

PSCI 3172-001  
Spring 2019, HUMN 1B90  
Tue/Thu 11:00am-12:15pm

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Office Hours: Tue/Thur 12:15pm-1:15pm and by appointment

## **PSCI 3172 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.

### *Important note:*

If you are a PSCI major or minor, please note that the Fall 2018 version of PSCI 3172 can count toward either the Comparative or the Political Theory area of your PSCI Upper Division area requirements. Please check your degree audit to determine if this course is landing in your preferred area (if both are as yet unfulfilled). If you have questions or if you want the course to count in the other allowed area, please contact your PSCI Academic Advisor. This option only exists for the Fall 2018 version of this course. In future semesters beyond Fall 2018, PSCI 3172 will only count for the Comparative area for PSCI majors or minors.

### **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:

Working in groups, 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. The presentations will be 15% of your final grade. Sign- up sheet:

<https://docs.google.com/spreadsheets/d/169rHSZU1KfCrYiVZIXWMtfsBOwqkiLIWhT1BLcKzTe8/edit#gid=0>

These are group presentations. You have to meet with your group and organize how your group will make its argument. You will be receiving a single grade for the group, so each of you has an interest in making sure the group does well. One of you will email me the group's powerpoint on the day it is due and cc all group members. I will reply all with your grade.

The fact that you should physically meet and work together in a group is perhaps one of the most important elements of the assignment. If all of you communicate only online, divvy up the work, do your own part, and then throw everything together the day of the presentation and do not practice delivering together a cohesive argument, these presentations will not turn out to be very good. Also, I can always tell if people have practiced together ahead of time.

To incentivize you to live up to this key expectation of the assignment - namely that you meet and work physically together, I am REQUIRING you to start your ppt by including 1-2 photos of your group working together on the presentations taken with someone's smart phone!

## Exams:

There will 2 exams in this class. The midterm will be on **Mar 12**. The final will be on **May 6** and will be cumulative.

The midterm will be a short-answer format and will be worth 35% of your final grade, while the final will have two components:

1. The exam component which will be the same format as the midterm and will be worth 20% of your final grade.
2. And an essay component, on which you could work throughout the semester, will be due on the final day of classes, and will be worth 10% of your final grade.

For this component, you are expected to write one 6-page paper focusing on two industrialized democracies (in Europe or North America) 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 2<sup>nd</sup>.

## 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-flvDx0YE0/edit#gid=0>

The two teams will be evaluated over the following criteria: 1. info/facts, 2. analysis/critical thinking, and 3. style of delivery/persuasion. The team that ends up winning the debate will receive a 5% bonus to their team grade.

**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 Apr 11<sup>th</sup>.

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

**Required Texts and Materials**

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

Recommended: [Hetherington](#), Marc, [Weiler](#), J.. 2018. *Prius Or Pickup? How the Answers to Four Simple Questions Explain America's Great Divide*. Houghton Mifflin Harcourt.

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.

### **Late Policy**

Assignments are accepted late up to 3 days late with a 10% a day penalty.

### **Course Schedule**

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

1. **Jan 15 Introduction and Expectations**
2. **Jan 17 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 29 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 31 Social Policy and quality of life in the US**

Chapter 16: Social Policy

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

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

Gilens and Page, The Sad Truth About US Democracy

Kollman, Chapter 11: Interest Groups and social movements

8. **Feb 7 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.

9. **Feb 12 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>

10. **Feb 14 Movie and Discussion:** C-- Jack and the United States of Money

Gilens and Page cont'd

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

11. **Feb 19 European electoral systems and citizen participation**

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

12. **Feb 21 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

13. **Feb 26 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 28 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.  
Applbaum, A, 2018. "A warning from Europe: The worst is yet to come" (The Atlantic, October Issue)  
<https://www.theatlantic.com/magazine/archive/2018/10/poland-polarization/568324/>  
Kallis, "Radical Right in Contemporary Europe"  
[http://file.setav.org/Files/Pdf/20150102163845\\_the-radical-right-in-contemporary-europe-pdf.pdf](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=jtuj2QvsnVE>  
Brexit: <https://www.youtube.com/watch?v=oqT1lneQ28Q>

Recommended: [Hetherington](#), Marc, [Weiler](#), J.. 2018. *Prius Or Pickup? How the Answers to Four Simple Questions Explain America's Great Divide*. Houghton Mifflin Harcourt (select chapters).

**15. Mar 5 European Welfare Politics and socio-economic outcomes/Comparing US and European Citizens' Welfare**

Esping-Anderson, G. 1990. *The Three Worlds of Welfare Capitalism*. Princeton: Princeton UP, 9-34.  
Crepaz and Steiner, 2011, Chapter 8.  
The happiest people: Denmark: <https://www.youtube.com/watch?v=eKa-3lbLeyA>  
Workers' power in Germany: <https://www.youtube.com/watch?v=3Nqloxo29FU>  
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*.

Recommended:

Is Europe outperforming the US/ Wharton Business School Public Policy Brief, 2015  
<http://knowledge.wharton.upenn.edu/article/is-europe-outperforming-the-united-states/>  
Esping-Andersen, "Why we need a new welfare state?"  
[Hetherington](#), Marc, [Weiler](#), J.. 2018. *Prius Or Pickup? How the Answers to Four Simple Questions Explain America's Great Divide*. Houghton Mifflin Harcourt (select chapters).

**16. Mar 7 Comparing Healthcare systems - Movie Showing and discussion: Sick around the world**

**17. Mar 12 Midterm**

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

**18. Mar 14 EU Origins**

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

**19. Mar 19 EU Origins II**

Phinnemore cont'd

**20. Mar 21 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*. 4th ed. New York: Palgrave, 69-93.

21. **Apr 2 EU Institutions and the role of the citizens II**

McCormick cont'd

22. **Apr 4 EU Institutions and the role of the citizens II**

McCormick cont'd

23. **Apr 9 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 Borragan. 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.

**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.

**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](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)

24. **Apr 11 Final paper and debate guidelines MOVIE ENTRIES DUE!**

25. **Apr 16 Presentations**

26. **Apr 28 Presentations**

27. **Apr 23 The Politics of Immigration in Europe**

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> 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>

Brexit: why it happened? <https://www.youtube.com/watch?v=dcwuBo4PvEO>

Brexit debate: <https://www.youtube.com/watch?v=z52GwR3Q3uo>

Refugee crisis: <https://www.youtube.com/watch?v=U0CK5ppTAGU>

Crisis in Europe: <https://www.youtube.com/watch?v=s-pjqh2UIsE>

28. **Apr 25 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.

29. **Apr 30 Oxford style Debate:** The effects of the globalizing world on citizenship in the US and Europe  
30. **May 2 – Review. FINAL PAPER DUE!**

**Final Exam – Mon, May 6: 5:00pm-7:30pm**

**A few final points:**

## 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](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

## 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](#) and the [Student Code of Conduct](#).

## 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](mailto: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](#).

## 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 (including sexual

assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and 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](mailto: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 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.

## 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. Please let me know as soon as possible whether arrangements along these lines are in order. See the [campus policy regarding religious observances](#) for full details.