

West European Politics

Fall 2024 – CPO 3103/ EUS 3930

Professor: Hannah M. Alarian (she/her)
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Grader: Md Mamun (Mamun)
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Class: Tu 10:40 AM – 11:30 AM;
Th 10:40 AM – 12:35 PM.
Location: MAT 0018/FAC 0127

Course Description

This course focuses on the comparative representative democracies of West Europe. This course stresses party systems and the social bases of politics in industrialized societies. Throughout the course, students will critically examine the structure and operation of Western European institutions and the implications such institutions have for political and policy outcomes. To this end, the course is organized into three themes: Institutions, Cases, and Modern Europe. This knowledge will enable students to think analytically about Western European institutions for present-day European politics, as well as to think critically regarding political and policy issues in West European states and throughout the wider European Union.

Weekly Reading Links

[Week 1](#): August 22

[Week 2](#): August 27 - 29

[Week 3](#): September 3

[Week 4](#): September 10 -12

[Week 5](#): September 17 - 19

[Week 6](#): September 24 - 26

[Week 7](#): October 1 - 3

[Week 8](#): October 8 - 10

[Week 9](#): October 15 - 17

[Week 10](#): October 22 - 24

[Week 11](#): October 29 - 31

[Week 12](#): November 5 - 7

[Week 13](#): November 12 - 14

[Week 14](#): November 19 - 21

[Week 15](#): December 3

Course Requirements

- (1) [Weekly class discussion](#): 15%
- (2) [Three exams](#): 30%
- (3) [Final Paper Proposal, Draft, & Review](#): 20%
- (4) [Final paper](#): 20%
- (5) [Final paper presentation](#): 15%

Weekly discussion – 15%

This course relies on active and robust in-class discussion. Students should attend class ready to discuss the reading assigned for that class meeting. Participation may include providing personal insight to the material, outside articles, current events, or responding to classmates.

I understand some students may feel uncomfortable speaking in class, the class and I benefit from hearing a wide range of perspectives. I encourage you to step outside your comfort zone to ask, answer, or comment on a question from time to time throughout the course. If you are someone who often is a frequent contributor to class discussion, I urge you be considerate of your fellow classmates and encourage an open conversation for those who wish to speak.

In addition to class participation, there are several special opportunities for discussion within which will take throughout the semester.

- **Debates** will require students to argue for or against a question provided in the syllabus. Roles will be assigned in class and students should come prepared to take either side of the debate.
- **Policy Proposals** will require students to discuss and present a policy proposal for a given actor (e.g., a country or the EU) in response to the question posed in the syllabus. Roles will be assigned in class. Students should be prepared to present to either audience.

Exams – 30%

There will be a total of three open-book exams throughout the course, taken on Canvas in class. Students may use printed notes but cannot consult any online or outside class material during the exam. These exams will cover material from required readings and lecture, cumulatively. These tests offer an opportunity to display your application and analysis of important concepts and themes discussed in class. These tests will also not use any ProctorU or HonorLock software. Tests are staggered in point value to reflect growing confidence with the material and course structure. The first test constitutes 5%, the second 10%, and the third 15% of your total grade. No late or makeup tests will be accepted.

Final Paper – 20%

The final group paper is the main writing activity for the course. This eighteen-to-21 page paper will be worth 20% of your grade. In this policy-oriented research paper, students will engage in a detailed analysis of one policy event currently facing modern West Europe in a case of your choice. Students will have the choice of one of four broad topics: the Eurozone crisis (Group 1), Refugees and involuntary migration (Group 2), far-right populist movements (Group 3), or immigration (Group 4). You may speak to any actor (e.g., the EU, Germany) and involve any other ongoing event (e.g., Brexit) but must primarily discuss your chosen event, case, and include readings from the course in your analysis.

All paper topics **must be approved by the end of week three**. You are expected to begin working on this project early on in the course. We will have multiple opportunities to discuss this paper throughout the course and through your policy op-eds, individually and as a group. Electronic copies of the final paper must be turned in by the [final date and time](#). No late assignments will be accepted without prior approval.

Students will also include a response to their peer review comments attached with their final paper submission as a letter to the editor (to be discussed in class). **Submissions without these responses will be deducted 5% of their final paper grade.**

Details of submission for all aspects of this written assignment are available on Canvas. Assignments without a peer evaluation form (see Canvas) will not receive credit.

Final Research Paper Proposal, Draft and Review– 20%

In the spirit of moving toward a successful final paper, students will write and submit a brief proposal. This proposal should be **two pages maximum**. At a minimum, this proposal should include a proposed title, question, theories, and cases you will consider in your final paper. Students will post their proposal to Canvas by 11:59pm on the due date (5%).

Students will additionally move to write a brief draft of their final paper to assist them in the writing of their final paper. The draft should be eight pages with a one-page reference list. Drafts of these final papers will focus on defining the problem/puzzle examined, argument proposed, and most importantly the proposed study design to test the hypotheses. Students will post their draft to Canvas by 11:59pm on the due date (10%).

After submission of the Final Paper draft, students will provide comments to two of their fellow classmates' drafts within Canvas within two weeks (11:59pm on the due date). This response is worth 5% of your total grade. This response should be at least two pages and include: 1) a summary of the argument, 2) indicate strong components of the piece; 3) highlight elements that require additional discussion and; 4) suggestions for improvement.

Final Paper Presentations – 15%

This assignment will require students in groups to present on 1) your modern problem facing Europe and 2) the main findings of your final papers. This presentation should be a coherent and collective analysis of your independent research of the same topic. Students will be evaluated on the clarity and content of their presentation as well as their ability to ask and answer questions to and from their fellow classmates.

Presentations will be Canvas by a group member one full day before your scheduled class day. For example, if your group is scheduled on Thursday, you must post your presentation on Tuesday prior to 11:45 am. All students will be evaluated on the clarity and content of their presentation as well as their ability to ask and answer questions to and from their fellow classmates.

Grading Scale

	A 94–100%	A– 90–93.9%
B+ 87–89.9%	B 84–86.9%	B– 80–83.9%
C+ 77–79.9%	C 74–76.9%	C– 70–73.9%
D+ 67–69.9%	D 64–66.9%	D– 60–63.9%
E < 60%		

Readings

The bulk of the assigned readings will come from the following text (GLM in the semester schedule).

1. Gallagher, M., Laver, M., & Mair, P. (2011). [Representative government in modern Europe](#). McGraw-Hill.

This book is an excellent introduction to the concepts we will discuss in class as well as a great resource as you consider your final paper. In addition to the assigned textbook, I will post required readings from academic journals or excerpts of larger works to Canvas. Additionally, students are expected to keep abreast of current affairs related to Europe and the EU from reputable news sources, including but not limited to the New York Times, Guardian, BBC, and the Washington Post. As this class covers current and on-going events across Western Europe, the syllabus is subject to change should any new event occur during our semester which requires our in-depth discussion and analysis.

Class Policies

Syllabus

This syllabus is a living document. This means it is subject to change. All potential changes will be communicated with you in our class meetings and on Canvas.

In-Class Recording

In accordance with recent changes to Florida state law (CS/CS/HB 233), students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Expected Workload

You should be aware that our course requires a *significant* deal of outside work including reading, writing, analysis, and preparing comments. As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.

For our 3-credit class, this means you should expect to spend 6-9 hours per week outside of class. This can of course vary by week, but plan accordingly. I strongly encourage you to speak to me in office hours if you encounter any struggles or difficulty.

Lecture Slides

I will post redacted lecture slides on a password protected link on my website at the conclusion of each class meeting. The password will be provided on the second day of class. The slides are meant as a guide and are in no way a substitute for lecture. My hope is that by providing redacted slides – which will often have definitions – you will not have to spend the entire class furiously note taking and can pay close attention to the lecture, ask questions, and participate deeply in class discussion. If, however, class participation or attendance wanes, I retain the right to end sharing lecture slides.

Grade adjustment policy

I do not under any circumstances round or adjust grades. This policy is not an attempt to be harsh but to hold all students in equal standing.

Absences

Absences are factored into participation and presentation grades. I understand that unforeseen events can arise and therefore missing a class will not harm your grade. However, a pattern of absences will result in a low participation score. If for some reason you must miss class outside of two meetings, you must contact me in advance (i.e., prior to class starting).

Late or Make-up Assignments

As stated above, no late or make-up assignments will be accepted without prior approval. If an assignment is submitted late without prior approval, it will receive a 0.

Generally, at least one week in advance notice is required for assignment or exam extension request. In accordance with university attendance policy, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Assignment deadlines for other courses will not be considered.

COVID-19 Information

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home (see above information about absences). Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

Contacting the Professor

Students should use Canvas to contact me. Although you may email me at my UF email account, the university strongly encourages we communicate via Canvas to avoid the potential of violations of student confidentiality protected by [FERPA](#). I strongly encourage students to visit my virtual office hours, scheduled [here](#), to discuss any course questions, comments, or concerns.

Email/Messaging Hours

You may email or message me via Canvas at any time that is convenient to you. I will respond within one business day between the hours of 8am and 5pm. If you do not receive a reply from me after 48 hours, please resend your message. Although I may sometimes reply outside of these designated hours, responses cannot be guaranteed after 5pm on weekdays, on weekends, or holidays. Please plan accordingly to have your questions answered in advance of assignment and exam deadlines.

Referencing the Professor

Often, students have questions over proper naming or titling etiquette for communicating with their professors. In an effort to remove this confusion and reduce email anxiety, you may use any of the following acceptable references in all communication with me throughout the duration of our course.

- Professor Alarian
- Dr. Alarian
- Prof. A.
- Dr. A.

Inclusion, Equality, and Respect

Many topics covered in the course can be controversial, divisive, and often difficult. Creating an inclusive, respectful, and safe classroom environment is integral to the success of this course. To this end, all class members are expected to treat each other at all times with respect, courtesy, tolerance, fairness, and justice. We will work together as a class in this goal and I will continuously check in to ensure all students have the opportunity to be heard, respected, and consider new theories and ideas without prejudice.

Technology Policy

Research shows students learn and retain information best taking notes by hand (see [Scientific American: A Learning Secret - Don't take Notes with a Laptop](#)). As I want to provide the best learning environment, I prefer your laptops stay in your bag or at home throughout the duration of our class. At times, we may use cell phones to conduct real time polling or quizzes during class. I expect your phone to be put away outside of these times. **Laptops will not be allowed during in-class debates or policy proposal exercises.**

The use of chatGPT or other AI assistance for any assignment is strictly prohibited. There is no assignment throughout this course in which any generative AI is acceptable. Use of these AI tools for the completion of any assignment will be treated as a violation of academic integrity. These tools often provide overly confident, biased information, and generate fictional references.

The tools also have limited to no knowledge of recent event. The Professor reserves the right to move the modality of assignments if the use of chatGPT etc. is suspected (e.g., oral exams).

Academic Integrity

The University of Florida is an institution of learning, research, and scholarship that is strengthened by the existence of an environment of integrity. It is essential that all members of the University practice academic integrity and accept individual responsibility for their work and actions. Students are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction and referral to the university's Academic Integrity Committee, which may impose additional sanctions. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code also specifies a number of behaviors that are in violation of this code and the possible sanctions (sccr.dso.ufl.edu/process/student-conduct-code). Violations of the Honor Code is unacceptable and devalues the teaching and learning experience for the entire community. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Should you have questions regarding academic integrity and honesty, I suggest reviewing the policies found on the University website and/or speaking with me during office hours.

A Note on Requesting Letters of Recommendation

I encourage you to apply widely to any fellowship, internship, training, award, or employment opportunity that comes your way. If you anticipate requesting I write a letter on your behalf, please note that I expect that you have attended multiple office hours and actively participated in class discussion throughout the duration of this course. It is unlikely I will be able to write a letter on your behalf without satisfying both of these conditions. **Attending class itself, in other words, is not sufficient for a letter of recommendation.** You can read more about my letter of recommendation policy on my [website](#).

Special Note regarding EU Studies students

This course is applicable for the EU Studies minor and certificate. To receive credit for the minor, students must receive permission from me in advance and indicate their participation in the course with CES. CES also asks students to submit their final paper to the Academic Programs Coordinator for confirmation of appropriate content. Students may choose any of the paper topics but must write with the paper with a strong emphasis on the EU.

Course Resources

Accessibility Services

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the UF Disability Resource Center (DRC) as soon as possible (dso.ufl.edu/drc). Please be sure that necessary accommodations are properly documented by the UFDRC. To obtain a classroom accommodation, you must first pre-register with the DRC (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to your instructors when requesting an accommodation. I am always happy to make whatever accommodations you may need to be successful in the course.

Technology Resources

If you are struggling to use Zoom or Canvas, please review these [UF Quick Start guides](#). This [link](#) also connects to UF resources regarding internet connectivity. Keep in mind that in a pinch you can dial in using your cellphone to participate in virtual office hours.

The UF Computing Help Desk can assist you with any of your technical issues. You can access the Help Desk 24/7 at <https://helpdesk.ufl.edu/>, 352-392- HELP (4357), or helpdesk@ufl.edu. If you use email, write from your gatorlink@ufl.edu email address, or include your UFID and/or GatorLink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring.

Academic Resources

There are many other campus, academic resources you should take advantage of throughout the semester. These include:

- *E-learning technical support:* Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Library Support:* <http://cms.uflib.ufl.edu/ask> Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. teachingcenter.ufl.edu
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio Now offering [online consultation](#).
- *Student Complaints On-Campus:* sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code
- *On-Line Students Complaints:* <https://distance.ufl.edu/getting-help/student-complaint-process/>.
- *Career Connections Center:* <https://career.ufl.edu/> Career assistance and counseling.

Crisis Resources

If you or someone you know is struggling with any crisis including but not limited to gender, sexual, racial, or domestic violence, there are many community and University of Florida resources available. Some of these include:

- *U Matter, We Care* (umatter@ufl.edu, 352-392-1575, umatter.ufl.edu)
- *RESPECT – UF Division of Student Affairs* (respect.ufsa.ufl.edu)
- *Counseling and Wellness Center* – available 24/7 (352-392-1575, counseling.ufl.edu)
- *Student Health Care Center* (352-392-1161, shcc.ufl.edu)
- *Multicultural & Diversity Affairs* (352-392-1217, multicultural.ufl.edu)
- *Hitchcock Field & Fork Pantry*- Assisting members of our campus community who experience food insecurity - pantry.fieldandfork.ufl.edu
- *UF Health Shands Emergency Room / Trauma Center* (352-733-0111)
- *Gainesville Police Department* (non-emergency #: 352-955-1818, gainesvillepd.org)

My office door is also always open to you. Please keep in mind I am a Title IX mandatory reporter.

Financial and COVID Related Services

In case of emergency financial need, UF's [Aid-a-Gator program](#) that provides students with emergency funding. The program is intended to “help our students need to cover costs related to unanticipated travel, additional technology requirements, or other needs related to an emergency situation.”

HealthStreet [Drive Up Services](#) provides clothing, toiletries, naloxone (Narcan), masks, and medical referrals. HealthStreet also has an [extensive list](#) of resources including: financial assistance, food/grocery and medicine delivery services, online exercise, mental health, recovery, support for parents, and suggestions for ways to socialize while physically distancing.

If you have a family member whose financial situation was affected by the Covid-19 crisis, especially loss of work hours or job, you submit a revision petition for consideration of having their income reevaluated. UF is encouraging these students to complete the [2020-2021 Revision Petition](#).

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

Semester Schedule

I. Institutions of Western Europe

Week 1: Introduction

August 22

- Syllabus

Week 2: The European State

August 27– Introducing Western Europe

- Green, Amelia. 2013. How to Read Political Science: A Guide in Four Steps.
- Lijphart, A. (1969) Consociational democracy. *World Politics*, 21 (02), 207-225.
- GLM Ch 1

August 29 - European States - Parliaments and Constitutions

- GLM Ch 2, 3, 4

Elections to watch: Saxony & Thuringia

Week 3: Electoral Systems

September 3– Parliaments and Constitutions

Debate: Parliamentary systems are better than presidential ones.

September 5 – CLASS CANCELED - APSA

Week 4: European Integration

September 10 – The European Union

- GLM Ch 5
- Pollack, M. A. (2005). Theorizing the European Union: international organization, domestic polity, or experiment in new governance? *Annu. Rev. Polit. Sci.*, 8, 357-398.
- Dinan, D. (1999). 'Introduction.' Ever closer union: an introduction to European integration. Boulder: London.
- Majone, G. (1998). Europe's 'democratic deficit': The question of standards. *European law journal*, 4(1), 5-28.

September 12

Policy proposal: When should the EU 'integrate' or 'de-integrate'?

Week 5: Party Politics and Governmental Formation

September 17

- GLM Ch 7 & 8

September 19: Party Systems & Elections

- GLM Ch 9 & 11

Week 6: Debate & Exam

September 24

Debate: Political parties doomed to extinction.

September 26

EXAM I

I. Case Studies

Week 7: Germany

October 1 - Identity and Nationality

- Dalton, R. J. (2014). Interpreting partisan dealignment in Germany. *German Politics*, 23(1-2), 134-144.
- Alarian, H. Cause or Consequence? The AfD and Attitudes toward Migration Policy. *German Politics and Society*.

FINAL PAPER [PROPOSAL](#) DUE BY MIDNIGHT

October 3 - German Legacy and Leadership

- “Europe’s reluctant hegemon.” *The Economist*, June 14, 2013.
- Matthijs, M. (2016). The three faces of German leadership. *Survival*, 58(2), 135-154.

Week 8: France & the Low Country

October 8 – The Netherlands & Belgium

- Devos, C., & Sinardet, D. (2012). Governing without a government: The Belgian experiment. *Governance*, 25(2), 167-171.
- Yukleyen, A. (2010). State policies and Islam in Europe: Milli Gorus in Germany and the Netherlands. *Journal of Ethnic and Migration Studies*, 36(3), 445-463.
- Mair, P. (2008). Electoral volatility and the Dutch party system: A comparative perspective. *Acta Politica*, 43(2-3), 235-253.

October 10 – France

- Kuru, A. (2007). Passive and assertive secularism: Historical conditions, ideological struggles and state policies toward religion. *World Politics*, 59(4), 568-594.
- Giry, S. (2006). ‘France and its Muslims.’ *Foreign Affairs*, 85(5), 87-104.
- Lewis-Beck, M. S., & Nadeau, R. (2000). French electoral institutions and the economic vote. *Electoral Studies*, 19(2-3), 171-182.

Week 9: United Kingdom – Independence and Referendums

October 15 – Brexit

- Hobolt, S. B. (2016). The Brexit vote: a divided nation, a divided continent. *Journal of European Public Policy*, 23(9), 1259-1277.
- Goodwin, M., & Heath, O. (2016). The 2016 Referendum, Brexit, and the Left Behind: An Aggregate-Level Analysis of the Result. *The Political Quarterly*, 87(3), 323-332.
- Curtice, J. (2016). Brexit: Behind the referendum. *Political Insight*, 7(2), 4-7.

October 17 – Identity and Power in the UK

- Henderson, A., Jeffery, C., Liñeira, R., Scully, R., Wincott, D., & Wyn Jones, R. (2016). England, Englishness and Brexit. *Political Quarterly*, 87(2), 187-199.
- Colley, L. (2014). ‘Scotland was never a colony. *The Economist*.
- Cairney, P. (2015). The Scottish independence referendum: what are the implications of a No Vote? *Political Quarterly*, 86(2), 186-191.

Week 10: Debate

October 22

[Debate](#): Scotland should vote in a 2nd independence referendum regardless of the U.K.

October 24– [EXAM II](#)

II. Modern Issues of Western Europe

Week 11: Eurozone Crisis

October 29 –Setting the stage

- Matthijs, M., & McNamara, K. (2015). The euro crisis' theory effect: northern saints, southern sinners, and the demise of the eurobond. *Journal of European Integration*, 37(2), 229-245.
- Greenspan, A. (2011), 'Europe's Crisis is All about the North-South Split', Financial Times.
- Blyth, M. (2013). The austerity delusion: why a bad idea won over the west. *Foreign Affairs*, 92, 41.

October 31 – Moving forward

[Debate](#): The Greenspan plan was the right choice for Europe.

- Hoynes, H., Miller, D. L., & Schaller, J. (2012). Who suffers during recessions? *The Journal of Economic Perspectives*, 26(3), 27-47.
- Hobolt, S. B., & Tilley, J. (2016). Fleeing the centre: the rise of challenger parties in the aftermath of the euro crisis. *West European Politics*, 39(5), 971-991.

Week 12: Refugee 'Crisis' & Far-Right Populism

November 5

- UNHCR. (2016). Forced Displacement Report.
- Börzel, T. A., & Risse, T. (2017). From the euro to the Schengen crises: European integration theories, politicization, and identity politics. *Journal of European Public Policy*, 1-26.
- Esses, V. M., Hamilton, L. K., & Gaucher, D. (2017). The global refugee crisis: empirical evidence and policy implications for improving public attitudes and facilitating refugee resettlement. *Social Issues and Policy Review*, 11(1), 78-123.

November 7

- Inglehart, R., & Norris, P. (2016). Trump, Brexit, and the rise of populism: Economic have-nots and cultural backlash.
- Kitschelt, H. (2007). "Growth and persistence of the radical right in postindustrial democracies: Advances and challenges in comparative research." *West European Politics*, 30(5), 1176-1206.
- Boomgaarden, H. G., & Vliegenthart, R. (2007). Explaining the rise of anti-immigrant parties: The role of news media content. *Electoral studies*, 26(2), 404-417.

FINAL [PAPER DRAFT](#) DUE November 9th

Week 13: Debate

November 12

[Policy proposal](#): How should Europe deal with the threat of far-right populism?

November 14

[Presentation](#) Group 1

[Presentation](#) Group 2

Week 14: Immigration and Integration

November 19

- Brubaker, R. (2001). The return of assimilation? Changing perspectives on immigration and its sequels in France, Germany, and the United States. *Ethnic and racial studies*, 24(4), 531-548.
- Alarian, H. 2024. Local Suffrage Increases Citizenship Acquisition: Evidence from the European Union. *Journal of Politics*

FINAL PAPER DRAFT COMMENTS DUE AT 11:59 PM

November 21 – Presentations

Presentation Group 3

Presentation Group 4

Week 15: EXAM III

December 3

Final Papers due December 9th (11:59pm)