**PSCI 498-302: European Political Development**

**Professor Julia Lynch**

Fall 2019

Class: Mondays 2-5 pm, Room PCPE 202

Office Hours: Tuesdays 10-12 pm, PCPE 424

**Course summary**

This course has three main goals. First, it aims to provide advanced undergraduates and graduate students with a substantive base of knowledge in the field of European politics, with a focus on patterns of political development in western European countries since World War II. Second, from an analytical and methodological perspective, the course is an investigation of how scholars use the idea of historical legacies to explain contemporary political outcomes: What are the different things that we mean when we say that “history matters” for politics, and how can we show that this is true? Finally, it is a course about books: Why political scientists (still) write them, despite the growing dominance of articles; and how to read them.

**Inclusive classroom**

I take seriously the job of creating a learning environment that is welcoming to all students. This impacts everything from how I use in-class time to designing assignments and due dates so that they that can be completed successfully by students with a wide range of abilities and circumstances. If you have any disabilities or other special circumstances that affect your life as a student (e.g. child or elder care duties, financial or other personal concerns, etc.), you can help me help you by informing me as early as possible, and by working with me to identify adjustments that will ensure your success in this class.

**Assessment**

1. Students are expected to read carefully before class, and to come prepared to engage in in-class activities and discussions. **Effective, well-informed participation in class** counts for **45%** of the final course grade**.** To participate effectively, you will need to follow the steps outlined below under the section “How to prepare for class.” This includes taking notes and writing ungraded but mandatory weekly responses to the readings. The total preparation time for class each week will range from 3-6 hours, depending on how quickly you read and on the length of the book assigned that week. Prep time will generally decrease as the semester progresses and you become more proficient readers.

2. Each student will make one **formal, in-class presentation** that counts for **10%** of the course grade**.** For one week of the course, you will identify (with my help) and read an article or other shorter scholarly work on the same topic of the book. This article should make a contrasting argument or use a different method to address a similar/the same question. You will then make a 10-minute presentation to the class in which you:

(a) summarize the main argument, methods and evidence of the article;

(b) explain its relationship to the week’s book (Which came first? Was one a response to the other? If they don’t seem related, why not?);

(c) compare/contrast the arguments of the book and the article;

(d) compare/contrast how the authors of the book and the article use history in their arguments; and

(e) present your own view about whether the article or the book is more convincing or helpful, and why.

**3. The remaining 45%** of the course grade will be determined on the basis of performance on a **capstone project**, which may vary in form depending on the needs of the student. For example, students might choose to write a 20- to 30-page original research paper engaging with primary sources, sit a PhD comps-style exam, or write two extended review essays (15 pages each). All capstone projects will require additional research and readings beyond the course readings. **At some point during the first three weeks of the semester, you must come to meet me during office hours to discuss the nature of your capstone project**. I am open to a wide variety of formats that meet your needs, whether you are hoping to deepen a senior thesis or dissertation, write something that can be turned into a published article, study for comps, or something else altogether. After our discussion, you will write up a one-page summary of the assignment that includes:

(a) what the final product will be, when it will be delivered (the last possible day is **December 16, 2019**), and on what basis it will be assessed; and

(b) two intermediate products (e.g. a research proposal, paper outline, annotated bibliography, reading list, or proposed exam questions), along with their deadlines.

Intermediate products will not be graded, but if both products are not completed within one week of their deadlines the grade for the final product will be reduce by one full letter grade.

**How to prepare for class**

***Step 1: Research the book.***

Before you read, know what you are getting into. Try to discover:

(a) Who is the author – what is their background, training, scholarly focus? This information can often be gleaned from authors’ web sites and Wikipedia pages, Google scholar pages, and the acknowledgements and prefaces to their books.

(b) What is the main claim of the book? How does the author situate the book with respect to one or more literatures within political science? How was it received in the field? The best shortcuts here are to read the front and back covers of the book carefully; and to skim one or two reviews of the book published in scholarly journals. To find reviews, search Google scholar for the author’s last name, book title, and the word “review.”

***Step 2: Read the introduction and take good notes.***

A good introduction will

(a) reveal the book’s main question and the answer to that question

(b) situate itself in one or more broader literatures (what kind of question is the book asking? Why is it asking this question? Who else has written about it? What makes this answer to the question different or better?)

(c) explain how the researchers answered the question – what kinds of sources, methods and techniques did they use, and

(d) tell you what parts of the argument are addressed in which parts of the book.

After you have read the introduction and identified these components, go back and take careful notes.

***Step 3. Read the conclusion and take good notes.***

A good conclusion will reiterate the main claims of the book and then expand on their intellectual and/or substantive significance.

***Step 4. Write down an annotated table of contents.***

Based on the information from the introduction and conclusion, make a list of the chapters and a note of what function it serves in the overall structure of the author’s argument.

***Step 5: Read the introduction and conclusion of each chapter.***

If there are no demarcated introduction and conclusion sections, read the first few and last few pages. This will give you a better sense of the internal structure of the different pieces of the author’s argument. Take rough notes.

***Step 6: Read the chapter that is most interesting to you and take good notes.***

Your notes should include:

(a) What is the chapter about? What are the main claims it advances, and what is the function of these claims in the overall argument of the book?

(b) To what other bodies of literature or specific authors or arguments is the author responding in this chapter? Is the author building on earlier work, or seeking to undermine it? Why do you think the author makes these choices?

(c) What is the internal structure of the chapters? What does the author do to advance the argument, and where?

 (d) What evidence does the author use to support their claims?

(e) What kinds of analysis does the author engage in? E.g. comparisons across or within country cases? Close reading of texts? Statistical analysis of government data? Interviews?

(f) How convinced are you by the evidence and analysis presented in this chapter?

***Step 7: Skim the remaining chapters.***

Pause to read what interests you. Don’t worry about taking notes.

***Step 8: Reflect and respond.***

This is the most important step. Set a timer for 30 minutes. Ask yourself the following questions and write down the answers:

(a) How did this book make you feel? Curious? Irritated? Defensive? Excited? Why do you think it prompted that emotional reaction? If the main reaction you can identify is “bored,” dig deeper. Humans often experience boredom when we become overtaxed from having to cope with other, more uncomfortable emotions such as anxiety, fear, or confusion. E.g. Did the book make you feel afraid of not understanding? Did you feel confused because you didn’t know the literatures the author was referencing, because you lacked basic background information about the cases, or because you found the writing difficult to decipher?

(b) What did the book remind you of or prompt you to think about? Did it make you think of another book written in a similar style, or using similar analytic techniques? Did it remind you of something you read for another class? Did it makes you wonder about some other topic?

(c) How did the author use history to make their argument? What aspects of history seemed to be doing the most work? Particular events or institutions? Was it an argument about timing, sequencing, legacies, path dependence? [N.b. as the semester goes along, we will develop a better vocabulary for answering this question. At the beginning, just do the best you can!]

**Required books**

Ban, Cornel. *Ruling ideas: How global neoliberalism goes local.* Oxford University Press, 2016.

Berman, Sheri. *The primacy of politics: Social democracy and the making of Europe's twentieth century*. Cambridge University Press, 2006.

Chin, Rita. *The crisis of multiculturalism in Europe: A history*. Princeton University Press, 2017.

Esping-Andersen, Gøsta. *The Three Worlds Of Welfare Capitalism*. Princeton University Press, 1990.

Grzymała-Busse, Anna. *Nations under God: How churches use moral authority to influence policy*. Princeton University Press, 2015.

Kalyvas, Stathis. *The rise of Christian democracy in Europe*. Cornell University Press, 1996.

McNamara, Kathleen. *The politics of everyday Europe: Constructing authority in the European Union*. Oxford University Press, USA, 2015.

Morgan, Kimberly. *Working mothers and the welfare state: Religion and the politics of work-family policies in Western Europe and the United States*. Stanford University Press, 2006.

Pierson, Paul. *Politics in time: History, institutions, and social analysis*. Princeton University Press, 2011.

Prasad, Monica. *The politics of free markets: The rise of neoliberal economic policies in Britain, France, Germany and the United States.* University of Chicago Press, 2006.

Putnam, Robert, Robert Leonardi, and Raffaella Nanetti. *Making democracy work: Civic traditions in modern Italy*. Princeton University Press, 1994.

Thelen, Kathleen. *Varieties of liberalization and the new politics of social solidarity*. Cambridge University Press, 2014.

Watson, Sara. *The left divided: The development and transformation of advanced welfare states*. Oxford University Press, 2015.

**Schedule of Readings**

Week 1 - September 9

Pierson, Paul. *Politics in time: History, institutions, and social analysis*. Princeton University Press, 2011.

Lipset, Seymour Martin and Stein Rokkan. “Cleavage Structures, Party Systems, and Voter Alignments.” In Mair, Peter, ed., *The west European party system*. Oxford University Press, 1990.

Week 2 - September 16

Berman, Sheri. *The primacy of politics: Social democracy and the making of Europe's twentieth century*. Cambridge University Press, 2006.

Week 3 - September 23

Kalyvas, Stathis. *The rise of Christian democracy in Europe*. Cornell University Press, 1996.

Week 4 - September 30

Grzymała-Busse, Anna. *Nations under God: How churches use moral authority to influence policy*. Princeton University Press, 2015.

Week 5 - October 7

Putnam, Robert, Robert Leonardi, and Raffaella Nanetti. *Making democracy work: Civic traditions in modern Italy*. Princeton University Press, 1994.

Week 6 - October 14

Esping-Andersen, Gøsta. *The three worlds of welfare capitalism*. Princeton University Press, 1990.

Week 7 - October 21

Morgan, Kimberly. *Working mothers and the welfare state: Religion and the politics of work-family policies in Western Europe and the United States*. Stanford University Press, 2006.

Week 8 - October 28

Watson, Sara. *The left divided: The development and transformation of advanced welfare states*. Oxford University Press, 2015.

Week 9 - November 4

Prasad, Monica. *The politics of free markets: The rise of neoliberal economic policies in Britain, France, Germany and the United States.* University of Chicago Press, 2006.

Week 10 - November 11

Thelen, Kathleen. *Varieties of liberalization and the new politics of social solidarity*. Cambridge University Press, 2014.

Week 11 - November 18

NO CLASS.

Week 12 - November 25

CLASS RESCHEDULED – Date and time TBD.

Ban, Cornel. *Ruling ideas: How global neoliberalism goes local.* Oxford University Press, 2016.

Week 13 - December 2

McNamara, Kathleen. *The politics of everyday Europe: Constructing authority in the European Union*. Oxford University Press, 2015.

Week 14 - December 9

Chin, Rita. *The crisis of multiculturalism in Europe: A history*. Princeton University Press, 2017.

**For further reading:**

**On historical institutionalism as method:**

Fioretos, Orfeo, Tulia G. Falleti, and Adam Sheingate, eds. *The Oxford handbook of historical institutionalism*. Oxford University Press, 2016.

Hall, Peter A., and Rosemary CR Taylor. "Political science and the three new institutionalisms." *Political studies* 44.5 (1996): 936-957.

Mahoney, James, and Kathleen Thelen, eds. *Advances in comparative-historical analysis*. Cambridge University Press, 2015.

Streeck, Wolfgang, and Kathleen Ann Thelen, eds. *Beyond continuity: Institutional change in advanced political economies*. Oxford University Press, 2005.

**Some more good historically-informed works on European politics (aka things I would have assigned if we had more time):**

Ahmed, Amel. *Democracy and the politics of electoral system choice: engineering electoral dominance*. Cambridge University Press, 2013.

Baldwin, Peter. *The politics of social solidarity: class bases of the European welfare state, 1875-1975*. Cambridge University Press, 1990.

Berman, Sheri. *Democracy and dictatorship in Europe: From the ancien régime to the present day*. Oxford University Press, 2019.

Bleich, Erik. *The freedom to be racist? How the United States and Europe struggle to preserve freedom and combat racism*. Oxford University Press, 2011.

Blyth, Mark. *Great transformations: Economic ideas and institutional change in the twentieth century*. Cambridge University Press, 2002.

Brubaker, Rogers. *Citizenship and nationhood in France and Germany*. Boston: Harvard University Press, 1992.

Capoccia, Giovanni. *Defending democracy: Reactions to extremism in interwar Europe*. Johns Hopkins University Press, 2005.

Culpepper, Pepper D. *Creating cooperation: How states develop human capital in Europe*. Cornell University Press, 2003.

Gingrich, Jane. *Making markets in the welfare state: The politics of varying market reforms*. Cambridge University Press, 2011.

Hall, Peter. *Governing the economy: The politics of state intervention in Britain and France*. Oxford University Press, 1986.

Hamilton, Richard F. *Who voted for Hitler?* Princeton University Press, 2014.

Jusko, Karen Long. *Who speaks for the poor? Electoral geography, party entry, and representation*. Cambridge University Press, 2017.

Kitschelt, Herbert. *The transformation of European social democracy*. Cambridge University Press, 1994.

Luebbert, Gregory M. *Liberalism, fascism, or social democracy: Social classes and the political origins of regimes in interwar Europe*. Oxford University Press on Demand, 1991.

Lynch, Julia. *Age in the welfare state: The origins of social spending on pensioners, workers, and children*. Cambridge University Press, 2006.

Mares, Isabela. *Taxation, wage bargaining, and unemployment*. Cambridge University Press, 2006.

O'Dwyer, Conor. *Runaway state-building: Patronage politics and democratic development*. Johns Hopkins University Press, 2006.

Polanyi, Karl. *The great transformation*. Boston: Beacon Press, 2001 [1944].

Shefter, Martin. “Party and Patronage: Germany, England, and Italy.” In John Hall, ed., *The state: Critical concepts*, Vol III. Routledge, 1994.

Shonfield, Arnold. *Modern capitalism: The changing balance of public and private power*. Oxford University Press, 1965.

Steinmo, Sven. *Taxation and democracy: Swedish, British and American approaches to financing the modern state.* Yale University Press, 1996.

Streeck, Wolfgang and Philippe Schmitter. “From National Corporatism to Transnational Pluralism: Organized Interests in the Single European Market.” In Streeck, W., ed., *Social institutions and economic performance: Studies of industrial relations in* *advanced capitalist economies*. Sage Publications, 1992.

Teele, Dawn Langan. *Forging the franchise: The political origins of the women's vote*. Princeton University Press, 2018.

Thelen, Kathleen. *How institutions evolve: The political economy of skills in Germany, Britain, the United States, and Japan*. Cambridge University Press, 2004.

Van Kersbergen, Kees. *Social capitalism: A study of Christian democracy and the welfare state*. Routledge, 2003.

Ziblatt, Daniel. *Structuring the state: the formation of Italy and Germany and the puzzle of federalism*. Princeton University Press, 2006.

Ziblatt, Daniel. *Conservative political parties and the birth of modern democracy in Europe*. Cambridge University Press, 2017.