A. Goals:

The course is designed to introduce the advanced undergraduate student to some core debates about the development of post-war European democracies since 1945. The course is structured around the reading of a series of books on European politics and societies. These readings and lectures will form the basis for the final examination. Students will also complete a group project, which involves preparing for and participating in an in-class debate and writing a post-debate paper.

Charles Tilly's *Contention and Democracy in Europe, 1650-2000* provides us with a broad historical context within which to evaluate the development of democratic politics in Europe. His book offers a framework for understanding how democracies can move forward as well as backward, as happened in many European countries in the first half of the 20th century. This is probably the most challenging book for the semester. The goal is not mastery, but rather to engage a more challenging work of political science and gain some core insights.

The 20th century was marked first by the collapse of democratic regimes, the rise of authoritarianism and fascism, the outbreak of two world wars, and the division of the continent during the cold war. If Europe has, for the most part, emerged at the end of the 20th century as a neighborhood of largely peaceful co-existing democratic states, this is certainly a long way from the norm of European history, which has been warfare and fierce national competition, as we see in Tilly. Mark Mazower will lead us on a tour through this *Dark Continent* in the 20th century.

After an extended period of mass warfare in two world wars resulting in tens of millions of deaths and the German-led European genocide against its Jewish population, what is one supposed to do? We will look at my comparative study of East and West Germany to better appreciate the role that democracy plays in how societies deal with their difficult and violent histories. I will also give a lecture based on my forthcoming book, *Antigone's Ghosts: The Long Legacy of War and Genocide in Five Countries*. This book broadens the comparison of how societies deal with their violent pasts to include Japan, Spain, Yugoslavia and Turkey, along with Germany. How might these different cases help us understand the process that Canada is entering into in terms of dealing with the legacy of the Residential School System and the consequences of colonialism for Canada's First Nations?
Finally, we will look at the changing role of women in European politics since 1945, and the challenges of multiculturalism and cultural pluralism in Europe, especially regarding Islam and Muslims. One of the defining features of European societies since 1945 has been the dramatic shift in gender relations and women's role in political life. It has not been an easy or smooth process. And given the great tragedy, violence, and genocide of the early part of the 20th century regarding issues of multiculturalism and cultural pluralism, what have Europeans learned about dealing with cultural and religious differences? Ian Buruma is a keen observer of his home country of the Netherlands, and he offers some warnings for the future. As we have seen with Tilly and Mazower, the process of democratization can move forward, but also backward.

B. Motives:

The course is designed to aid the development of general skills that will benefit the student in further academic studies as well as future employment. Employers in both the public and private sector have made clear that they want university graduates that can communicate effectively in both the oral and written work. They also want graduates that have solid critical thinking and analytic reasoning skills. They want employees who can work collaboratively and that have the ability to innovate, be creative, and solve problems. This class is designed to help you improve in all these areas.

C. Requirements:

Group Project:
The class will be divided into 20 groups of 5-6 students each. The groups will be formed within the TA conference sections, so that the conference sections can be used as a regular meeting point for the group over the course of the semester. Significant amounts of the conference section time will be dedicated to helping the groups prepare for the debates and writing a post-debate paper.

Each group will be assigned one debate topic and either a for or against position. Each group will need to prepare for a single in-class debate and write one post-debate paper, as a group. The details of the debate assignment will be made once the sections begin to meet and the groups are formed. The paper will be approximately 10-12 pages. Group members can divide the work amongst themselves as they wish: research, writing, proofreading, debating in class, etc.

Debate papers will be due one week following the in-class debate.

Participation:
Regular attendance and participation in the TA conferences will be part of the grade. The conference time will primarily be used by the groups to have a regular meeting time and chance to coordinate their work, alongside discussion of the course material for the first part of the semester. After the debates, the conferences will be used for further discussion of course material.
Take-Home Final Exam:
The exact format for the final exam will be specified later, but it will be approximately 6-7 typewritten pages in length. The question or questions will draw extensively upon the assigned readings for the course and the debates. The student will want to have access the course readings to write the final exam. The exam will be given to the student two weeks before the due date and delivered during an assigned examination period.

Late Work:
Any debate paper that is late will receive a 5% deduction per day. Any paper not handed in during class is already late and will receive a 5% deduction.

No late final exams will be accepted; they must be delivered on time, on the examination day.

All written work must be submitted as a paper copy.

D. Grading Criteria:

Overall conference participation 10%
Group performance during the in-class debate 25%
Post-debate paper 25%
Take-home final examination 40%

A= 85-100%; A-= 80-84%; B+=75-79%; B=70-74%; B-=65-69%; C+=60-64%; C=55-59%; D=50-54%; F=0-49%

E. Readings:

The University Book Store has been asked to order the following books. A copy of each book has been placed on reserve in the library, if the library owns a copy. If the library does not own a copy, the professor will have requested that the library purchase a copy.

Required:


Recommended Only:


**F. Course Outline:**

1 - *Organization -* 6 September

Discussion of Syllabus


Tilly: Chapters 1-2


Tilly: Chapters 3-4


Tilly: Chapters 5, 7 and 8

5 – *Europe's Difficult Twentieth Century Part 1* 2-4 October

Mazower: Chapters 1-4

6 – *Europe's Difficult Twentieth Century Part 2* 9 October Holiday

Mazower: Chapters 6, 7, 9, 10

7 – *Debate Week 1* 11 October Holiday

Debate #1 16 October

Debate #2 18 October

8 – *Debate Week 2* 23-25 October

Debate #3 23 October

[Debate #1 Debate Paper Due, October 23]

Debate #4 25 October

[Debate #2 Debate Paper Due, October 25]
9 – Debate Week 3
   Debate #5  
   [Debate #3 Debate Paper Due, October 30]  
   "Antigone's Ghosts: The Long Legacy of War and Genocide in Five Countries"  
   http://hrcak.srce.hr/index.php?show=toc&id_broj=11224 [Free Download]  
   [Debate #4 Debate Paper Due, November 1]

10 – The Long Legacy of War and Genocide: Part 1  
   [Debate #5 Debate Paper Due, November 6]
   Wolfgram: Chapters 1-3

11 – The Long Legacy of War and Genocide: Part 2  
   Wolfgram: Chapters 4-7

12 – Women and Political Power in Europe  
   No assigned reading on Women and Political Power  
   -- but consult Henig and Henig if you wish, on reserve
   Buruma: Chapters 1-4 [topic for following week]

13 – Challenges of Cultural Pluralism: Islam in Europe  
   Buruma: Chapters 5-7  
   [Take-home examination made available, November 27]

14 – Film Week: David Hare's Film *Plenty*  

15 – Take-Home Final Exam Due  
   Drop off at professor's office during the assigned exam period.

-5-
McGill Policy Statements

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

Class-Room etiquette: Please turn off any beepers, cell phones, and MP3 or CD players prior to the beginning of lectures and discussion sections. Laptops may be used for note taking.

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

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

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