

# European Politics and the European Union

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University of Pittsburgh – Bradford  
Spring 2014

PS 0215 European Politics and the European Union

Class Times: Mondays and Wednesdays, 4:30-5:45 pm

Class Location: Blaisdell Hall 0121

Office Hours: Mondays and Wednesdays, 1-4 pm

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Course Website: <https://courseweb.pitt.edu/webapps/login/>

## ***Course Description:***

Welcome to European Politics and the European Union. This course aims to cultivate an understanding of political institutions, policy processes, and political behavior in Europe. We will be focusing both domestically, within European states, as well as supra-nationally, at the European Union level. Our focus will be on some of the 15 member states that joined the European Union through 1995, although we will also discuss the 11 Central and East European and 2 Mediterranean states that joined through 2013 as well as some states that have not joined the European Union.

In addition to readings from the textbooks, you will explore some of the latest research literature in European politics and policy-making, especially research articles from peer-reviewed academic journals like the *European Journal of Political Research*, *West European Politics*, and *European Union Politics*. Additionally, you will collect and analyze the latest news coverage of European politics and policy-making. Here are two useful links for news coverage: <http://www.euronews.net/> and <http://www.bbc.co.uk/news/world/europe/>. We will have active discussion of the chapter readings, research articles, and news coverage during our class sessions. Additionally, students will discuss the news coverage, research articles that they are reviewing, and other course materials on the class discussion board on a weekly basis throughout the semester (about 3 posts per week). The discussion board will help to spur additional in-class discussion of current public policy issues at the domestic and European Union level.

Students will select a particular issue area to focus on in a semester-long research project. They will write a comparative research paper focused on reviewing research about the policy, both cross-nationally at the domestic level and at the supranational European Union level. Students will apply theories and models of Europeanization in trying to best describe policy-making concerning this issue area. Thus, you will be introduced to competing paradigms concerning European Politics and develop an understanding of how these models are useful in attending us to different types of actors and causal factors influencing the political world. Additionally, you will learn about both qualitative and quantitative methods of gathering data to evaluate research questions in European Politics.

### ***Course Objectives:***

In light of the aforementioned goals, there are several course objectives that students should aim to achieve by the end of the course. Students will be able to:

1. develop an understanding of recent history, domestic and supranational institutions, and policy-making trends of the European Union and its member states
2. learn about key theoretical frameworks driving research in European politics
3. read, synthesize, and analyze empirical research in class and in the research paper
4. review media coverage of ongoing political processes and political events in the European Union and its member states and analyze these event in class discussions
5. write a comparative research paper in which they analyze the academic literature, critically analyze the arguments and evidence that are presented, and examine how the research applies to recent political events and policy-making

### ***Required Textbooks:***

1. Kubicek, Paul. 2012. "European Politics." Longman/Pearson. ISBN-13: 9780205562053. (Referred to as "EP").
2. Adolino, Jessica, and Charles H. Blake. 2011. "Comparing Public Policies: Issues and Choices in Industrialized Countries, 2<sup>nd</sup> ed." CQ Press. ISBN-13: 9781933116785. (Referred to as "CPP").

### ***Readings:***

The assigned materials should be read before class on the date they are listed in the schedule at the end of the syllabus. The instructor will also post hyperlinks to news articles and research articles on the course website.

### ***Grading Distribution:*** (out of 100 possible points for the course)

- Participation and Engagement in Class Activities, Debates, and Discussions (20 points)
- Participation and Engagement on Class Discussion Board (15 points)
- Research Paper Proposal (5 points)
- Research Paper (20 points)
- In-Class Exam 1 (20 points)
- Take-home Exam 2 (20 points)

### ***Participation and Engagement in Class Activities, Debates, and Discussions:***

Students can earn a maximum of 20 points toward the final grade via participation and engagement in class. Students are expected to attend all course sessions punctually and actively participate in the course activities, debates, and discussions. Students who are habitually late or excessively absent will receive point deductions. Class discussions are expected to be of a high caliber, involving critical analysis, grounded with concrete evidence. Please consider both sides, be respectful of others' opinions, try to understand their perspective, and take turns as the devil's advocate, arguing an unpopular position. Intensive reading is required for the course, and

students are expected to come to class having completed the day's scheduled reading assignment (either a chapter in the textbook or a research article linked to the course website).

It is expected that students follow international news coverage on a weekly basis and tie policy examples from that news coverage into class discussions. Students are particularly encouraged to search for recent news coverage concerning the policy issue that they are concentrating on in their semester-long research project. This background research will help students to select a proposed policy and begin writing the policy brief assignment.

### ***Participation and Engagement on Class Discussion Board:***

On a weekly basis throughout the entire semester, you are expected to actively participate on the Class Discussion Board of the course website. Your participation will be assessed at the end of the semester (out of a maximum of 15 points). In the discussion board, you will discuss the lectures (responding to discussion questions and introducing new threads of discussion tied to the lectures), research articles you are reading for your research project, assigned textbook readings, as well as the news coverage about European Politics. Furthermore, after reading others' assignments and postings, you will use the discussion board to write responses. Students are encouraged to raise questions for discussion that come up as you are reading, writing, or looking at news coverage.

Every week you should submit about 3 discussion board responses. You should have at least 1 post in which you discuss readings in detail (including summary of the substantive content in the reading and other relevant facts and information from the readings and outside sources and not just opinion-based content). The other posts can be responses to others' posts or other original posts. When citing the readings and other sources, please use parenthetical citations and include references. Please include hyperlinks for any outside internet sources you reference in your postings.

Students are expected to actively engage in the course discussion board, applying their own ideas, examples, and critical thinking in response to the readings. Many political vantage points are represented amongst your peers. I expect you to consider both sides, to be respectful of others' opinions, trying to step into their shoes and understand their perspective, and to take turns as devil's advocate, arguing an unpopular position. Discussion board participation and all writing for the assignments are expected to be of a high caliber, involving critical analysis, grounded with concrete evidence, which should stimulate an engaging discussion by the class.

### ***Research Paper Proposal and Research Paper:***

The course will culminate in a comparative research paper, in which students choose an area of policy-making and contrast how different countries have approached the issue domestically, as well as how the European Union has dealt with the issue at the supranational level. The paper should address which theoretical paradigms best model the role of domestic versus supranational institutions and state versus non-state actors in this area of policy-making.

For example, some students may argue that neofunctionalism, liberal intergovernmentalism, or multi-level governance approaches best describe policy-making concerning this policy. Students will be given a number of topics from which to choose as well as additional written instructions for the proposal and the final research paper.

The Research Paper Proposal is worth 5 points. Students will receive feedback concerning the proposal and are encouraged to schedule meetings with the instructor, if needed, to address any problems or difficulties in the project. The Research Paper is worth 20 points. The final research paper will likely be 20-22 pages long, double-spaced. Students are expected to review at least 15 academic journal articles, as well as at least 5 news articles on the topic in their paper.

Articles in research journals such as *European Journal of Political Research*, *West European Politics*, *European Union Politics*, *Comparative Politics*, *Comparative Political Studies*, the *Journal of Democracy*, the *American Political Science Review*, or *Journal of Politics*, are entirely appropriate for review as “academic literature.” Please look for articles of at least 14-18 pages and which are empirical (meaning that they present evidence, to test competing arguments and are NOT just theoretical). You may occasionally include an article that is just theoretical. The Research Paper will be due on the last day of class, and during the final exam session, we will have a Roundtable discussion of your findings in the research paper, which will be considered in your participation grade for the course.

### ***Exams:***

Exams 1 and 2 are each worth 20 points. Exam 1 will involve an in-class exam with a combination of multiple choice questions, short answer questions, and an essay. Exam 2 will be a take-home essay exam. The exam format will be discussed in class, several sessions in advance of the actual exam session, and the instructor will provide students with a review sheet which contains study questions. Both exams cover all the material read and presented in the lectures prior to the date of the exam as well as material that students are reading as they prepare their semester-long research project focused on a particular policy issue.

The first exam may include a map identification of European countries, some of which are member states of the European Union and some of which are not. The exam prompt for the second exam that is a take-home exam will be distributed at least one week in advance of the due date. Please note: if students are not participating in class or keeping up with the readings, the instructor may announce a quiz for the next class, which will count as part of the exam score.

***Tentative Course Schedule:***

Date	Topics	Assignments	Readings
Monday, January 06, 2014	Introduction to the Course	.	Syllabus
Wednesday, January 08, 2014	Introduction: What is Europe?	Discussion Board Participation Starts	EP Chapter 1
Monday, January 13, 2014	Political and Economic Development in Western Europe	Discussion Board Engagement	EP Chapter 2, pages 25-42
Wednesday, January 15, 2014	Political and Economic Development in Eastern Europe	Discussion Board Engagement	EP Chapter 2, pages 42-60
Monday, January 20, 2014	No class: Dr. Martin Luther King's birthday observance	.	.
Wednesday, January 22, 2014	The Development of the European Union	Discussion Board Engagement	EP Chapter 3
Monday, January 27, 2014	Institutions and Policies of the European Union	Discussion Board Engagement	EP Chapter 4
Wednesday, January 29, 2014	Parliaments and the Electoral System	Discussion Board Engagement	EP Chapter 5
Monday, February 03, 2014	Executive Authority in Europe	Discussion Board Engagement	EP Chapter 6
Wednesday, February 05, 2014	Legal Structures and Judicial Systems	Discussion Board Engagement	EP Chapter 7
Monday, February 10, 2014	Political Parties and Elections	Discussion Board Engagement	EP Chapter 8

Wednesday, February 12, 2014	Political Culture and Political Behavior	Discussion Board Engagement	EP Chapter 9
Monday, February 17, 2014	Economic and Social Issues in Europe	Discussion Board Engagement	EP Chapter 10
Wednesday, February 19, 2014	Security and Foreign Policy Issues	Discussion Board Engagement	EP Chapter 11
Monday, February 24, 2014	The Politics of Culture and Multi- Culturalism in Contemporary Europe	<b>Research Paper Proposal due</b>	EP Chapter 12
Wednesday, February 26, 2014	<b>Exam 1 (in class)</b>	<b>Exam 1</b>	.
Monday, March 03, 2014	Introduction to Comparative Public Policy and the Policy Process	Discussion Board Engagement	CPP Introduction and Chapter 1
Wednesday, March 05, 2014	Theories of Policy Making	Discussion Board Engagement	CPP Chapter 2
Monday, March 10, 2014	No Class: Spring break	.	.
Wednesday, March 12, 2014	No Class: Spring break	.	.
Monday, March 17, 2014	Political and Economic Dynamics in Industrialized Countries	Discussion Board Engagement	CPP Chapter 3
Wednesday, March 19, 2014	The Policy-making Context	Discussion Board Engagement	CPP Chapter 4
Monday, March 24, 2014	Immigration Policy	Discussion Board Engagement	CPP Chapter 5

Wednesday, March 26, 2014	Fiscal Policy	Discussion Board Engagement	CPP Chapter 6
Monday, March 31, 2014	Taxation Policy	Discussion Board Engagement	CPP Chapter 7
Wednesday, April 02, 2014	Health Care Policy	Discussion Board Engagement	CPP Chapter 8
Monday, April 07, 2014	Social Policy	Discussion Board Engagement	CPP Chapter 9
Wednesday, April 09, 2014	Education Policy	Discussion Board Engagement	CPP Chapter 10
Monday, April 14, 2014	Environmental Policy	Discussion Board Engagement Ends	CPP Chapter 11
Wednesday, April 16, 2014	Conclusion	<b>Research Paper due</b>	CPP Chapter 12
Wednesday, April 23, 2014	<b>3-5 pm – Turn in take-home Exam 2 and participate in Roundtable Presentation of Research Papers</b>	<b>Take-home Exam 2 due, Roundtable Presentation of Research Papers</b>	.

## General Course Policies

### ***Grading Policy:***

When students receive grades on any individual assignment, your raw score is listed (the points received for that assignment). At the end of the semester, all these scores are added up. The maximum number of points a student can receive is 100 points. Listed below is the system by which the total sum of grades (also a percentage) will be converted to a final letter grade.\*

90.0-92.99 % = A-;	93.0-96.99 % = A;	97.0-100.00% = A+;
80.0-82.99 % = B-;	83.0-86.99 % = B;	87.0-89.99 % = B+;
70.0-72.99 % = C-;	73.0-76.99 % = C;	77.0-79.99 % = C+;
60-62.99% = D-;	63.0-66.99 % = D;	67.0-69.99 % = D+;
		59.99% and lower = F

\* Please note that if a student engages in academic misconduct such as plagiarism or if the student accumulates an extended period of unexcused absences, the instructor may revert the student's final grade to the grade of F, regardless of the sum of grades.

### ***Late Assignment Policy:***

Our reading and homework schedule must be adhered to in a timely matter. Assignments must be printed and turned in on time at the beginning of class on the date they are due. All assignments must also be submitted online on Courseweb by the start of class.

After this deadline, the following deductions for lateness may take place:

- Assignment received within the first 24 hours: -10% value of assignment.
- Assignment received within the first 48 hours: -20% value of assignment.
- Unless there are mitigating circumstances and the student has previous written approval from the instructor for an extension, assignments received over 48 hours past the deadline will NOT be accepted any longer and will be assigned 0 points.

### ***Tips Regarding Your Papers:***

#### Tips Concerning Submitting Assignments:

- You are expected to submit both paper and electronic copies of any paper assignments. Paper copies are due in person at the start of the class session. Electronic copies are due on the course website, before class starts. Please attach it as a single Microsoft Word file.
- It is your responsibility to be sure that you check any assignment you submit to be certain that you have submitted the correct, full version of the assignment and attached a properly formatted list of references at the end of the assignment.

#### Tips Concerning the Formatting of Your Papers:

- Microsoft Word document
- Times New Roman, size 12 point font
- Double-spaced, 1 inch margins
- No title page, but a paper title should be listed
- Header on each page with your name and the page number
- Indent new paragraphs



- Italicized headings to clarify sections
- Inclusion of parenthetical citations and a list of references

Tips Concerning Writing Your Papers:

- The top of the first page should include your typed name and the title of the paper.
- Please include clear introductory and concluding paragraphs.
- Each paragraph should have introductory and concluding sentences that explain what idea you are developing in the paragraph, and how it relates to what precedes or follows.
- Use varied transitions to emphasize how your argument is developing.
- Paragraphs should be at least 4-5 sentences long, on average. They should be clearly focused topically, and if you have a 2 sentence paragraph that should be an indicator to you that there are ideas which need development or reorganization.
- On the other hand, paragraphs should not be so extensive that they run longer than half a page to two-thirds of a page in length. If you notice that you have a paragraph that is too long, find a way to break it down into two paragraphs, based on the content.
- Be careful to edit your writing extensively for grammar, clarity, and parsimony. Often when a sentence is excessively long, you need to break it down into two sentences. Check that each sentence clearly conveys what you mean, and make sure it has a subject, verb, et cetera. When you read each sentence, consider whether, if you had no previous information, the statement would be comprehensible to you.
- Make use of peer review at the Writing Center.
- A separate page, titled References, that lists references in the Chicago Style format ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)) should be included. Be sure to click on the “Author-Date” tab to see the correct version of this citation style. Reference entries should be sorted alphabetically by first authors’ surnames. Any source cited parenthetically should be included in the list of references.

***Tips for Finding Useful Research Articles:***

Research articles typically are 15-25 pages long, and they present competing theoretical arguments which are tested empirically with evidence.

To access any of the databases listed below where you can search for articles:

<http://www.library.pitt.edu/db/all>

To access any of the journals listed below and search for articles:

<http://www.library.pitt.edu/ejournals>

In case you are in need of help, there are a variety of ways to get assistance at the library:

<http://www.library.pitt.edu/bradford>

Databases I recommend include:

*Academic Search Premier*

*EBSCOhost*

*Project MUSE*

*JSTOR*

*PAIS International*

*Oxford University Press*

*Columbia International Affairs Online*

*Worldwide Political Science Abstracts*  
*IngentaConnect*  
*Blackwell Publishing*  
*Wiley*  
*Sage Journals Online*

Key journals in International Relations and Comparative Politics

*American Journal of International Law*  
*Comparative Politics*  
*Comparative Political Studies*  
*Democratization*  
*European Journal of International Law*  
*Global Governance*  
*International Affairs*  
*International Studies Quarterly*  
*International Organization*  
*Journal of Democracy*  
*Journal of International Affairs*  
*Journal of International Law and International Relations*  
*The Journal of Politics*  
*Political Science Quarterly*  
*Political Studies*  
*Politics and Society*  
*Political Research Quarterly*  
*PS, Political Science & Politics*  
*Review of International Studies*

Journals dealing with different regions of the world

*African & Asian Studies*  
*African Studies Review*  
*American Journal of Political Science*  
*American Political Science Review*  
*Asian Affairs*  
*Asian Journal of Political Science*  
*Asian Studies Review*  
*British Journal of Political Science*  
*British Journal of Politics and International Relations*  
*Canadian Journal of Political Science*  
*Comparative Studies of South Asia, Africa and the Middle East*  
*European Journal of International Relations*  
*European Journal of Political Research*  
*European Review of Latin American & Caribbean Studies*  
*European Union Politics*  
*International Journal of Asian Studies*  
*International Journal of Middle East Studies*  
*Journal of Asian and African Studies*

*The Journal of Asian Studies*  
*Journal of Contemporary African Studies*  
*Journal of Contemporary Asia*  
*Journal of Latin American Studies*  
*Journal of Southern African Studies*  
*Latin American Politics and Society*  
*The Middle East Journal*  
*Third World Quarterly*  
*Middle East Policy*  
*Middle East Quarterly* (useful but often not empirical)  
*Middle Eastern Studies*  
*West European Politics*

Journals focused on Development and Developing Countries

*European Journal of Development Research*  
*Gender and Development*  
*Gender, Technology and Development*  
*Journal of Development Studies*  
*Journal of International Development*  
*Journal of International Relations and Development*  
*Journal of Third World Studies*  
*Progress in Development Studies*  
*Third World Quarterly*

Journals focused on Gender

*Asian Journal of Women's Studies*  
*European Journal of Women's Studies*  
*Gender and Society*  
*Journal of International Women's Studies*  
*Journal of Middle East Women's Studies*  
*Middle East Women's Studies Review*  
*Politics & Gender*

Journals focused on Human Rights

*Human Rights Quarterly*  
*International Journal of Human Rights*  
*Law and Practice of International Courts and Tribunals*

Journals focused on Civil Society and Social Movements

*Interface: Journal for and about Social Movements*  
*Mobilization*  
*Nonprofit and Voluntary Sector Quarterly*  
*Nonprofit Management & Leadership*  
*Social Movement Studies*  
*Voluntas*

Journals focused on the Media

*European Journal of Communication*  
*Global Media and Communication*  
*International Journal of Communication*  
*International Journal of Press/Politics*  
*International Journal of Media & Cultural Politics*  
*New Media & Society*  
*Media, Culture & Society*  
*Political Communication*

Journals focused on the Environment

*African Journal of Ecology*  
*Environment, Development and Sustainability*  
*Environmental Politics* (articles can be requested via inter-library loan)  
*Global Environmental Politics*  
*International Environmental Agreements: Politics, Law and Economics*  
*International Journal of Sustainable Development and World Ecology*  
*The Journal of Environment and Development*  
*Review of European Community & International Environmental Law*

Journals focused on Social Policy

*Global Social Policy*  
*Journal of European Social Policy*  
*Journal of Policy Reform*  
*Journal of Poverty*  
*Social Policy* (useful but often not empirical)

Journals focused on Immigration, Migration, Citizenship, and Refugee Issues

*Citizenship Studies*  
*European Journal of Migration and Law*  
*Immigrants & Minorities*  
*International Journal of Migration, Health & Social Care*  
*International Migration*  
*Journal of Immigrant & Refugee Services*  
*Journal of Immigrant & Refugee Studies*

Journals focused on Public Health

*African Journal of Reproductive Health* (useful but often not empirical)  
*American Journal of Public Health*  
*European Journal of Public Health*  
*Health Expectations* (useful but often not empirical)  
*Journal of Health and Social Policy*  
*Journal of HIV/AIDS & Social Services*  
*Journal of Public Health Policy*  
*Journal of Social Development in Africa*

Journals focused on Peace, Conflict, and Conflict Resolution

*Cooperation and Conflict*  
*Conflict Management and Peace Science*  
*International Journal of Conflict Management*  
*International Journal of Peace Studies*  
*International Negotiation*  
*Journal of Conflict Resolution*  
*Journal of Peace Research*  
*Mobilization*  
*Peace and Conflict*

Journals focused on Defense, Foreign and Security Policy

*Defence & Peace Economics*  
*Defence Studies*  
*Diplomacy and Statecraft*  
*European Foreign Affairs Review*  
*Foreign Affairs* (useful but often not empirical)  
*Foreign Policy* (useful but often not empirical)  
*Global Governance*  
*International Negotiation*  
*International Security*  
*Journal of Human Security*  
*Studies in Conflict and Terrorism*

Journals focused on Criminal Justice

*British Journal of Criminology*  
*Canadian Journal of Criminology*  
*European Journal of Crime, Crime Law, and Criminal Justice*  
*European Journal of Criminology*  
*Global Crime*  
*International Criminal Law Review*

Journals focused on Political Economy

*International Journal of Political Economy*  
*Journal of Political Economy*  
*Oxford review of Economic Policy*  
*Review of International Political Economy*  
*Review of Political Economy*

***Questions to Consider in Evaluating Research Articles:***

1. Arguments in the Literature: What are the most important RIVAL or competing arguments about the topic that are discussed? Which possible causal factors are considered?
2. Trends in the Literature: What are the important trends/findings about the topic that are mentioned?

3. Results: What evidence/data is collected and presented by the author(s)? What are the key findings?
4. Conclusions: What are the main conclusions drawn by the author(s) in light of this evidence? Which arguments are supported or refuted by the evidence that they collected?
5. Critically analyze the arguments being tested, the research design, the results, and the conclusions drawn in the article.
6. Are there new developments that this article may or may not apply to? How?

### ***Academic Integrity:***

Members of the University community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others, face harsh penalties, including permanent dismissal. Incidents of forged signatures that are associated with any academic endeavor at Pitt-Bradford, in addition to being a criminal offense, are viewed as violations of academic integrity. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances. Violations of academic integrity will be tracked by the Dean of Academic Affairs. Refer to the Pitt-Bradford Student Handbook for general guidelines on academic integrity. Copies of the complete Guidelines on Academic Integrity are available in the Office of the Dean of Academic Affairs (232 Swarts Hall.) The following links may be useful:

*Pitt-Bradford's Student Handbook:*

[http://www.upb.pitt.edu/uploadedFiles/Student\\_Life/Student-Services/StudentHandbook2012-2013.pdf](http://www.upb.pitt.edu/uploadedFiles/Student_Life/Student-Services/StudentHandbook2012-2013.pdf)

*The Provost's sites on academic integrity:*

<http://www.provost.pitt.edu/info/acguidelinespdf.pdf>

<http://www.provost.pitt.edu/info/ai1.html>

All your assignments will be checked to ensure that your writing is original and you are properly citing ideas that are not yours originally. Your writing will be checked using the SafeAssign tool in Blackboard, and the instructor may ask you to submit your assignment to <http://turnitin.com/>. Your paper will be submitted and checked against the institutional and global references databases of papers, journal articles, and material available on the Internet.

### ***Academic Honesty Provisions:***

You must properly cite your work using the Chicago Manual of Style (Author-Date style). Any quotations should be accompanied by both quotation marks and a parenthetical citation, and any ideas not originally your own but which are paraphrased should be accompanied by a parenthetical citation. Information which is not general knowledge should be substantiated using parenthetical citations. Each parenthetical citation should be accompanied by a reference list entry at the end of the paper. **Please note: You should be paraphrasing ideas in your own words and rarely use quotations. I expect to see many citations and references which are correctly formatted.**

- Please refer to this link for help on citation:  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

- Click on the “Author-Date” tab in this site. Please pair an in-text parenthetical citation (T) with a reference list entry (R) at the end of a paper. An example of an in text citation follows (Goldsmith and Wu 2006). A sample reference list entry is also included below:
  - Goldsmith, Jack, and Tim Wu. 2006. "How Governments Rule the Net." In *Who Controls the Internet? Illusions of a Borderless World*, ed. Jack Goldsmith and Tim Wu, 65-85. New York: Oxford University Press.
- All sources, including (but not limited to) books, chapters in edited volumes, journal articles, newspaper articles, websites, official government documents, and interview transcripts should be cited and included in the list of references.
- Note: Wikipedia is NOT an acceptable source because it is an open source website subject to considerable bias, but you may use it to access hyperlinks to primary source material.
- It is not appropriate to merely “paste” quotes into a paper. They should be used selectively (ideally no more than one quote per paragraph). Quotes should be introduced and followed by at least one sentence explaining their relevance. Be sure to place “” marks around quotations.
- Make sure that you properly paraphrase your sources, truly putting ideas into your own words. Just changing a word or two, moving around words in a quote, is not paraphrasing. In fact, if you retain parts of a quote, you should leave quotation marks around those groupings of words and include a citation. If you mention a theoretical argument or concept introduced by someone else, you should use quotation marks around the name of the concept/argument the first time that it is mentioned and attribute the concept to them using a citation.

After reviewing these materials, please let me know if you have any questions.

### ***Ramifications of Your Professionalism:***

Please realize that your professionalism is something that I will gauge on several fronts, including in your class participation assessment, and it certainly will be essential in determining whether I will be willing to serve as a reference on your behalf in the future. Please take this into consideration in deciding how you wish to engage with the course, your colleagues, and your instructor. Below are some factors that I will take into consideration. Please realize that they are all important, and that other factors also influence my decisions concerning serving as a reference or writing letters of recommendation, including the timing of a request. Many of these characteristics are also important considerations in hiring or admission decisions made by prospective employers and graduate programs. **Please note: Failure to exhibit professional intellectual, ethical, behavioral and attitudinal attributes and to interact in a collegial professional manner with peers, faculty and the public (e.g., during service-learning, a guest lecture, etc.) will result in a 10% reduction in the final course score.**

- Enthusiasm, initiative, and active learning
- Demonstrated punctuality and reliability
- Professional behavioral conduct and demeanor
- Quality of work and work ethic
- Originality and creativity
- Critical thinking, especially in analyzing research

- Communication, presentation, and listening skills
- Quality of writing, editing, and revision
- Academic honesty and integrity
- Knowledge and comprehension of key theories and concepts
- Ability to apply knowledge to concrete examples and policy-making trends
- Ability to consider divergent perspectives and engage in respectful debate
- Leadership, teamwork and quality of cooperation with other students

***Attendance:***

Students are expected to attend class, having prepared the day's readings, and ready to participate fully in classroom activities. If you miss the attendance, it is your responsibility to make sure to remedy that at the end of class by speaking with the instructor. On dates when exams are scheduled, assignments are due, or in-class presentations or activities are scheduled, attendance is required. On other dates of the class, students are permitted two unexcused absences, but are then also themselves responsible for arranging to get missing lecture notes from other students. I urge students to be careful not to miss class sessions, because it is very easy to get lost if you do.

When students have accumulated three or more unexcused absences, the instructor may decide to give the student a failing grade in the course or deduct a penalty from the participation grade. Students will not be penalized for excused absences and will be given a reasonable amount of time to make up missed work, provided they take contact with the instructor in advance and provided they submit the necessary documentation. On a case by case basis, the instructor will consider extenuating circumstances, but it is the student's obligation to be proactive about maintaining contact with the instructor.

***Class Cancellation Procedures:***

In the event that a class is cancelled, students will receive an e-mail informing them of the cancellation, and a notice will be posted on the classroom door. Please bear in mind that sometimes emergencies or unforeseen circumstances may prevent timely notification --- but all possible efforts will be made to ensure that you are informed in a timely manner.

Some things you can do to make sure you know when a class has been canceled:

- Check your Pitt email before you leave for class
- Check CourseWeb for any possible notifications: <https://courseweb.pitt.edu/>
- Make sure your contact information is up-to-date: <https://my.pitt.edu/>
- Register for Pitt's Emergency Notification Service: <http://technology.pitt.edu/portal/emergency.html>
- Contact Behavioral and Social Sciences division secretary Brenda Brandon: 814-362-7620/Swartz 203A

***Severe Weather Policy:***

Pitt-Bradford's general severe weather policy is to remain open in all but the most extreme circumstances. However, faculty, staff, and students must use their own discretion in deciding whether it is possible to safely come to class or report for work. In case of inclement



weather, please check your Pitt email for any possible notifications from the instructor. If weather circumstances change during the day, please recheck your e-mail messages in case an update or new message has been sent out. Students will not be penalized for weather-related absences, but are responsible for contacting the instructor and submitting coursework in a timely fashion, if applicable. Students should submit the assignment online by the deadline, if they are unable to turn in a paper copy due to weather-related circumstances.

### ***Our Classroom Environment:***

Every student brings to the classroom a unique point of view. Everyone has different experiences and different backgrounds. We tend to think and learn in our own way, based in part on our own social and cultural background. Therefore, we have all formed opinions and perspectives that may or may not be shared by others. However, we should all treat each other with respect and decency. In this course, we may look at controversial topics that can provoke strong responses. While I encourage students to engage in discussion about such, I also expect all students to do so with civility, respect, and integrity. To establish a comfortable learning environment, we must have mutual respect and civility. This includes coming to class on time and discussing things in an academic, rather than a personal manner. While in class, please refrain from talking or reading about non-course-related material, including on electronic devices.

### ***General Statement of Student Responsibilities:***

“As a student at Pitt-Bradford, you have been given the opportunity to study and earn your University of Pittsburgh degree. As a university that takes teaching and learning seriously, Pitt-Bradford prides itself on being a “community of learners.” By this, we mean that all of us – students, faculty and staff – take active roles in the teaching and learning process. One cannot be a passive learner at Pitt-Bradford” (Student Handbook, 2009-2010). In addition to the requirements as outlined for this particular course, as a member of the faculty responsible for carrying out the “community of learners” mission, I understand you as a Pitt-Bradford student to have the following responsibilities:

1. While faculty and academic support personnel are readily available to teach, guide, and assist you, the primary responsibility for learning and your education is yours.
2. While all faculty, academic advisors, and academic support personnel are available to assist you, it is your responsibility to communicate with your advisor and/or course instructor when necessary, and it is your responsibility to be familiar with all relevant university policies and processes.
3. While many students must maintain multiple responsibilities, including work and family, it is your responsibility to make academics – to the greatest degree possible – your highest priority.
4. While a full university experience should include cultural, social and recreational endeavors, it is your responsibility to manage your time such that as a rule, several hours of work outside the classroom are available for each hour of class time.”

### ***Electronic Devices:***

Please keep electronic devices stowed away with the volume turned off during class and leave them at home during exams. However, if you are using a device like a smartphone, i-pad, or laptop to take notes, work on an assignment, or search for relevant information, you are more than welcome to do so during class but not during exams. Students should take heed that the instructor will take note of any misuse of such devices for other purposes, such as text-messaging. Students should ask permission before they record any lectures, presentations, or discussions (delivered by the professor or by others).

### ***Caveat Concerning the Flexibility of the Course Syllabus:***

The instructor reserves the right to make changes in the course based on factors such as developments in international affairs, class discussion, the availability of reading materials, and the performance of the class. Minor changes will be announced in class, but if there are any major changes, they will be announced via an e-mail to the class, and the posting of an updated syllabus. Although such changes will not occur on a weekly basis, some adjustments during the semester may occur so as to maximize students' learning.

### ***AccessAbility Services:***

If you have a documented learning, physical or emotional disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services coordinator, Carma Horner ([clh71@pitt.edu](mailto:clh71@pitt.edu), 202 Hanley Library, 814-362-7609), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

### ***Writing Assistance:***

The Writing Center in Hanley Library (Room 250) is a useful place to get some help on writing if needed: <http://www.upb.pitt.edu/writingcenter/>