

**Center for Russian and East European Studies
University of Michigan
2006 Post-Secondary Curriculum Development Program in Russian
and East European Studies**

Syllabus: PSCI 401 – The Politics of Europe

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DESCRIPTION

This course is designed to introduce students to the historical development, political institutions, structures, processes, and the politics of West European and the post-communist East European countries. Special attention is given to the government and politics of the European Union and its enlargement. The course also subjects the salient issues, such as trade, minority rights, terrorism, religion, environment, monetary union, immigration, and defense, to close scrutiny.

COURSE OBJECTIVES

The objectives of the course, among other things, are:

1. To have the students understand the salient issues/problems germane to contemporary European societies;
2. To help the students to grasp the dynamic of the politics of Europe including the nature of interactions between and/or among the states;
3. To provide the students varied conceptual and theoretical foundations upon which contemporary European societies can be captured; and
4. To have the students become acquainted with the influence of individuals, state and non-state actors in European societies.

TEXTS AND RECOMMENDED READINGS

Required Texts

Kesselman, Mark, et al. *European Politics in Transition*, 5th Edition, Boston, MA: Houghton Mifflin Company, 2006.

Steiner, Jurg and Crepaz, Markus M. L. *European Democracies*, 5th Edition, New York: Longman, 2007.

Wood, David M. and Yesilada, Birol A. *The Emerging European Union*, 4th Edition, New York: Longman, 2007.

Recommended Texts

Nugent, Neill. *The Government and Politics of the European Union*, 5th Edition, Durham, NC: Duke University Press, 2003.

Hix, Simon. *The Political System of the European Union*. London: Palgrave, 2005.

Dinan, Desmond. *Ever Closer Union: An Introduction to European Integration*. Boulder, CO: Lynne Rienner Publishers, 2005.

EVALUATION

In an effort to fulfill the Claflin University imperative: "Preparing Students for Leadership and Service in a Multicultural, Global, and Technological Society...", students are expected to demonstrate competencies by participating in class discussions, perform assigned readings and take class tests. Our time together in class will be an opportunity not just for lecture but for informed discussions of the assigned reading as well as time to

evaluate events happening in the world. Your responsibility is to approach each class as if you are responsible for its success. That means that you must complete the relevant assignments before you come to class and arrive prepared to engage the class in a lively, informed, and critical discussion. You only do that if you are in attendance. I will make every effort to call the roll regularly; so, you should know that excessive absences (see Students' Handbook Guidelines) will have a negative effect on your final course grade (not to mention your enjoyment and learning). Evaluation of your performance for the course will be based on the following:

Mid-Term Examination	100 points
*Take Home Essay Assignment.....	100 points
Final Examination	100 points
**Term Paper (Deadline to be announced).....	100 points
Oral Presentation of Term Paper	100 points
TOTAL.....	500 points

*The take-home essay assignment involves a comparison of the plight of Gypsies (Roma) with that of African-Americans' civil rights movement of 1960s. Applying the relevant handouts and making use of the annotated bibliography attached to this syllabus as a point of departure, each student will be required to write roughly an eight page essay examining the similarities and dissimilarities of Roma's struggle for fundamental human rights in East European countries, like Bulgaria, Hungary and the Czech Republic, in contrast to African-Americans' quest for freedom and equality.

**Each student will be required to write a minimum of ten-page term paper relating to a profile of a member state of the European Union. In doing so, the student should highlight the current political, economic, and social developments of the chosen country as well as an assessment of the prospects for advancement.

COURSE OUTLINE

Students are advised to maintain a portfolio of assignments turned in, graded and returned. The portfolio will be extremely useful in disputes over missing assignments or ensuring that the instructor's records are the same as the graded assignments for each student.

Final grades will represent points earned as a percentage of the total points. For example if points earned = 550, your grade will be $550/600 = 91.7\%$. Letter grades will be assigned as follows: A = 90 – 100; B+ = 85 – 89; B = 80-84; C+ = 75-79; C = 70-74; D+ = 65 – 69; D = 60 – 64; 59 or below = F.

The lectures and discussions in this class will be guided by the following outline. Changes and modifications in the outline, if necessary, and depending on the number of students enrolled, will be announced. Students with special needs are encouraged to schedule a conference with the instructor as early in the semester as possible.

Week	Reading Assignment
Week 01	Becoming Modern in Europe and America: Different History, Different Politics (Steiner and Crepaz, Chapter 1, pp. 1-12)
Week 02	Parliamentary Election Systems (Steiner and Crepaz, Chapter 3, pp. 49-76)
Week 03	Theories of European Integration (Wood and Yesilada, Chapter 2, pp. 10-24)
Week 04	The European Union (Steiner and Crepaz, Chapter 14, pp. 260-286)
Week 05	Enlargement of the European Union (Wood and Yesilada, Chapter 7, pp. 108-123)
Week 06	Transitions to Democracy (Steiner and Crepaz, Chapter 11, pp. 194-208) Review/Mid-Term Examination
Week 07	Mid-Term Break (No Classes)
Week 08	East-Central Europe in Transition (Kasselman, et al., Chapter 30, pp. 577-588)
Week 09	Social Movements (Steiner and Crepaz, Chapter 7, pp. 130-142)

- Week 10 Nationalism and Ethnicity (Steiner and Crepaz, Chapter 12, pp. 209-227)
- Week 11 External Economic Relations of the European Union
(Wood and Yesilada, Chapter 10, pp. 181-201)
- Week 12 Globalization and European Democracies (Steiner and Crepaz, Chapter 15, pp.289-308)
- Week 13 Common Foreign and Security Policy (Wood and Yesilada, Chapter 11, pp. 204-224)
- Week 14 Justice and Home Affairs (Wood and Yesilada, Chapter 12, pp. 227-234)
- Week 15 **Oral Presentations/Final Examination**

CAMPUS AND COMMUNITY EVENTS

Note that some of the contentious issues in European politics will be debated in class from time to time. While combining theory and practice in trying to subject the salient issues to critical analysis, our laboratory will also include North America and other regions of the world. In addition to reading newspapers, you are encouraged to watch CNN and other television cable networks to get yourself familiar with global affairs. It is also important that you attend both campus and community events as they relate to this course in order to get yourself well-informed.

THE USE OF TECHNOLOGY

Some technological tools will be used in the class including videos, overhead projector and/or power point presentations to unravel political events and enhance the delivery of lectures during the semester. Students are also encouraged to make good use of the internet in order to retrieve relevant information for the assigned works.

ANNOTATED BIBLIOGRAPHY

Bancroft, Angus. Roma and Gypsy-Travelers in Europe: Modernity, Race, Space and Exclusion. Burlington, VT: Ashgate Publishing Company, 2005.

This book examines the exclusion of Roma (Gypsies) in Europe. The author analyzes the experience of the Gypsies to illustrate how certain outsider groups are constituted and excluded within Europe. The author's thrust of argument is that the construction of space and identity within Europe as it is constituted excludes outsider groups from a stake in the "place" of Europe and that this enraging form of exclusion differs in some ways from the racial and social exclusions that have characterized Europe in the past decades.

Barany, Zoltan. "The East European Gypsies in the Imperial Age" Journal of Ethnic and Racial Studies, Vol. 24, No. 1, January 2001, pp. 50-63.

This article argues that regimes of the same type do not necessarily maintain the same specific policies or have the same general approach to dealing with ethnic and other minorities in their societies. This contention is illustrated through the Hapsburg and Ottoman Empires or States as they involved the treatment of Gypsy populations.

Barany, Zoltan D. "Living on the Edge: The East European Roma in post communist Politics and Societies" Slavic Review 53, No. 2 (Summer 1994), pp. 321-344.

This essay identifies the major factors that have accentuated the marginalization of the Gypsies in the post-communist East European societies; the factors include the enduring economic problems resulting from the scarcity of commodities, the ideological vacuum left by the decline of Marxism-Leninism, the end of Soviet political and military domination, the removal of restrictions on free speech and association, and the usual tendency to scapegoat during difficult times.

Blasco, Paloma Gary Y. Gypsies in Madrid: Sex, Gender and the Performance of Identity. Oxford, U.K: Berg Publishers, 1999.

The author presents some aspects of the cultural differences between the Gypsies and the non-Gypsies.

Brearley, Margaret. "The Persecution of Gypsies in Europe" American Behavioral Scientist. Vol. 45, No. 4, December 2001, pp. 588-599.

The author chronologically details the persecution of the Gypsies since their arrival in 1400s in European societies.

Cahn, Claude. Divide and Deport: Roma & Sinti in Austria. The European Roma Rights Center, September 1996.

This report affirms that the Gypsies remain, to date, the most deprived ethnic group of Europe including Austria and that almost everywhere their fundamental civil rights are threatened. It highlights cases of racist violence against Roma, discrimination in employment, education, healthcare, administrative and other services as well as hate speech that deepens the negative stereotypes which pervade European public opinion about the Roma.

Charnon-Deutch, Lou. The Spanish Gypsy: The History of a European Obsession. University Park, PA: The Pennsylvania State University Press, 2004.

This book addresses two related questions regarding the Gypsies: Who are they and where did they come from? The work also dispels the myths of Gypsy culture.

De Soto, Hermine G. Roma and Egyptians in Albania: From Social Exclusion to Social Inclusion. Washington, DC: The World Bank, 2005.

The author applies both qualitative and quantitative techniques to show the limited access to education and the lack of participation or influence in decision-making that affects the lives of the Gypsies.

European Roma Rights Centre. "European Court Issues Two Judgments Against Bulgaria" 27 February 2006. <http://www.errc.org/cikk.php?cikk=2522>

The Centre reports two cases Tzekov V. Bulgaria and Choban V. Bulgaria – where two individuals of Roma origin were gunned down for allegedly disobeying police order and for theft and burglary.

Gabor, Elena. "The stereotype Caravan: Assessment of Stereotypes and Ideology Levels Used to Portray Gypsies in Two European Feature Films," A Master of Arts Thesis (Unpublished), submitted to the Faculty of Virginia Polytechnic Institute and State University, 14 July 2003.

This work examines the socio-cultural stereotypes used to portray the Gypsies and the levels of ideology presented in two selected movies. The author argues that the dominant ideology in Eastern Europe has kept and still keeps Roma people at the lowest level of society through a list of negative stereotypes and active discrimination.

Guy, Will. Between Past and Future: The Roma of Central and Eastern Europe. Hartfordshire Press, 2001.

This book is a collection of essays on various aspects of life of the Gypsies. It addresses the issue of identity of the Gypsies and raises the question as to whether Gypsy people can be truly European.

Hawes, Derek and Barbara Perez. The Gypsy and the State: The Ethnic Cleansing of British Society. Bristol, UK: SAUS Publications, 1995.

The authors posit the marginalization of the Gypsies in British society, focusing on the ambivalent state policy in the various stages of history. The work discusses the era of consensus - policy development from 1960 to 1993, the development of education policy, healthcare, the criminal justice system and the politics of prejudice against the Gypsies.

Helsinki Watch Report. Destroying Ethnic Identity: The Persecution of Gypsies in Romania. Helsinki Watch Report, September 1991.

The report documents the treatment of Gypsies in housing, education, employment, and the violent attacks against the Gypsy communities.

Human Rights Watch. "Czech Republic: Human Rights Development" World Report 1999.
<http://www.hrw.org/worldreport99/europe/czech.html>

This report assails the violent attacks by skinheads against the Gypsy communities in the Czech Republic.

Human Rights Watch. Destroying Ethnic Identity: The Gypsies of Bulgaria. (A Helsinki Report). New York: Human Rights Watch, 1991.

The work provides a thorough documentation of the life of the Gypsies in education, housing, employment political participation, the role of the state media, police and military as well as the treatment of the Gypsies by other citizens in violation of international law.

Human Rights Watch. Rights Denied: The Roma in Hungary. New York: Human Rights Watch, 1996.

The Human Rights Watch documents discrimination against the Roma in employment, education, and housing as well as the absence of Roma in political, academic, commercial, and social life in Hungary.

Human Rights Watch. "Hungary: Human Rights Development" World Report 1999.
<http://www.hrw.org/wr2k/Eca-11.htm>

The report documents the life of Roma before and after the advent of communism in Hungary.

Human Rights Watch. Struggling for Ethnic Identity: Czechoslovakia's Endangered Gypsies. Helsinki Human Rights Watch, 1992.

A Helsinki Watch reports the gross violations of the human rights of Roma in Czechoslovakia. The report documents abuses of the Gypsies before and after the collapse of communism in 1989.

Human Rights Watch. Struggling for Ethnic Identity: Czechoslovakia Endangered Gypsies. New York: Human Rights Watch, 1992.

The Helsinki Watch Report unravels the ambivalence of Czechoslovak government regarding the status of the Gypsies: on one hand, the Gypsies are recognized as a minority group in the new democratic dispensation but, on the other hand, the government ignores the oppression of the Gypsies by such groups as skinheads.

Jarman, Eldra and A. O. H. Jarman. The Welsh Gypsies: Children of Abram Wood. Cardiff, England: University of Wales Press, 1991

The authors provide a detailed account of life experiences of the Gypsies based on extensive and intensive interviews with the Gypsies. The authors, who are fluent in Roma languages, detail the horror of being Gypsies in Wales.

Kaminski, Ignacy-Marek. The State of Ambiguity: Studies of Gypsy Refugees. Gothenburg, Sweden: University of Gothenburg, 1980.

This work highlights the life of the Gypsies who entered Sweden around 1970's, and it discusses the nature of the interactions between the Gypsies and other groups.

Kenrick, Donald and Colin Clark. Moving On: The Gypsies and Travelers of Britain. Hertfordshire, England: University of Hertfordshire Press, 1995.

The authors provide a gloomy picture for Gypsies in Britain by asserting that the survival of their way of life into the new millennium is in doubt.

Morrison, James. "Warning to Slovakia." The Washington Times. 28 November 2003.

This newspaper reports about the abuse of Gypsy women.

Ringold, Dena, et al. *Roma in an Expanding Europe: Breaking the Poverty Cycle*. Washington, DC: The World Bank, 2004.

The work provides an overview of the plight of the Roma. It highlights who they are, why they are poor and the degree of their marginalization especially in Central and East European states.

_____. "Sterilization Unresolved" *The Slovak Spectator*. 10 November 2003.
http://www.romea.cz/english/index.php?id=servis/monitoring/m_en_2003_0001

This article reports the illegal sterilization of Roma women in eastern Slovakia.

_____. "Does the church help Roma?" *The Slovak Spectator*. 10 November 2003.
http://www.romea.cz/english/index.php?id=servis/monitoring/m_en_2003_0002

This piece of work points to the indifference of religious groups in Slovakia to the plight of the Roma.

Singhal, D. P. *Gypsies: Indians in Exile*. Sadar-Meerut: India: Archana Publications, 1982.

This author takes a critical assessment of the treatment of the Gypsies that highlights the persecution and prejudice; it also includes the Indian origins of the Gypsies, their life and contributions, and their continued subjugation.

Tomova, Ilona. *The Gypsies in the Transition Period* (Published by the International Center for Minority Studies and Intercultural Relations, 1995).

The work discusses the ethnic identity, Roman marriages and families, education, and social life as well as the attitudes of the Roma during the transitional period.

Vassiley, Rossen. "The Roma of Bulgaria: A Pariah Minority" *The Global Review of Ethnopolitics* Vol. 3, No.2, January 2004, pp. 40-51.

This study examines the conditions of Roma as a minority group in Bulgaria. In doing so, the author subjects the so-called "Bulgarian ethnic model" to close scrutiny and concluded that Bulgaria's entry into the European Union will only make the inter-ethnic problems part of Western Europe's own.

Webb, Godfrey E. C. *Gypsies: The Secret People*. Westport, CT: Greenwood Press Publishers, 1960.

This author's work is based on field research on the life of Gypsies. The work provides first-hand information that covers a variety of topics including Gypsies' love for song, music, artistic etc.

Weinerova, Renata. "Romanies – In Search of Lost Security?" (An Ethological Probe in Prague 5), No. 3 (1994).

The writer traces the life of Gypsies in Czechoslovakia over forty years during which time the Gypsies were first designated as an ethnic group until 1989; however, after the communist take-over in February 1948, the Romany problem had been subjected to a theory of class. The objective was to remove the Gypsies from the historico-social backwardness to equalization with the rest of the population. But, since 1991, the Czech and Slovak Federative Republic had given the Gypsies a new social and political status by regarding them as a minority group.

Weyrauch, Walter O. "Oral Legal Traditions of Gypsies and Some American Equivalents." *The American Journal of Comparative Law*. Vol. 45, No. 2 (Spring, 1997), pp. 407-442.

In comparing oral legal traditions of Gypsies to some aspects of American laws, the author attempts to dispel the myth that there is nothing worthy of the Gypsy culture.

Yours, Jan. The Gypsies. New York, NY: Simon and Schuster, 1967.

The author takes a historical overview of the experiences of the Gypsies in Europe that culminate in their extermination of close to half a million by Germans between 1939 and 1945. The work also includes a documentation of the repressive campaigns against the Gypsies during the reigns of Henry VIII and Elizabeth I in England, of Charles III in Spain, of Frederick II in Germany and of Maria Teresa and Joseph II in Austria.