

**Political Science 3344F**  
**Western European Politics: States, Nations, and Regimes**  
**Fall 2014**

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This course has two primary aims: (a) to provide students with a detailed understanding of the major political systems and processes in Western Europe, including governmental structures (executive, legislative, judicial and bureaucratic), electoral systems, party systems and the patterns of state-society interaction; and (b) to place the post-WWII democracies within their broader historical context, with an emphasis on the themes of state formation, nations and nationalism, and regime change. We will try to identify the sources of key features of postwar Western Europe by pursuing both historical continuities and important breaks with the past. This will raise a variety of questions. What are the sources of democratization in Europe? What is the relationship between democratization and the formation of states and nations in the European context? In what ways did military competition frame the Western European democracies? Why did these proximate democracies adopt different institutional forms, and how capable of reform are they? What are the sources of such ideological formations as Christian Democracy, the green movement, and the extreme right? To what extent has there been a diminution in the importance of European nation-states as a result of globalization, European integration, and other such influences? To what extent has this development been combined with a growth in the expression and even formal recognition as decentralization or devolution of national sentiment at a level below that of the nation-state? These and many other questions will be examined at length this term.

The assignments and grading for the course are as follows. You will be required to prepare a mid-term commentary paper of 5-7 pages in length, based entirely on the course readings up to that point. I will provide you with questions in class, ahead of the ultimate due date. There will also be a final commentary paper, which will require you to explore three additional sources (articles, book chapters) of your choice in addition to examining in detail the readings for the course. This assignment will be 8-10 pages in length. The first paper will earn you 35% of your grade, the second 50%, with the final 15% given over to my evaluation of the frequency and quality of your participation over the course of the term.

**IMPORTANT NOTICE RE PREREQUISITES/ANTIREQUISITES**

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis for appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. **This decision cannot be appealed.** If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

Office of the Dean, Faculty of Social Science

\*\*\*Note: This course has Political Science 2245E or Political Science 2231E or International Relations 2701E as a prerequisite, and Political Science 248E as an antirequisite.

**Required Texts Available for Purchase:**

M. Donald Hancock et al., *Politics in Europe*, 6<sup>th</sup> Edition (SAGE/CQ Press, 2015). Details on purchasing or renting this textbook will be provided at first class meeting.

**COURSE READINGS**

**Economics, Social Classes, and Democracy**

(September 11)

Barrington Moore, *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World* (Beacon Press, 1966), Part Three, chapter 7.

Dietrich Rueschemeyer, Evelyn Huber Stephens, and John D. Stephens, *Capitalist Development and Democracy* (Polity Press, 1992), pp. 1-7, 40-69, 83-98.

Carles Boix, *Democracy and Redistribution* (Cambridge University Press, 2003), Introduction, pp. 37-59, 66-71.

**Democracy and the State**

(September 18)

Axel Hadenius, *Institutions and Democratic Citizenship* (Oxford University Press, 2001), chapters 7, 8 (skim country cases other than the ones we're covering this term), and 9 (pp. 237-46)

**The British 'Old Regime' Democracy?**

(September 25, October 2)

Philip Harling, *The Modern British State: An Historical Introduction* (Polity, 2001), pp. 19-27, 32-55, 63-88.

Bruce D. Porter, *War and the Rise of the State: The Military Foundations of Modern Politics* (The Free Press, 1994), pp. 151-58, 170-79.

Carles Boix, "Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies." *American Political Science Review* vol. 93, no. 3 (Sept. 1999).

Christopher J. Carman, "Part I: The United Kingdom," in Hancock, *Politics in Europe*.

**France From Revolution to Republic**

(October 9, 16)

Bruce D. Porter, *War and the Rise of the State: The Military Foundations of Modern Politics* (The Free Press, 1994), pp. 121-45.

Alan S. Kahan, *Liberalism in Nineteenth-Century Europe: The Political Culture of Limited Suffrage* (Palgrave, 2003), chapter 1.

Philip Nord, "The Origins of the Third Republic in France, 1860-1885," in George Reid Andrews and Herrick Chapman (eds.), *The Social Construction of Democracy, 1870-1990* (New York University Press, 1995).

William Safran, "Part II: France," in Hancock, *Politics in Europe*.

### **Imperialism and Democracy in Germany**

(October 23, November 6)

Theodore S. Hamerow, "The Origins of Mass Politics in Germany 1866-67," in Immanuel Geiss and Bernd Jurgen Wendt (eds.), *Deutschland in der Weltpolitik des 19. Und 20. Jahrhunderts* (Bertelsmann Universitätsverlag, 1973).

Thomas Ertman, "Liberalization and Democratization in Nineteenth and Twentieth Century Germany in Comparative Perspective," in Carl Lankowski (ed.), *Breakdown, Breakup, Breakthrough: Germany's Difficult Passage to Modernity* (New York and Oxford: Berghahn Books, 1999).

Mark Mazower, *Dark Continent: Europe's Twentieth Century* (Vintage, 1998), chapter 1.

David P. Conradt, "Part III: Germany," in Hancock, *Politics in Europe*.

### **Making Democracy and the Nation-State Work in Italy**

(November 13, 20)

Adrian Lyttelton, "The National Question in Italy," in Mikulas Teich and Roy Porter (eds.), *The National Question in Europe in Historical Context* (Cambridge, 1996).

Daniel Ziblatt, "Rethinking the Origins of Federalism: Puzzle, Theory, and Evidence from Nineteenth-Century Europe." *World Politics* vol. 57, no. 1 (Oct. 2004).

Raffaella Y. Nanetti and Robert Leonardi, "Part IV: Italy," in Hancock, *Politics in Europe*.

### **Social Democratic Sweden, the Other 'Third Way'**

(November 27)

Sheri Berman, *The Social Democratic Moment: Ideas and Politics in the Making of Interwar Europe* (Harvard University Press, 1998), chapter 5.

M. Donald Hancock, "Part V: Sweden," in Hancock, *Politics in Europe*.

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES  
DEPARTMENT OF POLITICAL SCIENCE**

**Prerequisite checking - the student's responsibility**

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

**Essay course requirements**

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

**Use of Personal Response Systems ("Clickers")**

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

**Security and Confidentiality of Student Work** (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

**Duplication of work**

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

**Grade adjustments**

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

**Academic Offences**

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

## Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS **MUST** BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

## Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

**Plagiarism Checking:** "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> )."

**Multiple-choice tests/exams:** "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

### **PLAGIARISM\***

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

**A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.**

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

**B. In adopting other writers' ideas, you must acknowledge that they are theirs.**

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

**Accessibility at Western:** Please contact [poliscie@uwo.ca](mailto:poliscie@uwo.ca) if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

**SUPPORT SERVICES**

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.