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

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Office: Ketchum 232  
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 an 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/169rHSZU1KfCrYiVZIXWMtfsBOwqkiUJWhT1BLcKzTe8/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 be 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. 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 2nd.

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-
flsvDx0YE0/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 11th.

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.

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**Required Texts and Materials**


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)
   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
How to become a US citizen?
https://www.uscis.gov/greencard/eligibility-categories

   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

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


From Pegida to Syriza: The rise of radical Europe https://www.youtube.com/watch?v=jiuJ2QvdnVE

Brexit: https://www.youtube.com/watch?v=oqT1lnelQ28Q


Crepez 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=3NqIoxo29FU


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?”


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


19. Mar 19 EU Origins II

Phinnemore cont’d

20. Mar 21 EU Institutions and the role of the citizens

21. Apr 2 EU Institutions and the role of the citizens II
Mc Cormick cont’d

22. Apr 4 EU Institutions and the role of the citizens II
Mc Cormick cont’d

23. Apr 9 Spreading the democratic experience: EU Enlargement and citizen rights in an (ever) growing Union

The Democratic Deficit….or Simply a Big-Time Image Problem?

Multi level governance, the rise of the regions, and European Identity
https://books.google.com/books?hl=en&lr=&id=wGp_AgAAQBAJ&oi=fnd&pg=PP1&dq=supranational+identity&ots=zDI6E4CpaZ&sig=cVx1cPFWykaWdRdhjiR1U8X#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=dcwuBo4PvE0
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-pjqu2UIsE

28. Apr 25 Political influences by EU – Does the EU bring better governance for European citizens?
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 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; 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. 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.