

Northern European Government and Politics

Tuesday and Thursday 8AM to 9:15AM

Eric Drummond Smith, PhD

Course Description: A comparative analysis of the political cultures, politics, and governmental framework of the countries of Northern Europe. Great Britain, Germany, and Sweden receive the greatest attention.

Office: Social Sciences 104

Office Hours: MW 1PM to 3PM; TR 10AM to Noon & 2PM-4PM; Also by appointment after scheduled course/office hours until 5PM **Office Phone:** TBA

Classroom: Zehmer 224

Cell Phone: (no calls after 9PM!) 276-708-6868

E-Mail: eds9g@uvawise.edu

Course Website: <http://smithsbluebook.com/academics.html>

Evaluation:

10% Map Quiz

30% Midterm Examination

30% Final Examination

30% Paper

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100% - Final Grade

Note-taking: Note-taking is an essential part of any course, and in particular of any course that is introductory in nature. Not only does the act of note-taking reinforce the material in question (it is not merely read and heard, but physically reproduced), it creates a record essential to preparation for quizzes and exams. Always come to class with paper and a writing utensil. If you are forced by circumstance to miss class, you will be expected to catch up on all missed notes (from your classmates if at all possible). Having a designated note-taker does not relieve you of responsibility to take notes unless you are physically incapable of taking notes. Students not taking notes may be asked to leave the class at the instructor's leisure.

Exams: There will be two take-home examinations. When the first of these examinations are distributed (at midterm), students will be administered a blank map of the states of Northern Europe; additionally, there will be a "map quiz" in which the following states will have to be identified on a blank map: the United Kingdom, Ireland, France, Germany, Norway, Sweden, Finland, Denmark, Belgium, the Netherlands, Poland, Lithuania, Latvia, Estonia, and Iceland.

Policy on Making-up Quizzes/Exams: Making-up any missed quiz or exam is the responsibility of the student. The student should make an appointment for the make-up ahead of time and should remember the content of the quiz/exam will be different from that in the generally distributed quiz/exam. Make-up work will not be done during class. Excepting extreme situations (emergencies, etc.), make-up work must be completed within five school days of the absence. If the student has made no attempt to address an absence on the day the final exam is administered by the time of grade turn-in, a grade of "0" will be entered in its place and the grade will be calculated and turned in.

Policy on Attendance: Attendance for this course is mandatory. Each student will be allowed three (3) unexcused absences. Any unexcused absences beyond this will result in the loss of a letter grade from the final course grade (e.g. an A will become a B). There will be no exceptions. Excused absences include, but are not limited to, serious illness (not hangovers), family emergencies, religious holidays/high holy days, and school related events. Please inform the instructor as soon as possible of any such occurrence. To further quote the Student Handbook:

Class and laboratory attendance is expected. A student who attends fewer than fifty percent of the lectures or laboratories in a course is not eligible to receive credit for that course. A student who is absent from classes or labs

because of serious illness, a death in the immediate family, hospitalization, or as a member of an athletic team or officially recognized field trip may be excused. Students who are absent for a prolonged period should contact Elizabeth Steele, Coordinator of Advising, Retention & Assessment, at (276) 328-0313.

Policy on Tardiness: Students arriving later than 20 minutes into class will be counted absent unless their tardiness is excused.

Policy on Electronic Devices: The instructor reserves the right to eject for the day any students found using cell phones or other electronic devices without prior permission in class. Students who have permission to use laptops, etc. for note-taking who are found to be using their laptops for non-relevant matters may be ejected and will be forbidden from using these devices in class henceforth. *No electronic device may be present on the desk of a student during an exam or quiz and any student using said device during such a period will be ejected and will receive a grade of zero on the assignment given the expectation and potential for cheating.*

Policy on Behavior: All students are at all times expected to be attentive, to take part in class discussions, and above all else, to be courteous and sensitive towards their fellow students. Impropriety will not be tolerated. Further, emotionally charged subject material will be dealt with in this course (ethical, bioethical, religious, political, etc.); such material requires maturity and openness to views that may conflict with one's own. Under no circumstances will racial, religious, or ethnic slurs be used in this course, or the result will be an automatic expulsion from the course.

Cheating, Plagiarism, & Academic Dishonesty: Any instance of cheating, plagiarism, and/or academic dishonesty will result in an automatic failure of the course and will be dealt with to the fullest extent. To avoid cheating, all blue books will be checked by the instructor and/or his assistant and no hats will be allowed during the administration of exams. Specifically, all students are expected to adhere strictly to the Honor Code of the University of Virginia's College at Wise – all Honor Code violations will be referred to the Honor System and will result in punishment up to and including expulsion. Further, all students at The University of Virginia's College at Wise will sign the following pledge to all work completed:

This signifies understanding and agreement of the articles of the Constitution of the Honor System. I, (name), certify as a student at The University of Virginia's College at Wise that I have neither received nor given aid on this ___(test, exam, etc.)___ .

Policy on the Paper: The major paper for this course will be at *minimum* 15 pages (double-spaced, 12-point, Times New Roman Font, margins of one inch). Paper length will not include citations or graphics; pages indicate full pages. The paper will be a theoretical work in which students (1) develop a theory, (2) review related literature [at least ten (10) sources], (3) explain their methodology, (4) "test" their hypothesis, and (5) summarize their findings and speculate on the importance of those findings. The paper must be on a subject relevant to the study of southern European politics and must be approved by the instructor – failure to receive approval on the subject or failure to notify the instructor as to changes in the paper's subject (receiving necessary approval) will result in the loss of at least two letter grades on the paper's final grade. Final versions of the papers will receive a letter grade deduction for each day late without the permission of the professor.

Policy on Readings: Students are expected to have read all assigned readings prior to class – students who have not read are incapable of discussing the course material in a meaningful way. As such, failure to read and/or to bring the day's relevant course materials to class may result in the instructor labeling the day an unexcused absence on the student's attendance record and/or asking the student to leave the class period in question.

Outline of the Course: Note that this outline is imperfect and may have to be changed to meet needs/realities of the class. Should this be the case, the class will be given sufficient alert, both in class and on the course website. Some additional readings not yet listed may be added through the course of the class in ample time for the students to digest the material. All readings are required before the class period listed.

Academic Assistance: Academic Support Services offers tutoring, counseling, advising, and enrichment opportunities for students who evidence need and can satisfy the eligibility requirements. The project is funded by the United States Department of Education. The Tutor Connection, located in Zehmer Hall, serves all students who request tutoring. Peer tutors, working under the supervision of UVa-Wise faculty and staff, provide free tutoring in all subject areas. Hours of operation are 8:00 am - 10:00 pm weekdays; and weekend hours are arranged as needed (summer hours vary). Call (276) 328-0177 for more information.

Assistance for Students With Disabilities: In compliance with Section 504 and ADA legislation, UVa-Wise provides services for students with disabilities to assure their access to both facilities and educational programs. Students in need of assistance should contact Narda Porter, ADA Coordinator, by calling (276) 328-0177 or via e-mail at nnb3h@uvawise.edu. Students needing accommodations or academic program modifications must provide documentation of the disability from a physician, state or local agency or other licensed professional. Documentation should be recent (within the last three years) and should include recommendations for services based on the evaluation.

Extra Credit: Any extra credit opportunity decided upon by the instructor will be made available to the members of the course as a whole; no single extra credit event will be worth more than one (1) point on the student's final course grade and students may earn no more than six (6) points towards their final grade through extra credit; a handout of tentative extra credit opportunities will be made available at the first possible instance. First, students can receive three (3) points on their final grade by reading one of the following books then writing a brief summary of these books and discussing it with Dr. Smith: Joe Haldeman's *Forever War*, Aldous Huxley's *Brave New World*, Yevgeny Zamyatin's *We*, Ray Bradbury's *Fahrenheit 451* or *The Martian Chronicles*, Frank Herbert's *Dune*, Robert Heinlein's *Starship Troopers*, Jonathon Swift's *Gulliver's Travels*, H.G. Wells' *War of the Worlds*, Thomas More's *Utopia*, Ayn Rand's *Anthem*, Margaret Atwood's *The Handmaid's Tale* or *Oryx and Crake*, Mary Shelly's *Frankenstein*, or Jack Finney's *Invasion of the Body Snatchers*.

Other books will be considered if proposed, but must be approved by Dr. Smith ahead of time.

Primary Texts:

Ian Budge, Ivor Crewe, David McKay and Ken Newton (2007) *The New British Politics*. (4th Edition) Longman.
ISBN: 1405824212

David P. Conratt (2004) *The German Polity*. (8th Edition) Houghton Mifflin Company
ISBN: 0618917764

Donald Hancock (2006) *Politics in Western Europe: an introduction to the politics of the United Kingdom, France, Germany, Italy, Sweden, and the European Union*. (4th Edition) CQ Press
ISBN: 1933116455

Constitutions:

The German Constitution:

http://www.bundestag.de/interakt/infomat/fremdsprachiges_material/downloads/ggEn_download.pdf

The Swedish Constitution: http://www.riksdagen.se/templates/R_Page_6357.aspx

NOTE: THIS IS A 300-LEVEL COURSE IN POLITICAL SCIENCE – THE INSTRUCTOR ASSUMES AT LEAST FUNDAMENTAL KNOWLEDGE OF POLITICAL TERMS AND CONCEPTS; IF YOU DO NOT HAVE A FIRM GRASP ON THESE YOU ARE STRONGLY ADVISED TO SEEK PREPARATION IN A LOWER-LEVEL POLITICAL SCIENCE COURSE (E.G. POLS 101, 102, 103, and/or 104) **BEFORE** TAKING THIS COURSE. FURTHER, PLEASE NOTE THAT WHILE POLITICAL SCIENCE IS RELATED TO A NUMBER OF OTHER DISCIPLINES IT IS **NOT** HISTORY, ECONOMICS, PSYCHOLOGY, SOCIOLOGY, GEOGRAPHY, AND SO FORTH –PLEASE, DO NOT EXPECT SIMILAR MATERIAL TO BE TREATED IN SIMILAR WAYS.

Introduction to the Class

Thursday, January 14th

I. Fundamental Principles of Comparative Politics

Tuesday, January 19th – Thursday, January 28th

1. What is comparative politics?
2. What is the comparative method?
3. What are the advantages and disadvantages of the comparative method?

Arend Lijphart (1971) Comparative Politics and the Comparative Method. *The American Political Science Review*. 65(3). 682-693.

http://www.sinc.sunysb.edu/Stu/msekerci/Teaching/lijphart_comparativemethod.pdf

4. What are “area studies” and what advantages and disadvantages does this approach have over others?

Robert H. Bates (1997) Area Studies and the Discipline: A Useful Controversy. *PS: Political Science and Politics*. 30, 166-169. **On Reserve.**

5. Define the terms “nation,” “state,” “country,” and “nation-state.” Give examples of each, comparing and contrasting them.

Max Weber (1918) “Politics as a Vocation.”

<http://www.sscnet.ucla.edu/polisci/ethos/Weber-vocation.pdf>

Excerpt entitled “The Nation as Imagined Community” from Benedict Anderson (1983) *Imagined Communities: Reflections on the Origin and Spread of Nationalism*.

<http://www.nationalismproject.org/what/anderson.htm>

5. Define, compare, and contrast the terms “monarchy,” “aristocracy,” and “democracy.” Give examples of each. Discuss the relative advantages and disadvantages of both.

Book III of Aristotle (350BCE) *Politics*.

<http://classics.mit.edu/Aristotle/politics.3.three.html>

6. Define the terms “direct democracy” and “republic” and give examples of each. Discuss the relative advantages and disadvantages of both.
7. Define the terms “unitary state,” “federation,” and “confederation” and give examples of each. Discuss the relative advantages and disadvantages of both.
8. Define the terms “institution” and “structure” as they pertain to comparative politics, giving examples of both.
9. Define the terms “law” and “norm” and give examples.
10. Define the term “constitution” and give examples.
11. Define the term “legislature” and give examples.
12. Define the terms “society” and “community” and give examples.
13. Define the terms “authority” and “legitimacy” and give examples.
14. Define the terms “development/developed,” “underdeveloped,” and “modernized/modernization” and give examples.

II. What Is Northern Europe?

Tuesday, February 2nd – Tuesday, February 9th

Primary Reading:

Britain & Ireland

Chapter 1.1 “The Context of British Politics” in Hancock *et al.*

Germany

Chapter 3.1 “The Context of German Politics” in Hancock *et al.*

Chapter 1 “The Historical Setting” of David P. Conradt (2009)
The German Polity

Chapter 2 “Putting Germany Back Together Again: Unification and Its Aftermath” of David P. Conradt (2009) *The German Polity*

Chapter 3 “The Social and Economic Setting” of David P. Conradt (2009)
The German Polity

Chapter 4 “The Political Culture, Participation, and Civil Liberties” of David P. Conradt (2009) *The German Polity*

Norden

Chapter 5.1 “The Context of Swedish Politics” in Hancock *et al.*

The Nordic Council “History” (all sections) <http://www.norden.org/en/the-nordic-region/history>

The Nordic Council “Population” <http://www.norden.org/en/the-nordic-region/population>

The Nordic Council “Business and Economy” <http://www.norden.org/en/the-nordic-region/business-and-the-economy>

The Nordic Council “Social Policy and Welfare” <http://www.norden.org/en/the-nordic-region/social-policy-and-welfare>

The Nordic Council “Politics” <http://www.norden.org/en/the-nordic-region/politics>

1. Define the geographic, historical, and economic characteristics that define Northern Europe as a region.
2. Explain when the states of Northern Europe democratized and liberalized and the underlying interstate phenomena that accompanied their liberalizations.
3. Define the terms “developed” and “underdeveloped” relative to one another in the context of interstate political economics. When discussing the concept of the “world-system” what do we mean by the terms “periphery,” “semi-periphery,” and “core?” Which of these categories do the states of Northern Europe fit best in and why?

A Summary of Immanuel Wallerstein (1974) *The Modern World System: Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century.*

<http://www.fordham.edu/halsall/mod/wallerstein.html>

4. Define the concepts of “political deference” and “class” and the role they have played and continue to play in Northern Europe.
5. Define the term “authoritarianism” and give examples.
6. Which states are the most developed and powerful of the states of Northern Europe? Why might this be?

Graded Events

Tuesday, February 2nd - National Map Exam (10% of Final Grade): Students will be administered a blank map of the states of southern Europe their exam grade will be based on their ability to identify the following states on a map: the United Kingdom, the Republic of Ireland, France, Germany, Norway, Sweden, Finland, Denmark, Belgium, the Netherlands, Poland, Lithuania, Latvia, Estonia, Russia and Iceland.

III. Early Modern Institutional Arrangements

Thursday, February 11th – Tuesday, February 23rd

Constitutional Monarchies and “Continental” Conservatism

The Official Website of the British Monarchy, “What is Constitutional Monarchy?”

<http://www.royal.gov.uk/MonarchUK/HowtheMonarchyworks/Whatisconstitutionalmonarchy.aspx>

(Also, review other links on the site)

The Royal Court of Sweden (Review the section on the monarchy and the royal court)

<http://www.royalcourt.se/royalcourt/themonarchytheroyalcourt.4.396160511584257f21800096.html>

The First German Unification

Review Chapter 1 “The Historical Setting” of Conradt

Modern History Sourcebook “Documents of German Unification, 1848-1871”

<http://www.fordham.edu/halsall/mod/germanunification.html>

Fascism

Review Chapter 1 “The Historical Setting” of Conradt

Dante L. Germino (1959) “A New Tool for a New Despotism.” In *The Italian Fascist Party in Power: A Study in Totalitarian Rule*. Minneapolis, Minnesota: University of Minnesota Press. 3-17. **On Reserve**

Imperialism

IV. Variations on the Executive-Legislative Theme

Thursday, February 16th – Tuesday, February 23rd

Primary Reading:

Chapter 2 “The World of Electoral Systems” of Andrew Reynolds, Ben Reilly and Andrew Ellis (Editors) (2005) *Electoral System Design: the New International IDEA Handbook*.
http://www.idea.int/publications/esd/upload/esd_chapter2.pdf

Chapter 3 “The Systems and Their Consequences” of Andrew Reynolds, Ben Reilly and Andrew Ellis (Editors) (2005) *Electoral System Design: the New International IDEA Handbook*. http://www.idea.int/publications/esd/upload/esd_chapter3.pdf

1. Define the general terms “presidential system” and “parliamentary system.” Compare and contrast the two in terms of their advantages, disadvantages, and risks.
2. The terms “first past the post system,” “plurality system,” “single-member district system,” and “winner take all system” are essentially synonymous with regards to the election of legislators. Define this form of selecting members of a legislature. How many parties tend to emerge in this sort of system and why?
3. The terms “proportional system” and “multiple winner system” are essentially synonymous with regards to the election of legislators. Define this form of selecting members of a legislature. How many parties tend to emerge in this sort of system and why?
4. What are the relative advantages and disadvantages to the two general types of legislator election techniques?
5. Define the term “gerrymander.”
6. Define the terms “unicameral” and “bicameral.” What are the advantages and disadvantages of each relative to one another? Give examples of both and be able to discuss them in terms of the Virginia Plan, the New Jersey Plan, and the Connecticut or Great Compromise.
7. Define the term “government” in terms of its synonymy with the executive branch of a state and give examples.

V. National Institutions of the United Kingdom

Thursday, February 25th – Thursday, March 4th

Primary Reading:

Chapter 4 “A British Constitution?” in Budge *et al.*

Chapter 5 “The Prime Minister, the Cabinet, and the Core Executive” in Budge *et al.*

Chapter 6 “Ministries, Ministers, and Mandarins: Central Government in Britain” in Budge *et al.*

Chapter 1.2 “Where is the Power?” in Hancock *et al.*

Chapter 1. 4 “How is Power Used?” in Hancock *et al.*

1. What is the institutional design of the British parliament in terms of:
 - A. How many houses does the British parliament have;
 - B. How are legislators elected to the British parliament;
 - C. How long are the terms of legislators in the British parliament; and
 - D. How many parties does the British party sustain (how many are represented) and how is this determined by the institutional arrangement of the Italian parliament?
2. What is the institutional design of the British Prime Minister and cabinet in terms of:
 - A. How does the PM receive office and how can he/she lose office;
 - B. How do the members of the cabinet receive office and how can they lose office;
 - C. Can the British executive be considered a strong executive or not and why or why not?
3. What is the relationship of the British legislative and executive branch in terms of drafting and passing legislation – in other words, how are new laws and regulations drafted, reviewed, and passed in the British political system.
4. Does the British system have provision for referendums, initiatives, and/or recall and if so how frequently are they used?
5. What is the institutional design of the British judicial system?
6. What is the role of the Head of State of the United Kingdom, is this role separated from executive responsibility and rights, and if so to what degree and why?

Graded Events

Thursday, February 25th ~ **Midterm Major Exam (30% of Final Grade):** This cumulative exam will be take-home – it will be open book and open note. The exam will consist of short answers and short essays. Due Tuesday, March 16th

VI. National Institutions of Germany

Tuesday, March 16th – Tuesday, March 23rd

Primary Reading:

Chapter 6 “Elections and Voting Behaviors” in Conradt

Chapter 7 “Policymaking Institutions I: Parliament and Executive” in Conradt

Chapter 8 “Policymaking Institutions II: Administration, Semipublic Institutions, and Courts” in Conradt

Chapter 3.2 “Where is the Power?” in Hancock *et al.*

Chapter 3.4 “How is Power Used?” in Hancock *et al.*

1. What is the institutional design of the German parliament in terms of:

- A. How many houses does the German parliament have;
- B. How are legislators elected to the German parliament;
- C. How long are the terms of legislators in the German parliament; and
- D. How many parties does the German party sustain (how many are represented) and how is this determined by the institutional arrangement of the German parliament?

2. What is the institutional design of the German Prime Minister and cabinet in terms of:

- A. How does the Chancellor receive office and how can he/she lose office;
- B. How do the members of the cabinet receive office and how can they lose office;
- C. Can the German executive be considered a strong executive or not and why or why not?

3. What is the relationship of the German legislative and executive branch in terms of drafting and passing legislation – in other words, how are new laws and regulations drafted, reviewed, and passed in the German political system.

4. Does the German system have provision for referendums, initiatives, and/or recall and if so how frequently are they used?

5. What is the institutional design of the German judicial system?

6. What is the role of the Head of State of Germany, is this role separated from executive responsibility and rights, and if so to what degree and why?

VII. National Institutions of Sweden

Thursday, March 25th – Thursday, April 1st

Primary Reading:

1. What is the institutional design of the Swedish parliament in terms of:
 - A. How many houses does the Swedish parliament have;
 - B. How are legislators elected to the Swedish parliament;
 - C. How long are the terms of legislators in the Swedish parliament; and
 - D. How many parties does the Swedish party sustain (how many are represented) and how is this determined by the institutional arrangement of the Swedish parliament?

2. What is the institutional design of the Swedish Prime Minister and cabinet in terms of:
 - A. How does the executive receive office and how can he/she lose office;
 - B. How do the members of the cabinet receive office and how can they lose office;
 - C. Can the Swedish executive be considered a strong executive or not and why or why not?

3. What is the relationship of the Swedish legislative and executive branch in terms of drafting and passing legislation – in other words, how are new laws and regulations drafted, reviewed, and passed in the Swedish political system.

4. Does the Swedish system have provision for referendums, initiatives, and/or recall and if so how frequently are they used?

5. What is the institutional design of the Swedish judicial system?

6. What is the role of the Head of State of Sweden, is this role separated from executive responsibility and rights, and if so to what degree and why?

VIII. Sub-National Institutions and Structures

Tuesday, April 6th – Tuesday, April 13th

Primary Reading:

Chapter 10 “Disuniting the Kingdom: Ireland” in Budge *et al.*

Chapter 11: “Devolution: Scotland, Wales and the English regions” in Budge *et al.*

Chapter 12: “Local democracy?” in Budge *et al.*

Chapter 9 “Subnational Units: Federalism and Local Government” in Conradt

The Government Offices of Sweden “Central, Regional, and Local Government”

<http://www.sweden.gov.se/sb/d/2102> (read all pertinent sections)

1. Define the terms “unitary state,” “federation,” and “confederation” and give examples of each. Discuss the relative advantages and disadvantages of both.
2. Is Italy a unitary, federal, or confederal state? Are there well-defined regional identities in the United Kingdom? Is the degree of institutional unity a reflection of an effort to suppress native regionalism or exploit it (use it to prevent the dominance of one region over another) or otherwise? What are the balance-of powers and methods of interaction between the central and sub-national governments?
3. Is Portugal a unitary, federal, or confederal state? Are there well-defined regional identities in Germany? Is the degree of institutional unity a reflection of an effort to suppress native regionalism or exploit it (use it to prevent the dominance of one region over another) or otherwise? What are the balance-of powers and methods of interaction between the central and sub-national governments?
4. Is Spain a unitary, federal, or confederal state? Are there well-defined regional identities in Sweden? Is the degree of institutional unity a reflection of an effort to suppress native regionalism or exploit it (use it to prevent the dominance of one region over another) or otherwise? What are the balance-of powers and methods of interaction between the central and sub-national governments?
5. How has membership in the European Union encouraged sub-national identities to assert themselves?

Graded Events

Tuesday, April 6th ~ Paper Proposals Due (Failure to Turn-In Will Result in Two-Letter Grade Drop in Maximum Score on Paper): Students must submit a one to two page proposal for their paper (for specific details on the paper itself, please see below) – the proposal must be typed, double-spaced, 12-point, Times New Roman Font with standard formatting on margins (no more than 1 inch wide or tall).

IX. Political Parties and Ideologies

Thursday, April 15th – Tuesday, April 22nd

Primary Readings:

Chapter 1.3 “Who Has the Power?” in Hancock *et al.*

Chapter 3.3 “Who Has the Power?” in Hancock *et al.*

Chapter 5.3 “Who Has the Power?” in Hancock *et al.*

Chapter 5 “The Party System and the Representation of Interests” in Hancock *et al.*

Chapter 16 “Political parties and party factions” in Budge *et al.*

Chapter 17 “Party ideologies” in Budge *et al.*

1. Define the terms “ideology” and “political party.” Give examples of both, and describe the relationship between the two. Specifically explain (a) why candidates join parties and (b) what role parties play in the democratic process.
2. Define the mainstream ideological spectrum in the United Kingdom (those parties which are represented in the British parliament). Which parties have dominated the British discourse, why, and through what political means (through one-party dominance or through coalition governance)? How has this particular party system made possible by the institutional arrangements of Britain, specifically in terms of the legislature’s electoral design?
3. Define the mainstream ideological spectrum in Germany (those parties which are represented in the German parliament). Which parties have dominated the German discourse, why, and through what political means (through one-party dominance or through coalition governance)? How has this particular party system made possible by the institutional arrangements of Germany, specifically in terms of the legislature’s electoral design?
4. Define the mainstream ideological spectrum in Sweden (those parties which are represented in the Swedish parliament). Which parties have dominated the Swedish discourse, why, and through what political means (through one-party dominance or through coalition governance)? How has this particular party system made possible by the institutional arrangements of Sweden, specifically in terms of the legislature’s electoral design?

X. Interstate Relations and the European Union

Tuesday, April 27th & Thursday, April 29th

Primary Readings:

Part 8 “European Union” in Hancock *et al.*

Chapter 8 “Britain in Europe” in Budge *et al.*

Chapter 9 “Europe in Britain” in Budge *et al.*

1. For what purpose was the European Union created?
2. What is the basic institutional arrangement of the European Union? Over what does it have sovereign rights and by what process(es) can the European Union pass binding legislation over its member states?
3. What are the primary foreign policy issues (security, economic, and other) of concern in and to the states of Southern Europe? What are the various policies these states have to deal with these issues and to what degree do they maintain unanimity amongst themselves and with their fellow EU states? 4. Define the term “intergovernmental organization.” Give examples.
4. What IGOs other than the EU are particularly important to the states of Southern Europe? 6. What is the state of development of militaries amongst the states of Southern Europe and how are these militaries usually used?

Graded Events

Tuesday, April 29th ~ Paper (30% of Final Grade): The major paper for this course will be at minimum 10 pages (double-spaced, 12-point, Times New Roman Font). Paper length will not include citations or graphics; pages indicate **full** pages. The paper will be a theoretical work in which students (1) develop a theory, (2) review related literature [at least ten (10) sources of academic quality – this means no blogs, no opinion pieces, and no “wiki” anything, including any other online unsourced information sites], (3) explain their methodology, (4) “test” their hypothesis, and (5) summarize their findings and speculate on the importance of those findings. The paper must be on a subject relevant to the study of Northern European politics and must be approved by the instructor – failure to receive approval on the subject or failure to notify the instructor as to changes in the paper’s subject (receiving necessary approval) will result in the loss of at least two letter grades on the paper’s final grade. Final versions of the papers will receive a letter grade deduction for each day late without the permission of the professor.

Tuesday, April 29th ~ Final Major Exam Distributed (30% of Final Grade): This cumulative exam will be held in-class – it will be open book and open note. The exam will consist of short answers and short essays. Due Friday, April 7th