

JRA 2321H1 / JRA401H1  
TOPICS IN COMPARATIVE POLITICS I (West European Politics)  
Fall 2015

Thursday, 6-8pm  
Room: UC148

Instructor: Francisco Beltran

Room 323N  
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*1. Office hours:*

Wednesday and Thursday, 4-6pm, or by appointment.

*2. Course description:*

This course introduces students to the main political institutions, processes and policies in Western Europe, with a particular focus on Spain, Portugal and Italy. It is divided into four parts. First, students will be presented with some methodological approaches to the comparative study of political systems, and will be briefly introduced to the main characteristics of the European political culture from a comparative perspective. Secondly, we will review relevant institutions in selected countries, such as models of government, political parties and party systems, voting behavior, and territorial organization and decentralization. Thirdly, certain topics will be compared across these countries, nationalism, identity, migration, political extremism and Euroscepticism among them. Lastly, the course will present the main consequences of the sovereign debt crisis for the continent, the current strategy of austerity, and some future challenges to European integration.

### *3. Intended learning outcomes:*

- To understand the nature of the political systems and institutions in some European states.
- To situate West European democracies in a broader Western political context.
- To understand the place of Spain, Portugal and Italy within the EU.
- To grasp the relation between political developments at national and regional levels in Europe.
- To become familiar with the recent literature on comparative politics and European integration.

### *4. Prerequisite:*

Two courses in comparative politics or permission of instructor.

### *5. Lectures, assessment, attendance, and assignment submission policy:*

**Students are required to attend every class meeting.** Accommodation of absences for religious or medical reasons is possible but should be discussed with the instructor.

**Students are expected to read the materials before each class,** according to the schedule outlined in section 6 below. The instructor will devote part of the class to summarize the most relevant concepts and ideas included in the materials, to explain the connections between them, and to respond to any doubts. This lecture part, however, will not cover the materials in their entirety, and that is why students should have read them beforehand. The rest of the class will be devoted to a seminar-type discussion.

**Students are also expected to participate in the discussions and debates held in each class. In addition, every student has to direct a seminar-type discussion in class.** Each week, two students will prepare and lead a class discussion based on the topics addressed in the lectures.

**This course has a Blackboard site.** The instructor will use it to communicate important information regarding the course, as well as to upload essential readings and materials.

**The course assessment is based on participation, class discussions, and assignments.** There will be no exams. Requirements consist of:

- (1) Participation in the class discussions (15% of the final grade).

(2) Preparing and leading a class discussion based on the topics addressed in the lectures (15% of the final grade).

(3) A formal research proposal (assignment 1) of two pages, including a preliminary title, an abstract, and a short list of preliminary references (15% of the final grade).

(4) A draft research paper (assignment 2) of 15-20 pages, double spaced, building on the previous research proposal (20% of the final grade).

(5) A final version of the research paper (assignment 3) of 20-25 pages, double spaced, building on the previous research proposal and draft (35% of the final grade).

All these exercises must be completed to receive credit for the course.

**The research proposal (assignment 1) is due by October 8.** It will be marked and returned approximately one week after. Students should start thinking soon about ideas for the research proposal, and make an appointment with the instructor to discuss the research proposal well before its submission deadline.

**The draft research paper (assignment 2) is due by November 12,** and will be marked and returned approximately one week after.

**The final version of the research paper (assignment 3) is due by December 3.**

**All students are required to submit an electronic copy of the assignments by the deadline.** No hard copy is required. **Students are also strongly advised to use Turnitin.com to submit the assignments.** At the beginning of the course, the instructor will give the students the course ID and password needed for them to create their profiles in Turnitin.com.

“Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection for possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site”.

That said, the use of Turnitin.com is voluntary. If you prefer not to use this tool, come talk to me regarding alternative means of submitting the assignments.

**All assignments have to include a signed copy of the *Academic Integrity Checklist*** (see annex 1 at the end of the syllabus). Otherwise they will not be graded. A Word version of the Integrity Checklist can be downloaded from the Blackboard site.

**Late delivery of assignments carries a penalty of 3% of the assignment's grade per day,** with a limit of seven days. Assignments delivered eight or more days after the deadline will not be accepted.

### *6. Course overview:*

The following is a list of the classes held during the term, with their respective dates and readings.

Most readings will be included in a course pack (CP) available from the U of T Bookstore. The remaining readings will be placed on reserve (R) at the Robarts Library at the beginning of the term.

The list of readings will be complemented with specific materials (journal and newspaper articles, statistics) for each session. These additional materials will be available on the Blackboard site as well.

### **Sept. 17: Overview. Methods and approaches in comparative politics**

Readings:

Hancock, M. Donald, "Introduction: The Why, What, and How of Comparative Politics", in M. Donald Hancock, ed., *Politics in Europe*, Washington DC, CQ Press, 2007, pp. 3-8 (CP).

Magone, José M., *Contemporary European Politics*, London, Routledge, 2011, pp. 3-11 (R, also as e-book in the library).

### **Sept. 24: Doing research on European studies (workshop at the Robarts Library)**

Readings:

No readings for this session.

**Oct. 1: European democracy in a global context**

Readings:

Judt, Tony, *When the Facts Change. Essays, 1995-2010*, New York, The Penguin Press, 2015, pp. 30-46 (CP).

Hill, Steven, "Political Democracy: Consensus Building Through Democracy in Europe", in R. Daniel Kelemen, ed., *Lessons from Europe? What Americans Can Learn from European Public Policies*, Thousand Oaks, CA, CQ Press, 2014, pp. 163-185 (CP).

Alesina, Alberto, and Francesco Giavazzi, *The Future of Europe. Reform or Decline*, Cambridge, The MIT Press, 2006, pp. 15-30 (CP).

Discussion 1

**Oct. 8: Governments and parliaments**

Readings:

Magone, José M., *Contemporary European Politics*, pp. 169-231 (R, also as e-book in the library).

Discussion 2

Research proposal (assignment 1) due

**Oct. 15: Electoral and party systems**

Readings:

Crepaz, Markus M. L., and Jürg Steiner, *European Democracies*, London, Pearson, 2013, pp. 21-33; 41-63 (R).

Eatwell, Roger, "Political Parties in Europe since 1945", in Klaus Larres, ed., *A Companion to Europe since 1945*, Malden, MA, Blackwell, 2009, pp. 302-322 (CP).

Discussion 3

**Oct. 22: Political systems in Southern Europe I: Italy**

## Readings:

Emmott, Bill, *Good Italy, Bad Italy. Why Italy Must Conquer its Demons to Face the Future*, New Haven, CT, Yale University Press, 2012, pp. 254-280 (CP).

Gilmour, David, *The Pursuit of Italy*, New York, Farrar, Straus and Giroux, 2011, pp. 386-399 (CP).

Bull, Martin, and Gianfranco Pasquino, "A Long Quest in Vain: Institutional Reforms in Italy", in Martin Bull and Martin Rhodes, eds., *Italy: A Contested Polity*, London, Routledge, 2009, pp. 14-35 (CP).

## Discussion 4

**Oct. 29: Political systems in Southern Europe II: Spain and Portugal**

## Readings:

Field, Bonnie N., and Alfonso Botti, "Introduction: Political Change in Spain, from Zapatero to Rajoy", in Bonnie N. Field and Alfonso Botti, eds., *Politics and Society in Contemporary Spain*, Basingstoke, Hampshire, Palgrave Macmillan, 2013, pp. 1-19 (CP).

Colomer, Josep M., "Spain and Portugal: Rule by party leadership", in Josep M. Colomer, ed., *Comparative European Politics. Political Institutions in Europe*, Milton Park, Oxon, Routledge, 2008, pp. 175-207 (CP).

Costa Lobo, Marina, et al., "The political Institutions of Portuguese Democracy", in Sebastian Royo, ed., *Portugal in the 21st Century: Politics, Society, and Economics*, Lanham, Maryland, Lexington Books, 2012, pp. 23-48 (CP).

## Discussion 5

**Nov. 5: Nationalism, power-sharing, and federalism**

## Readings:

Crepaz, Markus M. L., and Jürg Steiner, *European Democracies*, pp. 155-161; 257-303 (R).

Discussion 6

**Nov. 12: Migration and social integration**

Readings:

Castles, Stephen, “Immigration and Asylum: Challenges to European Identities and Citizenship”, in Dan Stone, ed., *The Oxford Handbook of Postwar European History*, Oxford, Oxford University Press, 2012, pp. 201- 219 (CP).

Heath, Anthony F., Catherine Rethon, and Elina Kilpi, “The Second Generation in Western Europe: Education, Unemployment, and Occupational Attainment”, *The Annual Review of Sociology*, 2008, Vol. 34, pp. 211-235 (CP).

Discussion 7

Draft research paper (assignment 2) due

**Nov. 19: European identity**

Readings:

Liebert, Ulrike, and Jonathan White, “Can there be a European Common identity?”, in Hubert Zimmermann and Andreas Dür, eds., *Key Controversies in European Integration*, Basingstoke, Hampshire, Palgrave Macmillan, 2012, pp. 95-111 (CP).

Fligstein, Neil, “Who are the Europeans and how does this matter for politics?”, in Jeffrey T. Checkel and Peter J. Katzenstein, eds., *European Identity*, Cambridge, Cambridge University Press, 2009, pp. 132-166 (CP).

Discussion 8

**Nov. 26: Populism, extremism and euroscepticism**

## Readings:

Pappas, Takis S., and Hanspeter Kriesi, “Populism and Crisis: A Fuzzy Relationship”, in Takis S. Pappas and Hanspeter Kriesi, eds., *European Populism in the Shadow of the Great Recession*, Colchester, UK, ECPR Press, 2015, pp. 303-326 (CP).

Topaloff, Liubomir K., *Political Parties and Euroscepticism*, London, Palgrave, 2012, pp. 17-35 (CP).

Coggan, Philip, *The Last Vote. The Threats to Western Democracy*, London, Penguin, 2013, pp. 131-143 (CP).

Crepaz, Markus M. L., and Jürg Steiner, *European Democracies*, pp. 33-41 (R).

## Discussion 9

**Dec. 3: The Euro, the politics of austerity, and current challenges**

## Readings:

Emmanouilidis, Janis A., et al., *New Pact for Europe: Strategic Options for Europe's future*, Brussels, King Badouin Foundation, Bertelsmann Stiftung and the European Policy Centre, 2015 (BB).

Berggruen, Nicolas and Nathan Gardels, “The Next Europe. Toward a Federal Union”, *Foreign Affairs*, 92.4, Jul/Aug, 2013, pp. 134-142 (CP).

Schmitter, Philippe C, “A Way Forward?”, *Journal of Democracy*, 23.4, october, 2012, pp. 39-46 (CP).

Coggan, Philip, *The Last Vote*, pp. 167-196 (CP).

## Discussion 10

Research paper (assignment 3) due

## 7. *Academic integrity:*

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
  - working in groups on assignments that are supposed to be individual work,
  - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with every assignment (see annex 1 at the end of this document). If you do not include the statement, your work will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the U of T Writing Website (<http://www.writing.utoronto.ca>). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Also, it is worth checking the Academic Integrity Section on the Faculty of Arts and Science site: [www.artsci.utoronto.ca/osai/students/academic-integrity-basics](http://www.artsci.utoronto.ca/osai/students/academic-integrity-basics)

### *8. Accommodations for Disability:*

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at 416-978-8060, [accessibility.utoronto.ca](http://accessibility.utoronto.ca)

### *9. Religious Accommodations:*

The University has a general policy of accommodating absences for reasons of religious obligation, strongly articulated on the Provost's webpage ([www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm](http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm)). Students are expected to give reasonable advance notice of their absence.

*Annex 1: Academic Integrity Checklist*

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I, \_\_\_\_\_, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_