

# European Political Behavior

## Fall 2020 – POS 4931

**Professor:** Hannah M. Alarian (she/her/hers)

**Email:** [halarian@ufl.edu](mailto:halarian@ufl.edu)

**Office:** Anderson Hall 004

**Office Hours:** M 3– 5pm, [by appointment](#)

**Class:** Tu 10:40 AM – 11:30 AM;

Th 10:40 AM – 12:35 PM.

**Location:** Online

**Website:** [hannahalarian.com](http://hannahalarian.com)

### Course Description

This course centers on a key question: why do we think and act the way we do? Many of the answers to this question appear in theories across the social sciences – including economics, sociology, psychology, and political science. This course bridges these disciplinary lines to offer an introduction to the study of political behavior. The course will run as a workshop, with each week introducing a new theory of behavior – often generating out of the American context - and applying it to a specific case in Europe. Students will consider the relationship between individual and institution, critically examining how structures, norms, and policies affect everyday residents of Europe. Although we will touch on key institutions in Europe, our focus will be on individual as opposed to institutional behavior. To this end, our core analysis will be specific, concrete political behaviors. This knowledge will enable students to think analytically about the ways in which individuals interact with European institutions in present-day politics.

### Course Requirements

- (1) [Weekly class discussion](#): 15%
- (2) [Quizzes](#): 18%
- (3) [Final paper](#): 20%
- (4) [Final Paper Proposal and Draft](#): 15%
- (5) [Peer Review](#): 12%
- (6) [Group presentation](#): 20%

#### *Weekly discussion – 15%*

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 yet keep in mind that 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 in groups.
- **Policy Proposals** will require students to discuss and present a policy proposal for a given actor in response to the question posed in the syllabus. Roles will be assigned in class. Students should be prepared to present to either audience.
- **Research exercises** involve an in-class research task. The task will not necessarily be communicated in advance. Instead, students should come prepared to develop, discuss, and respond to a given prompt.

### *Quizzes – 18%*

There will be a total of three quizzes throughout the course. These quizzes are not reading comprehension checks. Instead, they offer an opportunity to display your application and analysis of important concepts and theories. Quizzes are staggered in point value to reflect growing confidence with the material and course structure. The first quiz constitutes 3% of your grade, the second 5.5%, and the third 9.5%.

### *Final Paper – 20%*

The final paper is the main writing activity for the course. In this research paper (maximum 8 written pages), students will engage in a detailed analysis comparing a given political behavior between two countries in Europe. Students will have the choice of one of four broad topics: electoral turnout, voting behavior, migration, or protest movements. You may speak to any two countries of your choice and involve any other ongoing event (e.g., Brexit). You must include both academic articles from your own outside research as well as readings from the course in your analysis.

You are expected to begin working on this project early on in course. We will have multiple opportunities to discuss this paper throughout the course 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.

### *Final Paper Proposal and Draft– 15%*

Students will write a brief proposal of their final paper to assist them in the writing of their final paper. This proposal should be one page 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 **September 24<sup>th</sup>** (5%).

Students will begin drafting an abbreviated version of their final paper based on the feedback received from the proposal. The draft should be four pages with a one-page reference list. Drafts of these final papers will flesh out ideas from the proposal, focusing on defining the problem/puzzle examined, argument proposed, and theories within the literature. Students will post their proposal to Canvas by 11:59pm on **October 22<sup>nd</sup>** (10%).

Do not underestimate these assignments due to their required length – it is much more difficult to write these concise, short assignments than to write longer assignments.

### *Peer Review – 12%*

After submission of the Final Paper draft, students will provide comments to at least two of their fellow classmates op-eds within Canvas within two weeks (e.g., by **November 5<sup>th</sup>** at 11:59pm). Each response is worth 6% of your total grade (12% total). These responses should be at least one page 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.

Students will include a response to their peer review comments attached with their final paper submission. Submissions without these responses will be deducted 5% of their final paper grade.

### *Group Presentations – 20%*

This assignment will require students in groups to create a presentation on 1) a political behavior in modern 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. Presentations can include any multi-media format (e.g., video-clips, figures, podcasts) and should be between 15 and 20 minutes in length.

Presentations will be recorded and posted to 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 10:40am. All students are responsible for carefully reviewing the presentation prior to class, prepared with thoughtful questions for the presentation group. 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**

There is no required book for this course. In an effort to reduce the associated costs of a university degree, I will post all articles, book chapters, and other assigned reading links to our Canvas site.

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 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.

### Expected Workload

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 week by week, but it is a good initial guideline as the term begins.

### Privacy Protection

As in all courses, unauthorized recording and unauthorized sharing of recorded materials is strictly prohibited. As our class sessions will be live and students should both attend with their camera engaged and participate orally and in writing, lecture and class sessions will never be recorded by the professor nor any student. This policy is in place to ensure the privacy of our classmates and to ensure our material can be discussed openly and honestly.

### Cameras On/Off

There will be times in which I request you turn on your camera to help facilitate discussion and active learning. Often, these “Camera-on” times will occur in our group or team discussions. Please feel free to use Zoom’s free ‘[virtual background](#)’ feature as desired – no green screen required. Beyond ‘Camera-On’ times, I will not require cameras to be on but encourage you to keep them on if you feel comfortable as it can help facilitate discussion throughout lecture and help keep us all engaged.

### Lecture Slides

I will post redacted lecture slides on a password protected link on my [website](#) at the conclusion of each class meeting. 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 adjustments

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. I do, however, offer opportunities for extra credit related to posing questions to our guest speakers (details to be discussed in class). No other extra credit or adjustments will be made.

## **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. Other reasons also may be approved. Please note that assignment deadlines for other courses will not be considered.

## **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, available by [appointment](#), to discuss any questions, comments, or concerns regarding the course.

## **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 all communication with me throughout the duration of our course, you may use any of the following acceptable references.

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

The use of any other references, titles, or names is not acceptable unless otherwise directly stated.

### **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 you take notes using pen/pencil and paper 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.

### **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.

### **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](http://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.

## Course Resources

### Accessibility Services

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](https://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

The entirety of our course will take place virtually, requiring the use of a working computer and access to audio-visual resources (e.g., webcam, microphones). 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.

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](mailto:helpdesk@ufl.edu). If you use email, write from your [gatorlink@ufl.edu](mailto: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.

Finally, keep in mind that in a pinch you can dial in to our virtual class using your cellphone to participate in class.

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

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

My (virtual) 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 [2019-20 Financial Aid Revision Petition](#) and the [2020-2021 Revision Petition](#).

## **Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. I take these evaluations very seriously and expect students to provide honest, constructive feedback. These evaluations are conducted online at: [evaluations.ufl.edu](http://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: [evaluations.ufl.edu/results](http://evaluations.ufl.edu/results).

## **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 write a final paper with a strong emphasis on the EU. CES also asks students to submit their final paper to the Academic Programs Coordinator for confirmation of appropriate content.



## Semester Schedule

### I. Introducing Behavior in Europe

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#### Week 1: Introduction

*What does it mean to study political behavior? In Europe for that matter?*

#### September 1

- Syllabus

#### September 3

- Green, Amelia. 2013. How to Read Political Science: A Guide in Four Steps.

**\*Quiz 1\***

#### Week 2: Defining Political Behavior

*What constitutes a political behavior?*

#### September 8

- Dalton, Russell. 2014. "How we participate" in *Citizen Politics*.

#### September 10

- Hirschman, Albert. 1972. Chapter 1 in *Exit, Voice, and Loyalty*.

[Research exercise](#)

#### Week 3: Voting in Europe

*How do Europeans vote? What are the rules? What defines the electorate in Europe?*

#### September 15

- Gallagher, Laver, and Mair. "Elections, Electoral Systems and Referendums" in *Representative Government in Modern Europe*.

#### September 17

- Farrell, D. M., & Scully, R. (2007). "Electoral Institutions and Political Representation" in *Representing Europe's citizens? Electoral Institutions and the Failure of Parliamentary Representation*.

[Debate](#): Proportional systems are better than majoritarian electoral systems.

#### Week 4: Moving around Europe

*How do Europeans move? Where and why do they stay?*

#### September 22

- Castro-Martín, Teresa, and Clara Cortina. "Demographic issues of intra-European migration: destinations, family and settlement." *European Journal of Population* 31, no. 2 (2015): 109-125.

#### September 24

- Alarian, H.M., 2017. Citizenship in hard times: intra-EU naturalisation and the Euro crisis. *Journal of Ethnic and Migration Studies*, 43(13), pp.2149-2168.

**\*FINAL PAPER PROPOSALS DUE BY MIDNIGHT\***

## **Week 5: Contentious Action in Europe**

*When do Europeans protest? What does protest look like?*

### **September 29**

- Hutter, Swen, and Rens Vliegthart. "Who responds to protest? Protest politics and party responsiveness in Western Europe." *Party Politics* 24, no. 4 (2018): 358-369.
- Dostal, Jörg Michael. "The Pegida movement and German political culture: Is right-wing populism here to stay?." *The Political Quarterly* 86, no. 4 (2015): 523-531.

### **October 1**

**\*Quiz 2\***

[Policy Proposal](#): How should European democracies respond to social movements and protest?

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## **II. Agentic Explanations: Capacity, Attitudes, and Identity**

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## **Week 6: Rationality and Economics**

*Do we behave rationally? Are we acting in our best interest? Is our interest simply economic?*

### **October 6**

- Dancygier, Rafaela M., and Michael J. Donnelly. "Sectoral economies, economic contexts, and attitudes toward immigration." *The journal of politics* 75, no. 1 (2013): 17-35.

### **October 8**

**\*Guest Speaker!\***

- Bisbee, James. 2020. Working Paper.

## **Week 7: Constraining Choice**

*What constrains our choices? How does prejudice affect European behavior and attitudes?*

### **October 13**

- Hainmueller, Jens & Hangartner, Dominik. 2013. "Who Gets a Swiss Passport? A Natural Experiment in Immigrant Discrimination," *American Political Science Review* 107(1): 159-187.

### **October 15**

- Sniderman, Paul M., Louk Hagendoorn, and Markus Prior. "Predisposing factors and situational triggers: Exclusionary reactions to immigrant minorities." *American political science review* (2004): 35-49.

[Research exercise](#): Study design of the consequences of a barrier to political behavior in Europe.

## **Week 8: Socialization and Populism**

*Does socialization matter? Do the more educated think and behave differently?*

### **October 20**

- Highton, Benjamin. "Revisiting the relationship between educational attainment and political sophistication." *The Journal of Politics* 71, no. 4 (2009): 1564-1576.

### **October 22**

**\*Guest Speaker!\***

- Allen, Trevor J. "Exit to the right? Comparing far right voters and abstainers in Western Europe." *Electoral Studies* 50 (2017): 103-115.

**\*FINAL PAPER DRAFT DUE BY MIDNIGHT\***

## **Week 9: Partisanship**

*Are we taking cues from our political identities? Do parties shape behavior or vice versa?*

### **October 27**

- Holmberg, Sören. "Partisanship reconsidered." In *The Oxford handbook of political behavior*. 2007.

### **October 29**

- Adams, James, Andrea B. Haupt, and Heather Stoll. "What moves parties? The role of public opinion and global economic conditions in Western Europe." *Comparative Political Studies* 42, no. 5 (2009): 611-639.

*Debate*: Political parties are no longer relevant to understanding behavior in Europe.

## **Week 10: Acting Ourselves**

### **November 3 - Direct political action!**

- **Class canceled** in favor of direct political exercise. Vote! Volunteer! Tell others to do the same!

### **November 5**

**\*Quiz 3\***

**\*PEER REVIEW COMMENTS DUE BY MIDNIGHT\***

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## **III. Institutional Explanations: Policy, History, and Society**

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## **Week 11: Policy and National Identification**

*Does our view of ourselves affect our political attitudes and behavior? Can a change in identity alter future behavior?*

### **November 10**

- Ariely, Gal. "Do those who identify with their nation always dislike immigrants?: An examination of citizenship policy effects." *Nationalism and Ethnic Politics* 18, no. 2 (2012): 242-261.

### **November 12**

- Bruter, Michael. "Winning hearts and minds for Europe: The impact of news and symbols on civic and cultural European identity." *Comparative Political Studies* 36, no. 10 (2003): 1148-1179.

*Policy Proposal*: When (and where) should Europe actively foster national or supra-national identification?

## **Week 12: Democratization and Culture**

*Does our democratic quality define our behavior? Does cultural change predicate our behavior – and the types of behavior – we take?*

### **November 17**

- Dubrow, Joshua Kjerulf, Kazimierz M. Slomczynski, and Irina Tomescu-Dubrow. "Effects of democracy and inequality on soft political protest in Europe: Exploring the European social survey data." *International Journal of Sociology* 38, no. 3 (2008): 36-51.

### **November 19**

**Presentation Group 1**

### **Week 13: Electoral systems**

*Do institutions influence how people perceive and behave in democracy?*

**November 24**

- Rudolph, Lukas, and Thomas Däubler. "Holding individual representatives accountable: The role of electoral systems." *The Journal of Politics* 78, no. 3 (2016): 746-762.

**Presentation Group 2**

**November 26 – Thanksgiving! No class**

### **Week 14: Dynamics of Power**

*Do power arrangements shift behavior and attitudes? Does it matter who is in power?*

**December 1**

- Alarian, Hannah M. "Cause or Consequence?: The Alternative for Germany and Attitudes toward Migration Policy." *German Politics and Society* 38, no. 2 (2020): 59-89.

**December 3**

**Presentation Group 3**

### **Week 15: Concluding Remarks**

**December 8**

**Presentation Group 4**

**\*Final Papers due Tuesday, December 15<sup>th</sup> (11:59pm)\***