

Comparing European Democracies

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Web Site: <http://profs-polisci.mcgill.ca/stolle/Home.html>
Course Hours: Tuesday/Thursday 10:05-11:25 PM, plus conferences
Office Hours: Tuesday/Thursday: 4.15pm until 5pm or by appointment

General Course Information:

Brief Course Description:

An introduction to the study of European contemporary politics. The course presents the basic concepts and approaches used in the field of European comparative politics and examines patterns of similarity and difference in the ways that political life, society and governmental action are structured in several European settings. We also look at some current political debates in Europe.

Course Dates for Lectures:

January 10, 2012 – April 12, 2012

Location:

Macdonald Engineering Building 280

Lectures and Conferences:

Lectures take place on Tuesdays and Thursdays at 10:05-11:25am.

Conferences: start in third or fourth week of the semester and last into the last week of courses. Sign up on Minerva.

Detailed Course Information and WebCT:

The webCT website for this course is an essential tool of information and learning for our course, and the regular visit of our course-site is therefore a requirement. See more information on webCT below.

Course Overview:

How can we compare the politics across European countries? How do political institutions and political culture influence the quality of democracy and other political outcomes? What can we learn from the transitions to democracy in Eastern Europe? What are important political parties across Europe today? Finally, which political debates characterize European politics? This course provides an introduction to the comparative study of domestic politics in European countries. The priority of this course is to teach about some basic theoretical problems in the study of politics generally, and how they apply to the European world. This should help you to identify interesting questions about politics in specific countries, to make systematic comparisons across countries, to see patterns of behavior across cases, and to explain these patterns.

Rather than taking a country-by-country Europe tour, you will be introduced to some of the most important concepts, theories, and issues in the political science sub-field of comparative European politics. At the same time, you will learn about the domestic politics of several countries and you will also be expected to compare them to each other and to use the concepts and theories covered in

the course. The course is structured into four sections: (1) Background and European Political Institutions, (2) Democratizing within Europe, (3) Political Parties and Political Participation, and (4) “Hot” Issues in European Politics.

The fact that this class is mostly organized around theoretical topics and concepts rather than around a one-country-at-a-time tour has an upside: you should learn more, better, and with reading that is somewhat less mundane. The downside is that you may sometimes find yourself confused, wondering about basic information on a country, like what the important parties are, or where it could be found on a map. This is to be expected, so don't worry about it, but do get the information you need to make sense of whatever you don't understand. The webCT site, other online materials, conferences and studying in groups with fellow-students will help you here.

At the end of the course, you should be able to analyze current political events in Europe, drawing on the theoretical explanations provided in the class. In this course we use a number of tools to learn about European politics: lectures, discussions in conferences, group-projects, websites and online articles, newspaper reading, guest lectures, videos, webCT discussions, possibly webCT surveys and much more.

Required Readings:

- 1) **European Democracies, 2010.**
(seventh edition)



By Markus Crepaz, University of Georgia
Jürg Steiner, University of Carolina at
Chapel Hill and University of Bern
ISBN-10: 0205779727
ISBN-13: 978-0205779727
Publisher: Longman

The textbook is available in the Paragraphe bookstore on 2220 McGill College Avenue.
<http://www.paragraphbooks.com/>

2) Various online texts available through the McGill library system and webCT. All url's are provided in this syllabus. I post some readings on webCT directly. I use the online system to diminish financial costs for students.

3) You must purchase a clicker for this course. New and used clickers are available at the McGill Bookstore, 3420 McTavish Street. See more below.

Requirements and Grading

Lectures: Your attendance of lectures is *required*. Even though some lecture key-points are available online, specific materials presented in the lectures will not be posted and cannot be accessed in any other way. Should you have to miss a number of lectures for reasons of illness or other type of emergency, you must notify the Teaching Assistant or Professor.

Readings: You are expected to do the readings for the course on time, which means *before* the lectures and conferences, and there are several incentives to do so. First, lectures will be easier to follow if you have completed the readings. Second, the amount of reading is reasonable, but not negligible, so that it will not be easy to catch up if you fall behind. Third, from time to time, we will discuss readings in lecture and regularly in the conferences, and your participation grade in conferences will influence your final grade for this course. Finally, on the midterms and final exams, questions will include issues in the reading materials. As a rule of thumb, you should plan to spend about one hour on each of the academic readings (depending on how fast you read) and an hour going over your notes from the readings and newspaper articles, and thus preparing for class each time after you have completed the readings. The course readings are listed below for each lecture day and include conference themes.

Following the News: It is also strongly recommended that you make a habit (if you don't already have one) of reading at least one newspaper or periodical with substantial European coverage, such as *The Globe and Mail*, *The National Post*, *BBC*, *The Guardian*, *The New York Times*, *The Financial Times*, *The International Herald Tribune*, or *The Economist*. We will discuss selected current political events in the lectures and conferences, and *questions about current political events will appear in exams*. You may subscribe to daily newspapers at a discounted student rate, especially for the *Globe and Mail*. Or you can read them on-line at no charge. The university library has an online archive of newspaper articles as well.

Clickers: Clickers will be required in this course and they will be used in **every lecture**. Clickers actively enhance student participation during lecture time. Clickers enable us to ask questions in class and to receive immediate feedback based on the answers. You should purchase your clicker immediately with all the course materials, register your clicker on webCT on our course page and bring it to **every class**. We will start using clickers immediately. A percentage of your grade is based on clicker usage. I will talk in class about how this part of the grade is calculated.

Rules for clicker usage:

- Purchase only **one** clicker for **all** your courses. Only one type of clicker is authorized for use on campus.
- One clicker cannot be shared between multiple students (see Student Code of Conduct, <http://www.mcgill.ca/cio/e-policies/>).
- Register your clicker to your McGill ID by going to **any** course in *myCourses* (WebCT Vista), click on the link "Register your clicker," and follow the instructions on screen. You will only need to register your clicker in one course and it will be registered in all your courses.
- Lost clickers must be replaced at your own expense and re-registered in all your classes using the link in *myCourses* (WebCT) stated above.
- For verification that a clicker is working correctly, please consult the IT Service Desk at 688 Sherbrooke West, Room 285.
- For any other questions, please see the IT Knowledge Base: <http://kb.mcgill.ca/>

Conferences: Unless announced differently, conferences start in the fourth week of the semester. Each student will sign up for one of the conference groups on Minerva and attend it throughout the term. The attendance of conferences is mandatory. The conferences are meant to facilitate the discussions of issues raised in the lecture, readings and current political events; they should not be treated as the week's third lecture, nor merely as a chance to ask the T.A. to clarify something from the lectures. This is your chance to discuss your views. The study questions and thinking exercises listed on the syllabus below and on the webCT course page will give you a good idea for your

preparation. In the conferences, you will also discuss and introduce a group-research project that you prepare, see deadlines in detailed syllabus below. Conferences stand and fall with the students' participation and preparation, so you should take these seriously. More than one unexcused absence or "unprepared" will jeopardize your class participation grade.

Activities in conferences will include the following:

- discussion of lecture and conference readings as well as current political events
- group-projects which include research and presentation in March and April
- debates and other class exercises.

Research paper: Group project

The purpose of the research paper is to enable each student to apply the approaches we learned during the class to some problem of special concern to him or her. Paper length varies with the group size (plus references and supportive graphs and tables): The paper must be **18 pages** if written in pairs, **22 pages** if written in groups of three, and **26 pages** if written in groups of four. In case of collaboration, each member of the group will receive the same grade. Groups work most smoothly when responsibilities are clearly assigned. Each group member **must** submit a signed statement confirming that s/he participated equally in the project and listing the specific responsibilities for each contributor. Single-authored papers can be submitted only with the special permission by the professor (and a good reason submitted in writing).

Due Date for Research Papers:

The paper deadlines are spread throughout the semester and are ONE day BEFORE your paper presentation (which is scheduled in conferences in March and April depending on your topic) at 8pm. The paper needs to be handed or e-mailed to the TA by that time. More details about the project and topics on webCT. No late papers are accepted behind the due date.

WebCT: This course has its own website on webCT, which is updated daily. You are *required* to check our webCT course page regularly (several times per week). On the website, a lot more information is made available to you than we have time to cover in detail in class. The site also contains tools that enhance your learning experience in this class. It's also a good way for you to communicate with me, with the TA and with each other. Here is what you find on our webCT site:

- any class announcements, as necessary;
- this syllabus;
- conference themes;
- links to other politics-related internet sites;
- selected lecture notes that are projected onto the screen during class;
- news articles and other information from miscellaneous sources that are relevant to our class (e.g. election results);
- possibly surveys or quizzes as teaching tools;
- Clicker usage and other course grades
- email and Q+A;
- chat room for students of our class

Grading: Your grade will be based on:

Participation in Conferences	12%
Group-Project	20%
Midterm (February 16 in class time)	25%
Final Exam	40%
Clicker use in class	3%

The exams feature the following aspects: multiple choice questions, identifications of concepts, interpretation of tables and figures, formulation of research questions and answers, and essay(s). The final exam will be held during the final examination period in April and will cover the entire course. Study guides will be posted on webCT.

Note: In university or other emergency situations, the content and/or evaluation scheme in this course is subject to change. I also consider using in-class clicker and webCT quizzes as additional evaluation tools during the semester.

Course and University Policies:

Exam Policy: You cannot miss a scheduled exam without a university-approved excuse. In cases of illness, a doctor's note is required that is signed and on the doctor's letterhead, explaining why you are/were too sick to take the exam. In cases of death or severe illness of a family member written proof is required (e.g., obituary). In such cases, it is important that you contact your Teaching Assistant or Professor as soon as possible. This policy will be strongly enforced: missing an exam without an approved excuse will result in zero points for this component of the evaluation. However, once a university-approved excuse is provided, a make-up exam for the missed midterm is scheduled for a time period in March after class.

Class-Room etiquette: Please turn off any beepers, cell phones, and MP3 or CD players prior to the beginning of lectures and discussion sections.

Special needs: Please let your TA or me know, if you have special requirements due to a diagnosed learning or physical disability. We can accommodate your needs better if they are made explicit from the outset of the course.

Integrity: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/students/srr/honest/> for more information), (approved by Senate on 29 January 2003).

Language Policy: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded (approved by Senate on 21 January 2009).

Detailed Course Outline
Section I: Background & European Political Institutions

Jan 10: Overview

→ no reading, start reading the news

Jan 12: Empirical Political Science

→ Michael Sodaro. 2004. "Critical Thinking about Politics: Analytical techniques of political science—the logic of hypothesis testing," in *Comparative Politics*, chapter 3, webCT

How do we compare in European politics? What is the comparative method? What is hypothesis testing? Is there a scientific method in social science? How can we be sure that the statements we make are correct? Are there any laws in political science? What are some of the hypotheses that can be tested in the European context?

Jan 17: Empirical Methods continued; Introduction to Europe

→ *European Democracies*, chapter 1 (pp 1-15).

→ Mark Mazower. 1998. "Democracy Transformed: Western Europe, 1950-1975" in *Dark Continent: Europe's Twentieth Century* (pp. 286-326), webCT

Questions: How and why do we compare European countries? Why do we study Europe? How and why does Europe differ from North America? What have been the major issues in Europe since World War II, and how have they affected the development of European states? What are the critical areas of contemporary change? What do you know about Europe?

Jan 19: Forms of Government: Cabinet Formation and the Role of Presidential versus Parliamentary Systems

→ *European Democracies*, chapter 4 (pp 76-114), (except pages 100-107).

Questions: Compare and contrast how governments are formed in Britain and Germany. Why are political parties so important in parliamentary systems? What is the role of Cabinets? Contrast Cabinets with the equivalent institution in the United States. What are the fundamental differences between Parliamentary and Presidential systems? Would you prefer to live in a presidential system or a parliamentary one? Why? What is the relative power of the executive within Parliamentary and Presidential systems? How do these differences affect individual politicians and legislators? What kinds of emphasis are placed on the notions of representation and efficiency?

Jan 24: Semi-Presidential Systems and the Role of Electoral Systems: Netherlands versus France

→ *European Democracies*, Parts of chapter 3: pp 48 -55 (Electoral systems), 62-75 (France, Italy, conclusion), chapter 4: 100-107 (semi-presidential).

→ Arend Lijphart. 2000. "Majoritarian versus Consensual Democracy," in Brown *Comparative Politics: Notes and Readings*, Chapter 19, (pp. 175-184). (webCT)

→ Castle, Stephen and Steven Elanger. 2010. "Dutch Voters Split, and Right Surges," *The New York Times*, June 10, 2010.

<http://www.nytimes.com/2010/06/11/world/europe/11dutch.html?scp=18&sq=europe%20anti-immigrant&st=cse>

Questions: What are the features of the semi-presidential system in France? How much power does the President have in such a system? What is the role of the Prime Minister in France? What is cohabitation? What is the role of elections in different European political systems? Describe the effects of a proportional (PR) versus a plurality electoral system. What would happen if the United States or Canada switched from a plurality to a proportional system?

Jan 26: Majoritarian versus Consensus Systems: Example Switzerland

→ *European Democracies*, chapter 6 (pp 124-135) & chapter 3 (pp 55-62).

→ Jan-Erik Lane. 2001. "Switzerland – Key Institutions and Behavioural Outcomes." *West European Politics* 24 (2): 1-18. <http://dx.doi.org/10.1080/01402380108425430>

Questions: Why is Switzerland a prototypical consensual democracy? How do majoritarian systems differ from consensual ones? Under which conditions should countries adopt aspects of consensual systems? Why? Which political effects result from direct democracy and strong federalism? Does direct democracy reflect the will of the people better than other systems? Are referenda more democratic than decisions taken by legislators in parliament?

CONFERENCES START THIS WEEK—Lectures will be about an hour long from now on.

Jan 31: Nationalist Movements and Institutional Responses in Europe: Guest Lecture by Prof. André Lecours, University of Ottawa

→ *European Democracies* chapter 12 (pp 230-249, except 244-45), chapter 13 (pp 250-266)

Questions: What explains the resistance to centralized states in some parts of Europe? What is the difference between self-reinforcing and cross-cutting cleavages? How strong are ethnic identities in Europe today? Which are the forces behind them? What are the implications of these developments? Is there an institutional design that can deal with these forms of regionalisms successfully and what are its features? What are the advantages and disadvantages of consociational democracy?

Feb 2: Ideal Types of Consensual vs. Majoritarian Systems: Example UK

→ *European Democracies* chapter 3 (repeat: pp 49-52 and pages 72-75)

→ Matthew Flinders. 2010. *Democratic Drift: Majoritarian Modification and Democratic Anomie in the United Kingdom*. Chapter 8:

<http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199271597.001.0001/acprof-9780199271597-chapter-8>

→ Stratton, Allegra. 2011. "AV Referendum: Yes Campaign Handed Thumping Defeat," *The Guardian*, May 7, 2011.

<http://www.guardian.co.uk/politics/2011/may/06/av-over-yes-campaign-routed?intcmp=239>

Questions: Is the UK still a good example of a prototypical majoritarian democracy? Which features of the UK system support this claim, and which features speak against it? Should the UK implement an electoral reform? How would the UK political landscape change? What are the general benefits and advantages of selected institutional aspects? Are some institutions better for young democracies than others? What do you think?

Conference Theme 1: Compare institutional aspects of European democracies and discuss their advantages and disadvantages. Build debate teams!

Feb 7: Guest Lecture by Tom van der Meer

Readings and Topics to be announced

Feb 9: Majoritarian versus Consensual Systems: Example Belgium, Guest Lecture (TBA)

→ Deschouwer, Kris. 2006. "And the peace goes on? Consociational democracy and Belgian politics in the twenty-first century," *West European Politics* 29 (5): 895-911.

<http://www.informaworld.com/smpp/content~db=all~content=a759310222>

Questions: Is Belgium a prototypical consensual democracy? What are the current challenges for Belgian democracy?

Conference Theme 2: Discuss how selected countries fit the prototypes of Lijphart's and other institutional typologies. How useful are these typologies?

Feb 14: Political Culture in Europe

→ Robert Putnam. 1993. "The prosperous community: social capital and public life," *American Prospect* 4(13).

http://www.prospect.org/cs/articles?article=the_prosperous_community

→ Kendall Baker, Russell Dalton and Kai Hildebrandt. "Legitimizing a System," in *Germany Transformed* (pp 21-37). webCT

Questions: What is political culture? Is it easy to compare political cultures across countries? What do Putnam and Baker et al mean when they discuss political culture of Germany and Italy? Is political culture stable over time? Or can it change? How does political culture matter for democracy? *On Putnam:* What does Putnam want to explain? Do you agree with Putnam's argument about the importance of social capital and the differences in Northern and Southern Italy? Why or why not?

Feb 16: Midterm

(No conference this week, but extended office hours)

Study Break Feb 21 and 23

Section II: Democratizing within Europe

Feb 28: East Germany—Life under Communism

→ Ash, Timothy Gordon. 1997. "The Romeo File," *The New Yorker* (pp. 162) (reader)

→ *European Democracies*, chapter 10 (pp 193-210).

Questions: What was the idea of communism all about? Was it really practiced in Eastern Europe? Imagine life under communism—how would life have been for you? Why did political scientists have a hard time predicting the revolution in Eastern Europe? Which factors are behind the fall of communism in Eastern Europe? Was the fall of communism in Eastern Europe inevitable?

March 1: The Fall of the Wall, its Legacy for United Germany and Other Transitions to Democracy

→ *European Democracies*, chapter 11 (pp 211-229); chapter 13 (pp. 266-281).

→ "Eastern Germany on the Road to Western Prosperity," *Spiegel Online*, September 9, 2010. <http://www.spiegel.de/international/germany/0,1518,717136,00.html>

→ "Is Democracy Working," *The Economist*, June 21, 2011.

<http://www.economist.com/node/666202>

Questions: Which advantages and which problems did East Germans experience with German unification? Why do some authors speak about the colonization of the East? What is East Germany identity? What were the consequences of the fall of the wall? How do the transitions to democracy differ across the European continent? How do formerly communist countries differ in their success of democratization and why? Will democratization succeed in Eastern Europe? Will Russia democratize and which factors influence this process?

Conference Theme 3: What was life under communism like? Can you imagine living in such a system? Discuss the factors that led to the fall of the wall. What are the legacies of communism that we can experience today? How successful has been the democratization throughout Eastern Europe?

March 6: Research workshop with Megan Fitzgibbons

March 8: Research Workshops—Details and readings will be announced

Conference Theme 4: Discussion of Research Papers and Approaches to Research.

Section III Political Parties in Europe

Mar 13: Party Cleavages and Party Families

→ *European Democracies*, chapter 2 (pp 16-47)

Questions: What is the role of political parties? What have been the sources of the major divisions found in European politics since World War II? What is distinctive about the Left in Western Europe—and how does it differ from the Left in North America? What is liberalism in Europe? Does the class cleavage still divide the electorate in the 1990s?

Mar 15: The Waning of Party Government? Left-Right Cleavage in New Times

→ Zsolt, Enydi. 2008. "The Social and Attitudinal Basis of Political Parties: Cleavage Politics Revisited," *European Review*, Vol. 16, No. 3, 287–304

→ Tim Bale. 2010. "If You Can't Beat Them, Join Them? Explaining Social Democratic Responses to the Challenge from the Populist Radical Right in Western Europe," *Political Studies*, vol. 58: 410–426.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9248.2009.00783.x/pdf>

→ "Swing Low, Swing Right," *The Economist*, June 11, 2009, on-line at

<http://www.economist.com/node/13832286>

→ Europe's Good Election, *The New York Times*, June 15, 2009, on-line at

<http://www.nytimes.com/2009/06/16/opinion/16iht-edlamsdorf.html>

Questions for the readings: What challenges do political parties face in Europe and how might they deal with them? How have voters been tied to parties? How does this connection change and which processes are responsible for this change? What do the concepts of dealignment and realignment mean? How do social-democratic parties adjust? How has the orientation of the Labour Party changed over the last decade? How are the changes reflected in classic Left-Wing parties in Europe? Can we talk about the "politics of the new middle?" Which policy stances are connected to these new developments in Left parties in Europe? How has the EU changed the party landscape and cleavages in EU Europe?

Conference Theme 5: What is the role of political parties? Are they in decline in Europe? What are the foundations of party cleavages? **Group project presentation # 1.**

Mar 20 Theory of Postmaterialism and the Rise of Green Parties

→ Inglehart, Ronald. 2000. "Globalization and Postmodern Values," *Washington Quarterly* (Winter 2000): 215-28. (Also on webCT)

<http://www.informaworld.com/smpp/content~db=all~content=a918392052>

→ Dolezal, Martin. 2010. "Exploring the Stabilization of a Political Force: The Social and Attitudinal Basis of Green Parties in the Age of Globalization," *West European Politics* 33 (3): 534-552. <http://www.informaworld.com/smpp/content~db=all~content=a922138518>

Questions for the readings: What is postmaterialism and why does it come about? What does the theory of postmaterialism entail? How does this new development influence the creation of new parties and changes of European party systems? What are the principles of Green parties, which differentiate them from other parties? Who votes for the Green parties and why? How successful are Green parties in power to change the political agenda?

Mar 22: The Role of Green Parties and Activism Beyond Party Politics

→ *European Democracies*, chapter 7 (pp 136-152).

→ Bomberg, E. 2002. "The Europeanisation of Green Parties: Exploring the EU's Impact," *West European Politics* 25 (3): 29-50.

<http://www.informaworld.com/smpp/content~db=all~content=a713601613>

Questions: How successful are Green parties in power to change the political agenda? What does the Europeanisation of Green parties mean? Which societal changes are behind the development of movements? Can social movements be seen as substitutes for conventional political institutions? How is the participation in movements different from membership in parties or other forms of political participation? How do citizens challenge the established political order?

Conference Theme 6: Discuss the theory of postmaterialism and the success of Green parties in Europe. **Group project presentation # 2.**

Mar 27: Radical Right Parties

→ Pippa Norris. 2005. Chapter 1 "Understanding the Rise of the Radical Right," in *Radical Right: Voters and Parties in the Electoral Market*, pp. 3-34.

<http://www.myilibrary.com?id=41619> or webCT

→ Jens Rydgren and Patrick Ruth. 2011. "Voting for the Radical Right in Swedish Municipalities: Social Marginality and Ethnic Competition," *Scandinavian Political Studies*, vol. 34, no. 3, 202-225.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9477.2011.00269.x/pdf>

→ Bartlett, Jamie and Jonathan Birdwell. 2011. "Rise of the Radical Right," *Foreign Policy*, July 25, 2011. http://www.foreignpolicy.com/articles/2011/07/25/rise_of_the_radical_right

Questions: How can the rise of radical-rightwing parties be explained? How are the radical right parties different from other conservative and from fascist parties? What are the programmatic goals of the radical right? Who votes for radical right parties and why? Do radical right parties in Europe threaten democracy? Why or why not?

Section IV: “Hot” Issues in European Politics

Mar 29: Legacy of Hate

→ Sides, John, and Jack Citrin. 2008. “Immigration and the Imagined Community in Europe and the United States.” *Political Studies* 56 (1): 33-56.

<http://www3.interscience.wiley.com/cgi-bin/fulltext/119395638/PDFSTART>

→ Walker, Peter and Matthew Taylor. 2011. “Far Right on Rise in Europe, Says Report,” *The Guardian*, November 6, 2011. <http://www.guardian.co.uk/world/2011/nov/06/far-right-rise-europe-report>

→ Erlanger, Steven. 2008. “After U.S. Breakthrough, Europe Looks in Mirror,” *The New York Times*, November 11.

<http://www.nytimes.com/2008/11/12/world/europe/12europe.html?pagewanted=1&r=1&sq=racism%20europe&st=cse&scp=5>

→ Kulish, Nicholas. 2011. “Shift in Europe Seen in Debate on Immigrants,” *The New York Times*, July 27, 2011.

<http://www.nytimes.com/2011/07/28/world/europe/28europe.html?pagewanted=all>

→ Goodwin, Matthew. 2011. “Far-Right Extremism is Much More Than a Political Irritant,” *The Guardian*, November 2, 2011.

<http://www.guardian.co.uk/commentisfree/2011/nov/02/far-right-extremism-committee-radicalisation>

Questions: How widespread are racism and ethnic prejudice and intolerance in Europe? How is prejudice related to the rise of the radical right? Which other factors matter in explaining racism, ethnocentrism and prejudice against immigrants?

Conference Theme 7: Discuss radical right parties and racism in Europe. **Group project presentations # 3.**

April 3: Comparing the Integration of Muslims in Europe

→ J. Christian Soper and Joel S Fetzer, 2003. “Explaining the Accommodation of Muslim Religious Practices in France, Britain, and Germany,” *French Politics* 1: (pp. 39-59).

<http://proquest.umi.com/pqdweb?did=425924221&sid=1&Fmt=3&clientId=10843&RQT=309&VName=PQD>

→ *European Democracies*, chapter 12, (pp 244-45).

→ David Laitin, 2010. Rational Islamophobia in Europe, *European Journal of Sociology*, 51: 429-447.

<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8210670>

→ Hockenos, Paul. 2011. “Europe’s Rising Islamophobia,” *The Nation*, April 21, 2011.

<http://www.middle-east-online.com/english/?id=45736>

Questions: How do Europeans react to Muslim immigration? How does the treatment of Muslim immigrants differ across European societies? How does the integration of Muslim immigrants differ from other immigrants? Are there models of Muslim integration? Where do Muslims face the best situation and why? What is Islamophobia and how is it expressed in Europe?

April 5: Comparing Different Types of Welfare States

→ Gøsta Esping-Andersen. 2000. "Three Worlds of Welfare Capitalism," in Christopher Pierson and Francis Castles *The Welfare State Reader*: 154-169 (webCT)

→ *European Democracies*, chapter 9 (pp 172-192)

→ See also: Bannhold, Katrin. 2010. "In Sweden, Men Can Have It All," in *The New York Times*, June 9, 2010. <http://www.nytimes.com/2010/06/10/world/europe/10iht-sweden.html>

→ "Inspector Norse: Why are Nordic Detective Novels So Successful?" *The Economist*, March 19, 2011. http://www.economist.com/node/15660846?story_id=15660846&fsrc=rss

Conference Theme 8: Are there difficulties in the relationship between ethnic diversity and democracy? Can Europe learn lessons from Canada? Which approach to integration of religious minorities seems to be most successful? **Group project Presentations # 4.**

Questions: How do welfare state traditions differ and what explains the differences? What are the key characteristics of the Scandinavian, Conservative and Liberal Welfare States? Is the Scandinavian welfare state superior to the other two forms? Why or why not? What helps to maintain the logic of the Scandinavian welfare state?

April 10: The Future of the Welfare State and State Politics

→ Francis Geoffrey Castles. 2004. "A European Welfare State Convergence?" in *The Future of the Welfare State: Crisis Myths and Crisis Realities*. Oxford, UK: Oxford University Press, 73-92. (webCT and link, click on full chapter pdf for chapter 4)

<http://www.oxfordscholarship.com/oso/public/content/politicalscience/9780199270170/toc.html>

→ *European Democracies*, chapter 15 (pp 308-325)

Conference Theme 9: Discuss the differences in welfare states and compare European welfare states with Canada's social policy. **Group project presentations # 5.**

April 12: Final Lecture No readings

Election Watch:

Finland: January 22, 2012 (Presidential)

Slovakia: March 10, 2012 (Parliamentary)

France: April 22 and May 6 (if necessary), 2012 (Presidential)

Serbia: May 6 (latest possible date), 2012 (Parliamentary)