



## **CIEE Global Institute - Copenhagen**

<b>Course name:</b>	European Comparative Political Systems
<b>Course number:</b>	POLI 3002 CPDK
<b>Programs offering course:</b>	Open Campus
<b>Open Campus Track:</b>	International Relations and Political Science Track
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2019

### **Course Description**

This course examines the political systems of various European nation-states. Focus is placed on the main political cleavages in each, such as class, ideology, ethnicity, and religion, and how these divisions have influenced the political playing field. Additional topics include nationalism, citizenship, party structures, corporatism, the welfare state, and electoral politics. A special focus will be recent symptomatic challenges to European democracy. As we compare the features of these different democratic systems in detail and relate them to their historical and cultural context, we will focus on three major challenges common to all of these democracies: the decreasing level of participation, especially regarding voter turnout; the decline of large political parties, which raises the question of who, in future, is going to mediate between the citizens' interests and those of the state; and the perception that the major decisions in democratic countries are increasingly made outside the purview of democratic institutions.

### **Learning Objectives**

This course will enable students to:

- Identify the significant differences between the political systems of the countries analyzed and be able to explain how these differences translate into a specific landscape of political parties and characteristic patterns of governance
- Converse on the wider historical and social context that has brought forth different variants of democratic constitutions
- Identify common problems of and challenges to European democracies and discuss these at the level of democratic theory



- Encounter the most important positions in the recurrent debate about the “crisis of democracy”
- Assess proposals for improvement and think creatively about how to help democracies become more just and more democratic and regain their lost public appeal
- Practice critical thinking skills, e.g. by developing and applying category schemes to identify the strengths and weaknesses of constitutional democracies in Europe and analyze their similarities and differences
- Use the meetings with legislators, activists, and political scientists that are part of the course to hone one’s questioning techniques and other interview skills

### **Course Prerequisites**

None.

### **Methods of Instruction**

The course will consist of introductory lectures by the professor, followed by Q&As and class discussions based on these lectures and the assigned readings. Particular attention will be paid to the gap between democratic theory and political practice, and how this gap is both productive and a source of frustration. The learning process will be enhanced by discussion meetings with representatives of different players in the public sphere, among them NGOs, political scientists, and professional politicians.

### **Assessment and Final Grade**

Evaluation will be based on conceptual clarity, self-critical skills, and the ability to relate disparate concepts, but equally to creative thinking and original critique. The final grade will be made up of the following components:

1. Midterm Exam	20%
2. Final Paper	20%
3. Research Paper	20%



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| 4. Preparation of Interview / Debate Meeting | 20% |
| 5. Class participation                       | 20% |

### **Course Requirements**

#### **Midterm and Final Exams**

The purpose of the exams is to allow students to demonstrate, and verify for themselves, that they have understood the main arguments / positions discussed in class and demonstrate their ability for creative thinking by evaluating and further developing them. Exams usually consist of short essay questions that refer to the assigned readings as well as to class debates and excursion topics.

#### **Final Paper**

The final paper is an individual 1500-3000 words long assignment. This paper must be an in-depth analysis of one of the topics discussed in class and include and discuss at least 5 scholarly sources. The paper will be graded according to the ability of the student to develop a coherent and critical argument addressing the essay question, whilst demonstrating comprehensive understanding of the readings from the course.

#### **Research Paper**

Each student is required to write two research papers (750-1500 words). Topics may be historical, theoretical, or empirical. Materials prepared in connection with the interviews and debate meetings (see under Participation) may be expanded into a research paper. The instructor offers suggestions, advice, and monitoring if desired.

#### **Preparation of Interview / Debate Meeting**

Interview or in-class debate: With a view to strengthen oral and logic skill students will engage in debates or carrying out an interview, topics to be assigned in class with time for preparation. Students will be graded on critical analysis of topic and participation.

#### **Participation**



Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

A student's participation in class should reflect the regular and careful preparation of assigned material as well as the consistent and enthusiastic attempt to share their understanding and questions. Oral participation is also an opportunity for students to develop their speaking and listening skills.

Students will be asked to prepare the various interview and debate meetings that are part of the course, by researching the backgrounds of the experts and their organizations / institutions, planning interview strategies, and developing a catalogue of questions.

### **Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as



to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### Weekly Schedule

NOTE: the following schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.



## Week 1

Class 1.1 Introduction: Keeping One's Bearings in the World of Political Dispute

The course begins with a revision of the dominant political ideologies in Europe from the 19<sup>th</sup> century to our time, a crucial foundation for understanding the political systems to be investigated in detail.

Heywood, *Politics*, Ch. 2, "Political Ideas and Ideologies": 27–55, and Ch. 6, "Political Economy and Globalization": 128–150

## Week 2

Class 2.1 Overview: The Transformation of European Politics

The overview of the second week provides general orientation with regard to the variety of constitutions, electoral systems, and political parties in Europe, as well as recent crises and attempts at reform. While concentrating on the contemporary situation of democracies in Europe, some historical aspects will necessarily be included.

Fukuyama 2014, *Political Order – Political Decay*, Ch. 1, "Introduction": 3–19, and Ch. 2, "What is Political Development?": 23–39

Magone 2011, *Contemporary European Politics*, Ch. 3: "The Transformation of European Politics": 76–105

Dinan 2017, *The European Union Crisis*, Ch. 1: "A Multi-Dimensional Crisis": 1-15,

Nugent 2017, *The European Union Crisis*, Ch. 9, "The Crisis and the EU's Institutions, Political Actors and Processes": 167-187

Class 2.2 **Roundtable discussion:** Danish Members of the European Parliament (or representatives from each of the Danish political parties that hold a seat – DF, S, V, SF, KF, RV, People's Movement Against the EU)

## Week 3

Class 3.1 Patterns of Democracy I: Germany

In Week 3 we will examine governmental institutions and policy making within the German polity: What are the strengths and weaknesses of the German parliamentary democracy?

Heywood, *Politics*, Ch. 15, "Constitutions, Law and Judges": 331–344

Hancock et al. 2014, *Politics of Europe*, Parts 3.3 and 3.4: 239–284, 285–298

Class 3.2      What is the relationship between political system and civil society in Germany? What are general and specific challenges of the future?

Green et al. 2012, *The Politics of the New Germany*, Ch. 5, "Parties and Voters": 94–114

**Research Paper I due.**

#### **Week 4**

Class 4.1      Patterns of Democracy II: France

Building on our analysis of the German polity, we will study the semi-presidential political system of France, focusing on similar questions and keeping a comparative perspective.

Drake 2011, *Contemporary France*, Ch. 1, "Histories and Legacies": 8–36, and Ch. 4, "Government, Policy-making and the Republican State" 93–121

Hancock et al. 2014, *Politics of Europe*, Part 2.3: 139–165  
Chafer & Godin, *The End of the French Exception*: 17–36

Class 4.2      **Midterm Exam**

#### **Week 5**

Class 5.1      Patterns of Democracy III: Denmark

We will study the parliamentary democratic system of Denmark, and again ask 'what are the strengths of the Danish model of governance?'. We will investigate the notion of a Nordic model of governance, and to what extent it is appropriate for Denmark.

Dølvik, Jon Erik, Jørgen Goul Andersen, and Juhana Vartiainen. "The Nordic social models in turbulent times" 246-286.



Elklit, Jorgen 2005, "Denmark: Simplicity Embedded in Complexity (or is it the Other Way Round)?"

Elklit, Jorgen 1993, "Simpler than its reputation: The electoral system in Denmark since 1920"

Bildt, Carl. "Is There Such Thing as a Nordic Model?"

**Study Visit:** Meeting with youth wing of Denmark's largest political party, The Liberal Party (Venstreparti)

Tour of the Danish Parliament

Class 5.2

European Democracies in Crisis: The Case of Hungary

Hungary represents the dramatic case of a rapid transition from a liberal to an illiberal democracy through a "tyranny of the majority". Our interest will be to analyze the individual steps and phases of this deterioration and examine what conclusions can be drawn from it for the theory and practice of democracy.

Olson & Norton 1996, *The New Parliaments of Central and Eastern Europe*: 16–39

Batory 2008, *The Politics of EU Accession*: 28–42  
Political Capital & Heinrich Böll Stiftung 2013

Bozoki 2012

Novoszádek 2013

Rauschenberger 2013

Guest Speaker: Fabrizio Tassinari, Senior Researcher at the Danish Institute for International Studies (DIIS), specializing in European democracy and governance and Eastern Europe.

**Research Paper II due**

**Week 6**

Class 6.1

Reforming and Strengthening Democracy: Experiments in Theory and Practice



How relevant and urgent are recurrent warnings about a “crisis of democracy”, the loss of trust in democratic institutions and the inefficiency of their decision-making processes? We will look at reform proposals such as those connected with the concept of “deliberative democracy”, and concrete reform experiments such as the G1000 manifesto in Belgium.

Elster 1998, *Deliberative Democracy*: 161–184

Dryzek 2010, *Foundations and Frontiers of Deliberative Governance*: 1–30

G1000. “The manifesto”. <http://www.g1000.org/en/manifesto.php>

Spinelli & Van Reybrouck 2011

Study visit to the Danish Institute for Parties and Democracy (DIPD)

Class 6.2      **Final Paper due**

### Readings

Batory, Agnes. *The Politics of EU Accession: Ideology, party strategy and the European question in Hungary*. Manchester and New York: Manchester University Press, 2008.

Beyers, Jan, and Peter Bursens. “The European Rescue of the Federal State: How Europeanization shapes the Belgian state”. Eds. Marleen Brans, Lieven de Winter and Wilfried Swenden. *The Politics of Belgium: Institutions and Policy Under Bipolar and Centrifugal Federalism*. West European Politics Series. London and New York: Routledge, 2009. 195–216.

Bildt, Carl. “Is There Such Thing as a Nordic Model?” Ed. Debra L. Cagan, *Nordic Ways*. Washington: Brookings Institution Press, 2017.

Bozoki, Andras. “The Crisis of Democracy in Hungary”. *Dossier: Focus on Hungary*. Ed. Heinrich Böll Stiftung. 21-05-2012. <http://www.boell.de/de/node/276334>.

Chafer, Tony and Emmanuel Godin. eds. *The End of the French Exception? Decline and Revival of the ‘French Model’*. Basingstoke: Palgrave Macmillan, 2010.



- Conradt, David P. and Eric Langenbacher. *The German Polity*. 10<sup>th</sup> ed. Lanham: Rowman and Littlefield, 2013.
- Derenne, Benoît et al. "G1000 Manifesto". *Eurozine* 02-11-2011.  
<http://www.eurozine.com/pdf/2011-11-02-G1000-en.pdf>
- Deschouwer, Kris. "And the peace goes on? Consociational democracy and Belgian politics in the twenty-first century". Eds. Marleen Brans, Lieven de Winter and Wilfried Swenden. *The Politics of Belgium: Institutions and Policy Under Bipolar and Centrifugal Federalism*. West European Politics Series. London and New York: Routledge, 2009. 33–49.
- Deschouwer, Kris. *The Politics of Belgium*. 2<sup>nd</sup> ed. Basingstoke: Palgrave Macmillan, 2012.
- Dinan, Desmond, Neill Nugent and William E. Paterson. "A Multi-dimensional Crisis". Eds. Desmond Dinan, Neill Nugent and William E. Paterson. *The European Union in Crisis*. London: Palgrave, 2017. 1-16
- Drake, Helen. *Contemporary France*. Basingstoke: Palgrave Macmillan, 2011.
- Dryzek, John S. *Deliberative Democracy and beyond: Liberals, critics and contestations*. Oxford: Oxford University Press, 2000.
- Dryzek, John S. *Foundations and Frontiers of Deliberative Governance*. Oxford: Oxford University Press, 2010.
- Dølvik, Jon Erik, Jørgen Goul Andersen, and Juhana Vartiainen. "The Nordic social models in turbulent times". Eds. Jon Erik Dølvik and Anderw Martin. *European Social Models from Crisis to Crisis*. Oxford: Oxford University Press, 2015. 246-286.
- Elklit, Jørgen. "Denmark: Simplicity Embedded in Complexity (or is it the Other Way Round)?" *The politics of electoral systems*, 2005: 453-71.
- Elklit, Jørgen. "Simpler than its reputation: The electoral system in Denmark since 1920." *Electoral studies* 12, no. 1, 1993: 41-57.
- Elster, Jon, ed. *Deliberative Democracy*. Cambridge: Cambridge University Press, 1998.
- Fukuyama, Francis. *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*. New York: Farrar Straus and Giroux, 2014.
- Green, Simon, et al. *The Politics of the New Germany*. 2<sup>nd</sup> ed. London and New York: Routledge, 2012.
- Grönlund, Kimmo, Bächtiger, André, and Maija Setälä, eds. *Deliberative Mini-Publics: Involving Citizens in the Democratic Process*. Colchester: ECPR Press, 2014.



- Hancock, Donald M. *Politics in Europe*. 6<sup>th</sup> ed. Thousand Oaks: CQ Press, 2014.
- Heinrich Böll Stiftung, ed. *Dossier: Focus on Hungary*.  
<http://www.boell.de/de/node/279645>
- Heywood, Andrew. *Politics*. 4<sup>th</sup> ed. Basingstoke: Palgrave Macmillan, 2013.
- Magone, José M. *Contemporary European Politics: A Comparative Introduction*. London and New York: Routledge, 2011. (HB8 Ts 695)
- Novoszádek, Nóra. "Some factual notes on the Fourth Amendment to Hungary's Fundamental Law". *Dossier: Focus on Hungary*. Ed. Heinrich Böll Stiftung. 02-04-2013. <http://www.boell.de/de/node/277184>
- Nugent, Neill. "The Crisis and the EU's Institutions, Political Actors and Processes". Eds. Desmond Dinan, Neill Nugent and William E. Paterson. *The European Union in Crisis*. London: Palgrave, 2017. 167-187.
- Olson, David M. and Philip Norton, eds. *The New Parliaments of Central and Eastern Europe*. London: Frank Cass, 1996.
- Political Capital and Heinrich Böll Stiftung, ed. Enthusiastic consumers, non-committed democrats: A study about the relationship of youth to democracy in Hungary. 13-06-2913. [http://www.boell.de/sites/default/files/pc\\_boll\\_en\\_summary\\_final\\_1.pdf](http://www.boell.de/sites/default/files/pc_boll_en_summary_final_1.pdf)
- Rauschenberger, Péter. "The Landscape of the Hungarian 'Democratic Opposition'". *Dossier: Focus on Hungary*. Ed. Heinrich Böll Stiftung. 21-11-2013.  
<http://www.boell.de/de/node/280577>
- Rosenberg, Shawn W., ed. *Deliberation, Participation, and Democracy: Can the people govern?* Basingstoke: Palgrave Macmillan, 2007.
- Spinelli, Francesca, and David Van Reybrouck. "Is Belgium the test-bench for democracy 2.0?" *Eurozine* 03-10-2011. <http://www.eurozine.com/pdf/2011-03-10-vanreybrouck-en.pdf>
- Stevens, Anne. *The Government and Politics of France*. 3<sup>rd</sup> ed. Basingstoke: Palgrave Macmillan, 2003.
- Swenden, Wilfried, Brans, Marleen, and Lieven de Winter. "The Politics of Belgium: Institutions and Policy under Bipolar and Centrifugal Federalism". Eds. Marleen Brans, Lieven de Winter and Wilfried Swenden. *The Politics of Belgium: Institutions and Policy Under Bipolar and Centrifugal Federalism*. West European Politics Series. London and New York: Routledge, 2009. 1–13.



Waters, Sarah. *Between Republic and Market: Globalisation and Identity in Contemporary France*. London and New York: Continuum, 2012.

**Online resources:**

WZB Rule of Law Center:

<http://www.wzb.eu/en/research/trans-sectoral-research/rule-of-law-center>

The Center for Deliberative Democracy at Stanford University:

<http://cdd.stanford.edu/>

Eurozine (a netmagazine that publishes outstanding articles from more than 80 associated journals partnered in the network by the same name):

<http://www.eurozine.com/>

G1000 Platform for democratic innovation:

<http://www.g1000.org/en/>