and citizen rights in an (ever) growing Union

Barnes, I. & P. Barnes. 2010. "Enlargement." In *European Union Politics*, 3rd ed., eds. M. Cini & N. Perez-Solorzano Borrigan. New York: Oxford UP, 418-435.

Moravcsik, A.; M. Vachudova. 2003. "National Interests, State Power, and EU Enlargement," East European Politics and Society 17: 42-57.

28. **Mar 21 Spreading the democratic experience: EU Enlargement and citizen rights in an (ever) growing Union**

Barnes, I. & P. Barnes cont'd

"In the Nick of Time: Survey of EU enlargement." *The Economist* (28 Mar 2008).

Recommended movie: The Lives of Others

29. **Mar 23 TBA**

March 26 – 30 Spring Break

30. **Apr 2 Final paper and debate guidelines**

31. **Apr 4. The Democratic Deficit....or Simply a Big-Time Image Problem?**

Dobson, L. & A. Weale. 2003. "Governance and Legitimacy." In E. Bomberg & A. Stubb, eds. *The European Union: How Does it Work?* New York: Oxford UP, 156-73.

Moravcsik, A. 2002. "In Defense of the Democratic Deficit: Reassessing Legitimacy in the European Union," *JCMS*, 40(4): 603-24.

Hix, S. 2008. *What's Wrong with the European Union and How to Fix It?* Polity Press: Malden, MA, 1-27.

32. **Apr 6 TBA**

33. **Apr 9 Presentations**

34. **Apr 11 Presentations**

35. **Apr 13 EU Immigration**

Dragostinova, Theodora, 2016. "Refugees or Immigrants: The Migration Crisis in Europe in historical perspective"

<http://origins.osu.edu/article/refugees-or-immigrants-migration-crisis-europe-historical-perspective>

36. **Apr 16 The Politics of Immigration in Europe**

The political costs of immigration: <https://www.youtube.com/watch?v=ZQGe0Ys-b4U>

The political response to immigration: <https://www.youtube.com/watch?v=YnYzcl4QRgY>

37. **Apr 18 Political influences by EU – Does the EU bring better governance for European citizens?**

Pop-Eleches, Grigore and Philip Levitz (2010). Why No Backsliding? The EU's Impact on Democracy and Governance Before and After Accession. *Comparative Political Studies* 43: 457.

38. **Apr 20 Political influences by EU – Does the EU bring better governance for European citizens?**

Pop-Eleches cont'd

39. **Apr 23 Civil Society and the role of the EU in empowering citizen's in oversight of public policy**

Boerzel and Buzogany (2010). Governing EU accession in transition countries: The role of non-state actors. *Acta Politica* Volume 45, Issue 1-2

40. **Apr 25 Civil Society and the role of the EU in empowering citizen's in oversight of public policy**

Boerzel and Buzogany cont'd

41. **Apr 27 European Economic and Monetary Integration and its effect on citizen welfare in the European core and the periphery**

Verdun, A. 2010. "In *European Union Politics*, 3rd ed., eds. M. Cini & N. Perez-Solorzano Borragan. New York: Oxford UP, 324-39.

Recommended documentary: Debtocracy. 2011.

42. **Apr 30 Oxford style Debate:** The effects of the globalizing world on citizenship in the US and Europe

43. **May 2 – Review**

Final Exam – Sun, May 6: 1:30pm-4:00p

Five final points:

(1) If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with me.

(2) 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. Please let me know as soon as possible whether arrangements along these lines are in order.

(3) 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 differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

(4) The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

(5) All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>