

# PSCI 3172-001

## Democracy & Citizens in the US and EU

Contact Information	Course Information
Jeffrey Nonnemacher <a href="mailto:Jeffrey.Nonnemacher@colorado.edu">Jeffrey.Nonnemacher@colorado.edu</a> Office: KTCH 114C	Jan 13 – May 1 Classroom: HUMN 125 Class-time: 3:35 – 4:25pm
<b>Office Hours:</b> MW 12:30-2pm or by appointment (Zoom available upon request).	

**Course Description:** Despite the many differences between the U.S. and the European Union, studying the two in comparison tells us much about democratic processes, elections, and how citizens are connected to and participate within their democracies. This class focuses on how democracy works in both the United States and the European Union through the comparative analysis of parties and elections. How are elections structured? What are political parties and what is their role as conduits for democracy? How do voters respond to parties and engage in the political process? To answer these questions, we will discuss and analyze key theories of electoral politics, party behavior, and voter behavior in a comparative perspective.

### Course Requirements and Grading:

Participation	10%
Weekly Quizzes	10%
Exams (3)	45%
Election Paper	10%
Research Paper	25%

Letter grades will be assigned at the end of the semester based on the following scale. I will **not** round your grade and grades will not be curved.

	B+	87-89%	C+	77-79%	D+	67-69%	
A	94-100%	B	84-86%	C	74-76%	D	64-66%
A-	90-93%	B-	80-83%	C-	70-73%	D-	60-63%

### ***Participation & Attendance (10%)***

Active participation in this course is critical! Coming to class well prepared and offering comments and questions in discussions will result in a superior participation grade. Attendance is mandatory. In lieu of tracking excused and un-excused absences, each student gets **three** “freebie” absences which cover both excused and un-excused absences. You do not need to e-mail me for each absence. Each subsequent absence will result in a decrease in the participation and attendance grade. If you have eight total absences, you will receive a 0% for this category. Ten or more absences will result in an “F” in the course. Attendance alone is not sufficient to receive full credit. Students with perfect attendance but no participation in class should expect to receive a 60% on the participation and attendance grade.

### ***Weekly Quizzes (15%)***

Each week, there will be a weekly quiz on that week’s readings and lecture which makeup 15% of the overall course grade. There will be **twelve** quizzes (1/week minus exam weeks), and the two lowest scores will be dropped. Quizzes are open-note and students get two attempts, and the highest

score is kept. Quizzes will be published on Canvas at the end of class on Friday and students will have until before class on Monday to complete each quiz.

### ***Exams (3x 15%)***

There will be three exams during this course: two midterms and one final. Exams will consist of some combination of multiple choice, short answer, long answer, or essay questions. Each exam is worth at least 12.5% of your course grade, with the highest score being weighted at 20%. Exams are not cumulative.

Exam Dates:

- Exam 1: February 14<sup>th</sup>, In-Class
- Exam 2: March 19<sup>th</sup>, In-Class
- Final: May 5<sup>th</sup>, 7:30-10pm

### ***Election Essay (10%)***

The first essay for this course is an elections essay worth 10% of your final grade. Students are expected write 1000-1500 words on an election of their choice from any country of the EU plus Norway, Switzerland, and Iceland that was held since September 2021. Students will be expected to pick an election, identify the outcome of the election, and provide an overview of the race and explain how the outcome came to be. More specifics will be available on a separate assignment sheet on Canvas. Essays will be due on **March 21<sup>st</sup> at 11:59pm**

### ***Research Paper (20%)***

The second essay for this course will be worth 20% of the overall course grade. Students are expected to write 1500-2000 words on a research question of their choice related to course themes. Students will be expected to identify a research question of interest related to course topics and consult relevant research and data to develop an argument that answers their question. More specifics will be available on a separate assignment sheet on Canvas. Final essays will be due on **April 25<sup>th</sup> at 11:59pm**.

### **Current Events**

I encourage you to stay on top of current events, election results, and other developments throughout the semester. In our discussions, I'll draw on current events and I'd like you to be able to do the same. You may choose which on-line publications you'd like to read, but I'd recommend you select from among The New York Times, the Financial Times, The Guardian, BBC, or The Economist. German publications such as Der Spiegel and Deutsche Welle have English sources. Another open-access English on-line site is France 24. I'd also suggest becoming a regular NPR listener.

### **Late/Makeup Assignment Policy**

All assignments must be submitted by their specified due date as designated in the syllabus. Late assignments will suffer a 10 percent penalty for each day that they are late and will not be accepted after three days unless discussed in advance of the deadline. In general, there will be no make-up exams or extensions without a university approved excused absence. However, if you find yourself in a situation where you cannot complete the work on time, please communicate with me as soon as possible before the deadline or day of the exam.

## Canvas & Email Policy

I will primarily communicate with you via Canvas Announcements. Please ensure Canvas notifications are enabled, and announcements go to your inbox. Please do not use Canvas to send me a message.

E-mail is the best way to get in touch with me. When communicating with me, emails must have 3172, Democracy in the US&EU, or a logical alternative indicating the email pertains to this course. Emails to me must be sent from your official University of Colorado email address. It is class policy that grades will not be discussed over email. I will generally reply to e-mails within 24 hours.

## Artificial Intelligence

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available and pose new threats to academic integrity. **You may not use generative AI tools on assignments in this course.** Generative AI tools are typically trained on limited and pre-existing datasets that may be out of date and are designed to produce content that *appears* to be written by a human. As a result, work produced using generative AI is considered plagiarism and will often produce potentially outdated and inaccurate work that is not your own. If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, this will be considered a violation of the Honor Code and there will be consequences appropriate to your specific case. These include getting a zero on the assignment, and possibly failing the class. Please act with integrity, for the sake of both your personal character and your academic record.

## Course Materials

There is no required textbook for this course. All readings will be made available on Canvas. Assigned readings and deadlines are subject to change, but you will be notified in advance.

## Schedule

### **Week 1: Course Introduction & Preliminaries**

***Monday, January 13:*** Course Overview, Introductions

- No Readings

***Wednesday, January 15:*** The US vs. the EU: Similarities & Differences

- Fabbrini, Sergio. 2005. “Is the EU Exceptional?: The EU and the US in Comparative Perspective.” Pp. 3–24 in *Democracy and Federalism in the European Union and the United States*, edited by S. Fabbrini. Abingdon, UK: Taylor & Francis.

***Friday, January 17:*** Federalism & Multi-Level Politics

- Hooghe, Liesbet, and Gary Marks. 2003. “Unraveling the Central State, but How? Types of Multi-Level Governance.” *American Political Science Review* 97(02).

### **Week 2: The Political Party**

***Monday, January 20:*** No Class (MLK)

**Wednesday, January 22:** What Are They? What Do They Do?

- Dalton, Russell and Martin Wattenberg. 2000. "Unthinkable Democracy: Political Change in Advanced Industrial Democracies." In *Parties without Partisans*, Dalton and Wattenberg, eds. New York: Oxford UP.

**Friday, January 24:** Are Parties Necessary for Democracy?

- Dresden, Jennifer and Chris Parr. 2024. "Why do we need political parties?" Protect Democracy. <https://protectdemocracy.org/work/why-do-we-need-political-parties/>

### **Week 3: Party Formation**

**Monday, January 27:** Societal & Cultural Explanations

- Lipset, Seymour M., and Stein Rokkan. 1990. "Cleavage Structures, Party Systems, and Voter Alignments." In *The West European Party System*, Peter Mair, ed. New York: Oxford UP. Pgs. 91-138.

**Wednesday, January 29:** Institutional Explanations

- Aldrich, John H. 2011. *Why Parties? A Second Look*. University of Chicago Press. Chapter 2

**Friday, January 31:** Electoral Rules & Party Systems

- Lachat, Romain, André Blais, and Ignacio Lago. 2015. "Assessing the Mechanical and Psychological Effects of District Magnitude." *Journal of Elections, Public Opinion and Parties* 25(3):284–99.

### **Week 4: Parties & Electoral Systems**

**Monday, February 3:** Electoral Rules

- Clark, William Roberts, Matt Golder and Sona Nadenichek Golder. 2018. *Principles of Comparative Politics*. 3rd ed. Thousand Oaks, CA: Sage. Chapter 13.

**Wednesday, February 5:** Making the Rules

- Boix, Carles. 1999. "Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies." *American Political Science Review* 93(3):609–24.

**Friday, February 7:** Making Votes Count

- Gschwend, Thomas. 2007. "Ticket-splitting and Strategic Voting under Mixed Electoral Rules: Evidence from Germany." *European Journal of Political Research* 46(1):1–23.

### **Week 5: Exam 1**

**Monday, February 10:** Rules & Democratic Satisfaction

- Blais, André, Alexandre Morin-Chassé, and Shane P. Singh. 2017. "Election Outcomes, Legislative Representation, and Satisfaction with Democracy." *Party Politics* 23(2):85–95.

**Wednesday, February 12:** Review

**Friday, February 14:** Exam 1

## **Week 6: Party Systems & Party System Change**

### ***Monday, February 17:*** Party Families

- De La Cerda, Nicolás, and Jacob R. Gunderson. 2024. “Are Party Families in Europe Ideologically Coherent Today?” *European Journal of Political Research* 63(3):1208–26.

### ***Wednesday, February 19:*** Decline of Social Democracy

- Benedetto, Giacomo, Simon Hix, and Nicola Mastrorocco. 2020. “The Rise and Fall of Social Democracy, 1918–2017.” *American Political Science Review* 114(3):928–39.

### ***Friday, February 21:*** Rise of the Radical Right

- Berman, Sheri. 2021. “The Causes of Populism in the West.” *Annual Review of Political Science* 24(1):71–88.

## **Week 7: Parties in Government**

### ***Monday, February 24:*** Government Formation Process

- Lanny Martin and Randolph Stevenson. 2001. “Government Formation in Parliamentary Democracies.” *American Journal of Political Science*. 45.1: 33-50.

### ***Wednesday, February 26:*** Parties in Government

- Thomson, Robert, et al. 2017. “The Fulfillment of Parties’ Election Pledges: A Comparative Study of the Impact of Power Sharing.” *American Journal of Political Science*. 61.3: 527-542.

### ***Friday, February 28:*** Dilemma of Coalitions

- Klüver, Heike and Jae-Jae Spoon. 2019. “Across Europe, coalition governments are hurting political parties that join them.” *Washington Post*.  
<https://www.washingtonpost.com/politics/2019/07/23/across-europe-coalition-governments-are-hurting-political-parties-that-join-them/>

## **Week 8: Party Strategy & Behavior**

### ***Monday, March 3:*** What Are a Party’s Goals

- Strøm, Kaare. 1990. “A Behavioral Theory of Competitive Political Parties.” *American Journal of Political Science* 34(2):565.

### ***Wednesday, March 5:*** Party Competition

- Meguid, Bonnie M. 2005. “Competition between Unequals: The Role of Mainstream Party Strategy in Niche Party Success.” *The American Political Science Review* 99(3):347–59.

### ***Friday, March 7:*** Party Responsiveness

- Klüver, Heike, and Jae-Jae Spoon. 2016. “Who Responds? Voters, Parties and Issue Attention.” *British Journal of Political Science* 46(3):633–54.

## **Week 9: Issue Ownership & Position-Taking**

### ***Monday, March 10:*** Issue Ownership

- Budge, Ian. 2015. “Issue Emphases, Saliency Theory and Issue Ownership: A Historical and Conceptual Analysis.” *West European Politics* 38(4):761–77.

**Wednesday, March 12:** Issue Blurring & Emphasis

- Koedam, Jelle. 2021. "Avoidance, Ambiguity, Alternation: Position Blurring Strategies in Multidimensional Party Competition." *European Union Politics* 22(4):655–75.

**Friday, March 14:** Issue Entrepreneurship

- Hobolt, Sara B., and Catherine E. de Vries. 2015. "Issue Entrepreneurship and Multiparty Competition." *Comparative Political Studies* 48(9):1159–85.

**Week 10: Exam 2**

**Monday, March 17:** Review

**Wednesday, March 19:** Exam #2

**Friday, March 21:** No Class (Enjoy!)

**SPRING BREAK (March 24-30)**

**Week 11: Spatial Models of Vote Choice**

**Monday, March 31:** Proximity Voting vs Directional Voting

- Kedar, Orit. 2005. "When Moderate Voters Prefer Extreme Parties: Policy Balancing in Parliamentary Elections." *American Political Science Review* 99(2):185–99.

**Wednesday, April 2:** Multidimensional Voting

- Bakker, Ryan, Seth Jolly, and Jonathan Polk. 2018. "Multidimensional Incongruence and Vote Switching in Europe." *Public Choice* 176(1):267–96

**Friday, April 4:** No Class

**Week 12: Economic Voting & Accountability**

**Monday, April 7:** Economic Voting

- Lewis-Beck, Michael S. 1986. "Comparative Economic Voting: Britain, France, Germany, Italy." *American Journal of Political Science* 30(2):315–46.

**Wednesday, April 9:** Clarity of Responsibility

- Hobolt, Sara, James Tilley, and Susan Banducci. 2013. "Clarity of Responsibility: How Government Cohesion Conditions Performance Voting." *European Journal of Political Research* 52(2):164–87.

**Friday, April 11:** CoR & Globalization

- Hellwig, Timothy. 2015. *Globalization and Mass Politics: Retaining the Room to Maneuver*. Cambridge University Press. Chapter 4

**Week 13: Partisanship & Polarization**

**Monday, April 14:** The American Voter's British Cousin

- Clarke, Harold D., David Sanders, Marianne C. Stewart, and Paul Whiteley. 2009. "The American Voter's British Cousin." *Electoral Studies* 28(4):632–41.

**Wednesday, April 16:** Affective Polarization: A US Problem?

- Reiljan, Andres. 2020. “Fear and Loathing across Party Lines’ (Also) in Europe: Affective Polarisation in European Party Systems.” *European Journal of Political Research* 59(2):376–96.

**Friday, April 18:** Negative Party Identification

- Spoon, Jae-Jae, and Kristin Kanthak. 2019. “‘He’s Not My Prime Minister!’: Negative Party Identification and Satisfaction with Democracy.” *Journal of Elections, Public Opinion and Parties* 29(4):511–32.

**Week 14: Sociological Voting & Localism**

**Monday, April 21:** Class Voting

- Evans, Geoffrey, and James Tilley. 2012. “How Parties Shape Class Politics: Explaining the Decline of the Class Basis of Party Support.” *British Journal of Political Science* 42(1):137–61.

**Wednesday, April 23:** Social Capital

- Putnam, Robert. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton University Press. Chapter 4.

**Friday, April 25:** Localism

- Fitzgerald, Jennifer. 2018. *Close to Home: Local Ties and Voting Radical Right in Europe*. New York, NY: Cambridge University Press. Chapter 1+2
- **DUE: Research Paper at 11:59pm**

**Week 15: Democracy in Decline?**

**Monday, April 28:** Democratic Deconsolidation

- Foa, Roberto Stefan, and Yascha Mounk. 2016. “The Democratic Disconnect.” *Journal of Democracy* 27(3):5–17.

**Wednesday, April 30:** Review

**Friday, May 2:** No Class (Reading Day)

**FINAL EXAM: May 5<sup>th</sup>, 7:30-10pm**

**Classroom Behavior:** Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy. For more information, see the [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

**Accommodation for Disabilities:** If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [DSinfo@colorado.edu](mailto:DSinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

**If you have a temporary illness, injury or required medical isolation for which you require adjustment, please let me know as soon as possible via e-mail.**

**Preferred Student Names and Pronouns:** CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

**Honor Code:** All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part in adhering to the Honor Code. All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: [StudentConduct@colorado.edu](mailto:StudentConduct@colorado.edu). Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

**Note: Use of AI in your written answers is considered plagiarism in this course and is not permitted and will result in an “F” in the course!**

**Discrimination and Harassment:** CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact



OIEC at 303-492-2127 or email [CUreport@colorado.edu](mailto:CUreport@colorado.edu). Information about university policies, [reporting options](#), and [support resources](#) including confidential services can be found on the [OIEC website](#). Please know that faculty and graduate instructors must inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about resolution options and support resources. To learn more about reporting and support for a variety of concerns, visit the [Don't Ignore It page](#).

**Religious Holidays:** Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please communicate the need for a religious accommodation in a timely manner. In this class, **please let me know by the end of week 3 of any religious accommodations you may require.** See the [campus policy regarding religious observances](#) for full details.

**Mental Health and Wellness:** The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in C4C or call (303) 492-2277, 24/7. Free and unlimited telehealth is also available through [Academic Live Care](#). The Academic Live Care site also provides information about additional wellness services on campus that are available to students.