

**Government and Politics of Western Europe – INTA  
2220 – A  
Fall 2018  
Ivan Allen College G17—MWF 9:05-9:55am**

Dr. Claire Greenstein

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Office Hours: Wednesdays, 9:55-11:55am in Habersham 212A, or by appointment

**Course Content and Goals**

This course is designed to introduce students to the politics of Western Europe. We will be examining Europe's political institutions, discussing how these institutions were shaped by politics, and looking at how these institutions shape politics today. Throughout the course, we will be analyzing current events to see the contemporary interplay between political institutions and European politics. Besides educating students about an area of the world that they may not be familiar with, this course is intended to provide students with some of the historical knowledge necessary for understanding what has happened and is happening in the region, help them learn how to independently assess the merits of various political institutions, and allow them to practice analyzing politicians' actions and current events. Consequently, this course will consist primarily of interactive lectures, short small group activities, and large group discussions.

**Book**

Markus M.L. Crepaz, *European Democracies*, 9<sup>th</sup> ed.

**Readings + Other Assignments**

While the only book you need to own is the Crepaz book mentioned above, I will be assigning news articles and additional readings. These will be posted on Canvas or the links will be provided in the syllabus. Because we will be discussing current events, which (for obvious reasons) cannot be listed on the syllabus in advance, it is your responsibility to check Canvas to make

sure you have read everything assigned for a given class period. If links on the syllabus do not work for you, use the titles and authors provided in the syllabus to google the articles and find them that way.

While there may be occasional homework assignments besides the assigned readings, the bulk of your homework in this class consists of reading things and then thinking about what you've read. Consequently, I expect you to actually do the readings. Lectures are designed with the expectation that you have read the assigned material before class begins. *You will not do well in this course unless you do the readings.* I also reserve the right to give you pop quizzes if I feel it is necessary.

You are responsible for being in class, checking your GA Tech email, checking Canvas, and learning about any homework assignments from a fellow student if you miss class. I may assign readings that are not on this syllabus; you are expected to keep track of and read those assignments, as well.

**I will not accept late assignments unless there are extreme extenuating circumstances.** Start your papers early and save them to a cloud platform (Dropbox, iCloud, Google Drive, etc.). Computer emergencies happen at unpredictable times—always have your work backed up! For the papers, if you find yourself in a position where you are sending me an assignment via email, it is your responsibility to make sure you correctly attach a readable version of your assignment. Forgetting to attach a document or attaching an unreadable or incomplete version of your assignment does not count as having turned in your work, and all late work policies will apply.

## **Course Requirements**

1. Participation (10%). This consists of attendance, class conduct, homework, and regular participation.

Attendance and participation are required. I will take attendance every day. If you are going to miss a class and want that absence to be excused, **you must contact me \*before\* class with a valid excuse \*and then\* provide written verification for your excuse.** I will **not** remind you to bring in the verification for your excuse; that is

your responsibility. Even if you contact me before class with an excuse that I approve as valid, your absence will not be marked as excused until you present the necessary verification. **After the first week of class, you are allowed 4 unexcused absences; every unexcused absence after that will automatically cause your participation grade to drop by ½ a letter grade (5 points).**

As mentioned in the “readings and homework” section of the syllabus, students are expected to come to class prepared (i.e. having read and thought about the readings & homework) and ready to **actively** participate. I will reiterate that in order to do this, you must read before class starts.

Do not expect an A just for showing up—regular attendance denotes average performance, which equates to a grade of 75% (C). Raising this grade hinges on demonstrating that you have both read and thought about the reading. The only way for you to do this is to actively participate. An easy way to do this is to come to class with prepared comments and/or questions relating to the week’s readings, the lectures, or to how current events reflect what we are studying in class. I will give you ample opportunities to participate in class.

One of the goals of this class is to give you a safe environment in which to speak so that you can practice analyzing political events and applying the theories we learn in class to real-world events. To this end, we will frequently engage in discussion. Guidelines we will follow to help foster meaningful discussion:

- Be respectful. Different opinions are healthy and welcome in the classroom. However, it is essential that we treat one another with respect. You do not have to agree with someone’s view, but you do have to be respectful. Disrespectful students may be asked to leave the classroom. Please take a look at GA Tech’s anti-harassment policy if you have questions (<http://www.policylibrary.gatech.edu/anti-harassment-policy>)
- Speaking in front of groups can be intimidating to some students; it is my goal to ensure that this class is a comfortable space where everyone can participate. Our discussions will be most successful

when all voices are heard. If speaking in front of the class makes you nervous, **come talk to me** as soon as possible so that we can figure out some strategies you are comfortable with to help you earn points towards your participation grade. I cannot give you full credit if you do not speak in front of the full class.

- Don't be afraid to ask questions! Everyone has different areas of expertise, and I don't expect you to understand or remember everything immediately, so don't demand that of yourself, either. I will be of limited help to you if you don't speak up when you need clarification, and the discussion portions of the class will not work unless you participate.

2. Map Quiz (5%). On **August 31**, we will have a short in-class map quiz of the current countries in Europe. I will number some (not all) of the countries and you will have to give me the names of those countries. I will not ask about capitals, rivers, mountains, etc.; just country names.

3. Two Short Papers (13% and 17%). You will have two short (5-page) papers due over the course of the semester. The first paper (due **September 17**) will be worth 13% of your final grade. Paper 2 (due **November 5**) will be worth 17% of your final grade. Paper prompts, guidelines, and expectations will be given closer to the due dates.

3. Midterm (25%). The midterm will be on **Wednesday, October 3**, and it will consist mainly of short answer questions. It will be closed book, and it will take place in class.

4. Final (30%). The final will be on **Friday, December 7, at 8am**. It will be closed book, and it will consist mainly of short answer questions.

### **Honor Code**

It is expected that all work you do in this course will be original work not previously or simultaneously handed in for credit in another course. Your work must follow the Georgia Tech Honor code. Please take the time to read the Honor Code carefully (<https://policylibrary.gatech.edu/student-affairs/academic-honor-code>). Suspected cases of cheating or other forms

of academic dishonesty will be investigated by the Office of Student Integrity. For further information: <http://osi.gatech.edu/>

Familiarize yourself with the concept and practice of plagiarism in order to make sure that you avoid it. Plagiarism is defined as deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise. Consult the information at <http://libguides.gatech.edu/citationtools/aboutplag> and ask me if you have any questions.

### **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations that you should have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

### **Students with Disabilities**

Students with a documented disability should register with the Access Disabled Assistance Program for Tech Students (ADAPTS) so that I am able to provide you with the accommodations you need. Please contact the ADAPTS office (<http://www.adapts.gatech.edu>) and turn the ADAPTS form in to me as soon as possible.

### **Questions**

If you have questions about the course, please come see me after class or during office hours. Please email me if you absolutely cannot come to office hours. Some questions cannot be easily resolved by email, so we can set up another time to meet if necessary. Please do communicate with me early if you have any challenges that you expect to impact your performance in this course; **I will not be able to help you if you do not ask for help.**

### **Rescheduling Exams**

**If you have to miss class on the day of an exam or wish to reschedule an exam, then you must write and explain beforehand in all but the most unusual circumstances.** If you are going to miss an exam for an event you know about well in advance, please come speak to me in first week or two of class) so that we can make appropriate arrangements. Please note that I cannot allow you to take the final on a different day or at a different time without the approval of Academic Scheduling; therefore, contact them if you have a conflict with the time of the final and need to change it.

### **Conduct in Class + Additional Info**

Feel free to bring your laptops to class—if you do, however, I expect you to use them for activity related to this course. Playing on the Internet during class is highly disrespectful to people who are trying to pay attention. I may not call you out for being on Twitter during class, but I will notice, and it will affect your final grade. **You may not have your laptops open during any sort of student presentation.** If, during the course of the semester, I see that the laptops are acting as more of a distraction than a help, I reserve the right to restrict their usage.

Do not use your cell phone during class. I can tell when you're using it. Don't do it.

If you are going to spend class time playing on your computer or your phone, then please respect your classmates, use one of your unexcused absences, and do not come to class.

I will not respond to emails asking questions whose answers are on this syllabus. This saves both my time and yours; it is quicker for you to read a syllabus than it is for you to write me an email and wait for my reply.

If you email me after 8pm on the day before an exam, I might not see it in time to respond.

As a general rule, I will not email you your grades, nor will I discuss your grades with you within 24 hours of handing graded assignments back. That being said, if you have questions about my comments on your assignments, I am happy to talk to you. If you want me to regrade

something, you will need to provide me with a written statement in which you specifically respond to the feedback I have given you and explain why you feel you deserve a higher grade.

## **Course Schedule**

### Introduction

**August 20**—Go over syllabus, introductions

**August 22**—Have read: Crepaz Ch. 1 (14pp)

**August 24**—No class (Faculty Retreat)

### Political Parties

**August 27**—Parties and their platforms

Have read: Crepaz, Ch. 2 (35pp)

**August 29**—Political parties, cont.

Have read: News articles, TBA (see Canvas)

**August 31**— **\*\*\*Map Quiz\*\*\***

Please bring your laptops to class so that we can do a short in-class activity on European political parties.

### Electoral Systems

**Sept 3**—No class; Labor Day

**Sept 5**—Electoral systems

Have read: Crepaz Ch. 3 (27pp)

**Sept 7**—Electoral systems, cont.

Have watched the following CGP Grey videos:

1. FPTP Explained (6:30):

<https://www.youtube.com/watch?v=s7tWHJfhiyo>

2. Alternative Vote Explained (4:26):

<https://www.youtube.com/watch?v=3Y3jE3B8HsE>

3. MMP Explained (4:37):

<https://www.youtube.com/watch?v=QT0I-sdoSXU>

4. STV Explained (7:10):

<https://www.youtube.com/watch?v=l8XOZJkozfl>

(23min total)

**Sept 10**—European electoral systems and European elections  
Have read: News articles, TBA (see Canvas)

### Parliamentary Systems—Executive and Parliament

**Sept 12**—No class (Faculty Orientation)

**Sept 14**—Executive

Have read: GLM, Ch. 2 (on Canvas), 21pp

**Sept 17**—Parliament

Have read: GLM, Ch. 3 (on Canvas), 31pp

**\*\*\*Short Paper 1 Due\*\*\***

### Coalitions

**Sept 19**—What are coalitions, how do they form

Have read: Crepaz Ch. 4 (13pp)

**Sept 21**—When and why do coalitions fail

Have read: News articles, TBA (see Canvas)

### Courts

**Sept 24**—European Courts

Have read: Crepaz, Ch. 5 (9pp)

**Sept 26**—Co-Opting the Courts

Have read:

1. Nalepa, Monika. 2017. "This Is What the Gradual Erosion of Rule of Law Looks Like in Poland." *The Washington Post*, January 23. Available at: <https://www.washingtonpost.com/news/monkey-cage/wp/2017/01/23/this-is-what-the-gradual-erosion-of-rule-of->

- [law-looks-like-in-poland/?utm\\_term=.45ac1d8573f1](#) **Also available on Canvas.** (3pp)
2. Nalepa, Monika. 2017. "The Attack on Poland's Judicial Independence Goes Deeper Than You May Think. Here Are 5 Things to Know." *The Washington Post*, July 23. Available at: [https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/23/the-attack-on-polands-judicial-independence-goes-deeper-than-you-think-here-are-5-things-to-know/?utm\\_term=.193e2e3001d2](https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/23/the-attack-on-polands-judicial-independence-goes-deeper-than-you-think-here-are-5-things-to-know/?utm_term=.193e2e3001d2) **Also available on Canvas.** (3pp)
  3. Nalepa, Monika. 2017. "Poland's in Crisis Again. Here's What You Should Know about the Far Right's Latest Power-Grab." *The Washington Post*, November 28. Available at: [https://www.washingtonpost.com/news/monkey-cage/wp/2017/11/28/polands-in-crisis-again-here-are-3-things-you-need-to-know-about-the-law-and-justice-partys-attempt-to-take-over-the-courts/?utm\\_term=.9896d65147c8](https://www.washingtonpost.com/news/monkey-cage/wp/2017/11/28/polands-in-crisis-again-here-are-3-things-you-need-to-know-about-the-law-and-justice-partys-attempt-to-take-over-the-courts/?utm_term=.9896d65147c8) **Also available on Canvas.** (3pp)
  4. Nalepa, Monika. 2018. "Poland May Forcibly 'Retire' Dozens of Supreme Court Justices." *The Washington Post*, July 10. Available at: [https://www.washingtonpost.com/news/monkey-cage/wp/2018/07/10/poland-may-be-forcibly-retiring-dozens-of-supreme-court-justices/?noredirect=on&utm\\_term=.0becdd9f5c3b](https://www.washingtonpost.com/news/monkey-cage/wp/2018/07/10/poland-may-be-forcibly-retiring-dozens-of-supreme-court-justices/?noredirect=on&utm_term=.0becdd9f5c3b) **Also available on Canvas.** (3pp)

### Sept 28—Court Cases

- Please bring your laptops to class today so that we can do an in-class activity about some high-profile court cases in Europe.
- **\*\*\*Homework:** Email in review questions—if you email them by 8pm, Saturday, September 29, I'll make sure we talk about them on the 1<sup>st</sup>\*\*\*

### Oct 1— Review for Midterm

**\*\*\*Homework:** Come with questions!\*\*\*

### Oct 3—**\*\*\*MIDTERM\*\*\***

**Oct 5**—Yes, Prime Minister  
No homework

### Nationalism & Ethnicity

**Oct 8**—No class, Fall Break

**Oct 10**—Nationalism Overview  
Have read: Crepaz Ch. 13 (15pp)

**Oct 12**—Nationalism in Contemporary Europe  
Have read: News articles, TBA (see Canvas)

### Power Sharing

**Oct 15**—What is power sharing, how should it work, does it actually work  
Have read: Crepaz Ch. 14 (21pp)

**Oct 17**—Power sharing, cont.

### Gender and Sexuality

**Oct 19**—Gender  
Have read:

1. Nielsen, Nikolaj. 2017. "Gender Equality Best in Sweden, Worst in Greece." *EU Observer*, October 12. Available at: <https://euobserver.com/social/139413>
2. Bonitz, Anne. 2017. "Gender Quotas in Europe—Usage and Effect of Gender Quotas in European Countries." *Sarajevski Otvoreni Centar*, April 17. Available at: <http://soc.ba/en/gender-quotas-in-europe-usage-and-effect-of-gender-quotas-in-european-countries/>
3. Bagues, Manuel, and Pamela Campa. 2017. "Electoral Gender Quotas Fail to Empower Women." *Vox EU*, September 9. Available at: <https://voxeu.org/article/electoral-gender-quotas-fail-empower-women>

**Oct 22**—LGBT Activism in Europe  
Have read:

Holzacker, Ronald. 2012. "National and transnational strategies of LGBT civil society organizations in different political environments: Modes of interaction in Western and Eastern Europe for equality." *Comparative European Politics*, 10(1): 23-47. (**On Canvas**). (22pp)

### Minorities in Europe

#### **Oct 24**—Ethnic

Have read:

1. Four articles of your choice from the European Roma Rights Centre news portal, accessible here: <http://www.errc.org/media/news>
2. Yardley, Jim. 2014. "Europe's Anti-Semitism Comes Out of the Shadows." *New York Times*, Sept 23. Available at: <https://www.nytimes.com/2014/09/24/world/europe/europes-anti-semitism-comes-out-of-shadows.html> (**also on Canvas**) (11pp)

#### **Oct 26**—Religious

Have read:

1. Barry, Ellen, and Martin Selsoe Sorensen. "In Denmark, Harsh New Laws for Immigrant 'Ghettos.'" *New York Times*, July 1. Available at: <https://www.nytimes.com/2018/07/01/world/europe/denmark-immigrant-ghettos.html?rref=collection%2Fsectioncollection%2Fworld&action=click&contentCollection=world&region=rank&module=package&version=highlights&contentPlacement=2&pgtype=sectionfront> (**also on Canvas**) (7pp)
2. Misra, Tanvi. 2017. "The Othered Paris." *CityLab*, November 16. Available at: <https://www.citylab.com/equity/2017/11/the-othered-paris/543597/> (**also on Canvas**) (13pp)

#### **Oct 29**—Refugees

Have read:

1. Trilling, Daniel. 2018. "Five Myths About the Refugee Crisis." *The Guardian*, June 5. Available at: <https://www.theguardian.com/news/2018/jun/05/five-myths-about-the-refugee-crisis> (**also on Canvas**) (9pp)
2. Puric, Amir. 2018. "Croatia Police Accused of Abusing Refugees." *Deutsche Welle*, August 16. Available at:

<https://www.dw.com/en/croatia-police-accused-of-abusing-refugees/a-45110455> (also on Canvas) (3pp)

3. Meaker, Morgan. 2018. "Europe Is Using Smartphone Data as a Weapon to Deport Refugees." *Wired UK*, July 2. Available at: <https://www.wired.co.uk/article/europe-immigration-refugees-smartphone-metadata-deportations> (also on Canvas) (4pp)
4. Agerholm, Harriet. 2016. "Denmark Uses Controversial 'Jewellery Law' to Seize Assets from Refugees for First Time." *The Independent*, July 1. Available at: <https://www.independent.co.uk/news/world/europe/denmark-jewellery-law-migrants-refugees-asylum-seekers-unhcr-united-nations-a7113056.html> (also on Canvas) (4pp)

### Globalization and Trade

**Oct 31**—What is it, how has it affected Europe

\*\*\*Please bring your laptops to class today so we can do an in-class activity on globalization in Europe\*\*\*

Have watched and read:

(It looks like a lot, but it's 12 pages of reading and 4min of videos)

1. "Globalisation and the EU Economy." The European Commission. Available at: [https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/international-economic-relations/globalisation-and-eu-economy\\_en](https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/international-economic-relations/globalisation-and-eu-economy_en) (2pp)
2. Watson, Megan. 2008. "The Way Globalization Actually Works in Europe." *The European Institute*. Available at: <https://www.europeaninstitute.org/index.php/9-european-affairs/european-affairs/61-the-way-globalization-actually-works-in-europe> (2pp)
3. Bahn, Katharina. 2018. "Germany's Trade Imbalance Bad for Global Trade." *Deutsche Welle*, August 7. Video available at: <https://www.dw.com/en/germanys-trade-imbalance-bad-for-global-trade/av-44978446> (53 seconds)
4. "German Exports Swell on Other Countries' Debt." 2018. *Deutsche Welle*, August 7. Video available at: <https://www.dw.com/en/german-exports-swell-on-other-countries-debt/av-44979804> (2:57 minutes)
5. Shalal, Andrea. 2017. "Globalization, Migration Fears Reawaken Germans' Interest in 'Heimat.'" *Reuters*, October 5. Available at:

<https://www.reuters.com/article/us-germany-heimat/globalization-migration-fears-reawaken-germans-interest-in-heimat-idUSKBN1CA2EM> (4pp)

6. The Local. 2018. "Majority of Germans Want More Protection from Globalization: Study." *The Local*, April 19. Available at:

<https://www.thelocal.de/20180419/study-germans-want-more-protection-from-globalization> (2pp)

7. Tost, Daniel. 2015. "German Industry Profits from Globalisation." *Euractiv*, Jan 7. Available at:

<https://www.euractiv.com/section/innovation-industry/news/german-industry-profits-from-globalisation/> (2pp)

### **Nov 1—UK: Brexit**

\*\*\*Please bring your laptops to class so we can do an in-class activity on Brexit\*\*\*

Have read:

1. "Overwhelmed by 'Brexit'? Here are the Basics," Niraj Chokshi, Daniel Victor and Sewell Chan, June 24, 2016:

<https://www.nytimes.com/2016/06/25/world/europe/overwhelmed-by-brexit-here-are-the-basics.html>

2. "Brexit: All You Need to Know About the UK Leaving the EU," Alex Hunt and Brian Wheeler, July 31, 2018:

<https://www.bbc.com/news/uk-politics-32810887>

### Communist Legacies

### **Nov 5—Party Competition**

\*\*\*Paper 2 Due\*\*\*

Have read: Marks, Gary, Liesbet Hooghe, Moira Nelson, and Erica Edwards. 2006. "Party Competition and European Integration in the East and West: Different Structure, Same Causality." *Comparative Political Studies*, 39 (2): 155-175.

\*\*\*Skip from the bottom of p. 162 through the top of p. 169\*\*\* **On Canvas.** (about 14pp)

### **Nov 7—Political Trust**

Have read: Ceka, Besir. 2012. "The Perils of Political Competition:

Explaining Participation and Trust in Political Parties in Eastern Europe.” *Comparative Political Studies*, 46 (12): 1610-1635. **On Canvas.** (25pp)

**Nov 9**—29<sup>th</sup> Anniversary of the fall of the Berlin Wall  
Have read: News articles, TBA (see Canvas)

### Populism

**Nov 12**—What is it, and how is it affecting Europe?

1. Harris, Chris. 2018. “Explained: The Rise and Rise of Populism in Europe.” *EuroNews*, March 15. Available at: <http://www.euronews.com/2018/03/15/explained-the-rise-and-rise-of-populism-in-europe> (**Also on Canvas**). (5pp)
2. Galston, William A. 2018. “The Rise of European Populism and the Collapse of the Center-Left.” *Brookings*, March 8. Available at: <https://www.brookings.edu/blog/order-from-chaos/2018/03/08/the-rise-of-european-populism-and-the-collapse-of-the-center-left/> (**Also on Canvas**). (4pp)
3. Gramlich, John, and Katie Simmons. 2018. “5 Key Takeaways about Populism and the Political Landscape in Western Europe.” *Pew Research*, July 12. Available at: <http://www.pewresearch.org/fact-tank/2018/07/12/5-key-takeaways-about-populism-and-the-political-landscape-in-western-europe/> (**Also on Canvas**). (6pp)

**Nov 14**—Why populism? Why now?

1. Stokes, Bruce. 2018. “Populist Views in Europe: It’s Not Just the Economy.” *Pew Research*, July 19. Available at: <http://www.pewresearch.org/fact-tank/2018/07/19/populist-views-in-europe-its-not-just-the-economy/> (**Also on Canvas**). (5pp)
2. Luengo-Cabrera, José. 2018. “How Europe’s Deteriorating Peace Is Facilitating the Rise of Populism.” *London School of Economics*, July 10. Available at: <http://blogs.lse.ac.uk/europpblog/2018/07/10/how-europes-deteriorating-peace-is-facilitating-the-rise-of-populism/> (**Also on Canvas**). (7pp)
3. Zingales, Luigi. 2018. “Italy’s Populists Can Beat Europe’s Establishment.” *Foreign Policy*, April 3. Available at:

<https://foreignpolicy.com/2018/04/03/italys-populists-can-beat-europes-establishment/#> (**Also on Canvas**). (8pp)

**Nov 16**—Current Events

Have read: News articles, TBA (see Canvas)

Environment

**Nov 19**—

Have read:

1. Davies, Christian. 2017. "Polish Law Change Unleashes 'Massacre' of Trees." *The Guardian*, April 7. Available at: <https://www.theguardian.com/environment/2017/apr/07/polish-law-change-unleashes-massacre-of-trees> (**also on Canvas**) (4pp)
2. Witte, Griff. 2018. "Germans Love Their Cars. They Also Love the Environment. A Diesel Ban Is Forcing Them to Choose." *The Washington Post*, April 18. Available at: [https://www.washingtonpost.com/world/europe/germans-love-their-cars-they-also-love-the-environment-a-diesel-ban-is-forcing-them-to-choose/2018/04/18/6868777c-3bfc-11e8-955b-7d2e19b79966\\_story.html?utm\\_term=.954b4982a86](https://www.washingtonpost.com/world/europe/germans-love-their-cars-they-also-love-the-environment-a-diesel-ban-is-forcing-them-to-choose/2018/04/18/6868777c-3bfc-11e8-955b-7d2e19b79966_story.html?utm_term=.954b4982a86) (**also on Canvas**) (4pp)

**Nov 21 and 23**—No class, Thanksgiving Break

Memory Politics

**Nov 26**—Holocaust Memory Politics: Serbian Example

Have read:

Byford, Jovan. 2007. "When I Say 'The Holocaust,' I Mean 'Jasenovac.'" *East European Jewish Affairs*, 37 (1): 51-74. **On Canvas**. (18pp.)

**Nov 28**—Communist Memory Politics: Albanian Example (Lustration)

Have read:

1. Stan, Lavinia. 2017. "Lustration and Vetting." In *An Introduction to Transitional Justice*, ed. Olivera Simić. Routledge: New York, 137-153. (16pp) (**On Canvas**)

2. "OSCE: Albania Lustration Law Unconstitutional." *Balkan Insight*, December 17, 2008. Available at:  
<http://www.balkaninsight.com/en/article/osce-albania-lustration-law-unconstitutional> (1 page)
3. Likmeta, Besar. 2009. "EU Pans Albania's Lustration Law." *Balkan Insight*, January 29. Available at:  
<http://www.balkaninsight.com/en/article/eu-pans-albania-s-lustration-law> (1 page)
4. Bogdani, Aleksandra. 2012. "Victims of Albanian Communism Struggle for Closure." *The Atlantic*, December 7. Available at:  
<https://www.theatlantic.com/international/archive/2012/12/victims-of-albanian-communism-struggle-for-closure/265956/> (7pp) (**Also on Canvas**)

**Nov 30**—Balkan Wars

Have read:

Subotić, Jelena. 2013. "Remembrance, Public Narratives, and Obstacles to Justice in the Western Balkans." *Studies in Social Justice*, 7(2): 265-283. (**on Canvas**) (15pp of reading)

**Dec 3**—*Last Day!* Course Evaluations; Review

**FINAL EXAM: \*\*\*Friday, December 7, 8am\*\*\***