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Germany in the EU
Office Hours in Turlington Hall, 3326C: tba

Description

This course will reflect upon the political system of the Federal Republic of Germany in the political and historical context of the European Union (EU). Germany is a particularly interesting case due to its early and active involvement in the European project. Thus, the Europeanization of national political systems can be examined through the Federal Republic. In particular, institutions, actors, processes of decision-making as well as legislation under the conditions of supranational integration are investigated. The course will adapt both a bottom-up perspective in order to understand Germany's influence on EU policies and institutions as well as a top-down viewpoint to comprehend how the Federal Republic's political system has been changing through Europeanization. The course concludes with an analysis of German political debates on specific European policies and events.

Requirements

Attendance (10% of grade).

One unexcused absence over the course of the semester is allowed; after that, unexcused absences count against your attendance grade. Excused absences do not count against your grade, but these require prior consultation with the instructor. According to the Office of the University Registrar, "acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused." For further information about the University of Florida's attendance policy, please see the current Undergraduate Catalogue (<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html>).

Active participation (10% of grade)

Students are expected to attend class and participate actively, share their opinions and questions and take part in discussions. Required texts will be addressed in the discussions and their reading is mandatory. Student participation is a very important component of this course and any form of verbal involvement in class contributes to its grade. Full and active engagement with the readings, lectures, and discussions in the class is expected. In the interests of fairness, there will be no extra credit assignments.

Weekly Tuesday Quizzes (15% of grade)

Short quizzes are taking place weekly on Tuesdays, testing student's knowledge about the mandatory readings for each week, which are going to be discussed in the Wednesday sessions. The aim of the quizzes is for students to encourage reading and to self-check on their knowledge.

Oral presentation (20% of grade)

The idea of oral presentations is to provide additional thoughts on the topic of each week. Each student shall give an oral presentation on a subject related to the overall topic of the respective week, starting week 3. Presentations will take place on Fridays (or Wednesdays if there is no regular class on Friday) and must take approx. 10-15 minutes per student. Depending on class size, some presentations may likely be done in pairs or groups, which might affect the duration of individual presentations. Presentations will address major questions on the topic that was discussed during the week and shall provide further research, different perspectives, and inspire discussions in class. To stay on track, it is highly recommended to talk about your ideas during the office hours, where also additional texts for the presentation can be provided. The grade of the presentation is composed as follows: (1) content: 35%; (2) appropriate use of research: 35%; (3) structure and conduct of the presentation: 30%.

Midterm exam (15% of grade)

The exam will cover information from the first seven weeks of the course. Format and scope of exam will be discussed in class prior to first exam; terms sections will be demonstrated with hypothetical questions. All exam questions can be answered with the content of the lectures and the provided key texts.

Final paper (30% of grade).

The aim of the final paper is to demonstrate academic skills, namely the development and discussion of a precise research question by utilizing research and, if applicable, empirical data. The paper is due by Friday 11:59 pm of week 13. It shall consist of 10 to 12 pages (double-spaced), Times New Roman size 12, plus 1 to 2 pages of bibliography, citing at least seven different academic sources. Discussing the idea of the final paper in the office hours is not required but highly advisable. The grade of the paper is composed as follows: (1) content: 45%; (2) appropriate use of research: 35%; (3) structure and language: 20%.

Requirements for grad students:

Grad students are expected to attend class (10% of grade), take part in classroom discussions (10% of grade), give an oral presentation (30% of grade) as well as hand in a term paper (50% of grade). The paper is an essay on a specific research question selected by the students in consultation with the teacher.

Policy on Exam Make-Ups

I will only schedule exam make-ups for students who contact me by email at least a day before the exam and who can provide official documentation why they were physically unable to take the exam.

Grading Scale

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	E Below 60
A- 90-92	B 83-86	C 73-76	D 63-66	

B- 80-82

C- 70-72

D- 60-62

Texts

The required texts and most other readings will be available on-line through CANVAS. The required texts are to be read at each course week. All further readings are optional. The reading schedule below is subject to change depending on the pace of progress and unforeseen scheduling changes. Please refer to the online syllabus for the latest version.

* *indicates recommended readings for each week.*

PART I: THE POLITICAL SYSTEM OF GERMANY

Week 1: Introduction (Aug 23, 25, 27)

No mandatory readings

Week 2: Becoming a democracy (Aug 30, Sept 1, 3)

A Ackermann (1994), Reconciliation as a Peace-Building Process in Postwar Europe: The Franco-German Case. *Peace & Change* 19 (3): 229-250:

CJ Friedrich (1949), Rebuilding the German Constitution, I. *American Political Science Review* 43 (3): 461-482.

WF Stolper and KW Roskamp (1979), Planning a Free Economy: Germany 1945-1960. *Journal of Institutional and Theoretical Economics* 135 (3): 374-404.

Week 3: The German government (Sept 8, 10)

*T Bräuninger and T König (1999): The checks and balances of party federalism: German federal government in a divided legislature. *European Journal of Political Research* 36 (2): 207-234.

E Schröter (2007), Reforming the Machinery of Government: The Case of the German Federal Bureaucracy. In: R Koch and J Dixon (eds), *Public Governance and Leadership*. Wiesbaden, pp. 251-271.

Week 5: The Bundestag (Sept 13, 15, 17)

*K Auel (2006), The Europeanisation of the German Bundestag: Institutional change and informal adaptation. *German Politics* 15 (3): 249-268.

C Rauh (2015), Communicating supranational governance? The salience of EU affairs in the German Bundestag, 1991–2013. *European Union Politics* 16 (1): 116-138.

T Saalfeld (1990), The West German bundestag after 40 years: The role of parliament in a 'party democracy'. *West European Politics* 13 (3): 68-89.

Week 7: Political parties (Sept 20, 22, 24)

M Kreuzer (2009), How Party Systems Form: Path Dependency and the Institutionalization of the Post-War German Party System. *British Journal of Political Science* 39 (4): 669-697.

FU Pappi (1984), The West German Party System. *West European Politics* 7 (4): 7-26.

*T Saalfeld (2002), The German Party System: Continuity and Change. *German Politics* 11 (3): 99-130.

Week 6: The 2021 federal election: outcomes and consequences (Sept 27)

Readings tba

Week 4: Federalism and the *Bundesrat* (Oct 4, 6)

*A Gunlicks (2003): *The Länder and German Federalism*. Manchester, here: pp. 53-80.

C Jeffery and S Collins (1998), The German Lander and EU enlargement: Between apple pie and issue linkage. *German Politics* 7 (2): 86-101.

A Benz and J Sonnicksen (2017), Advancing Backwards: Why Institutional Reform of German Federalism Reinforced Joint Decision-Making. *Publius: The Journal of Federalism* 48 (1): 134-159.

Constitution, Federal Constitutional Court and European Law (Oct 11, 13, 15)

Note: No class on Sept 29, Oct 1. Compensational work tba

MJ Herdegen (1994), Unjust laws, human rights, and the German constitution: Germany's recent confrontation with the past. *Columbia Journal of Transnational Law* 32 (3): 591-606.

FK Juenger (1972), The German Constitutional Court and the Conflict of Laws. *The American Journal of Comparative Law* 20 (2): 290-298.

* Brugger, W. (2004). Communitarianism as the social and legal theory behind the German Constitution. *International Journal of Constitutional Law* 2 (3): 431-460.

PART II: GERMANY IN EUROPE

Week 8: What is Europeanization? (Oct 18, 20, 22)

TA Börzel (2002), Pace-Setting, Foot-Dragging, and Fence-Sitting: Member State Responses to Europeanization. *Journal of Common Market Studies* 40 (2): 193-214.

TA Börzel (1999), Towards Convergence in Europe? Institutional Adaptation to Europeanization in Germany and Spain. *Journal of Common Market Studies* 37 (4): 573-596.

*JP Olsen (2002), The Many Faces of Europeanization. *Journal of Common Market Studies* 40 (5): 921-952.

Week 9: Migration (Oct 25, 27, 29)

*S Bertoli, H Brücker and J Fernández-Huertas Moraga (2013), The European Crisis and Migration to Germany: Expectations and the Diversion of Migration Flows. *IZA Discussion Paper No. 7170*.

B Elsner and KF Zimmermann (2013), 10 Years after: EU Enlargement, Closed Borders, and Migration to Germany. *IZA Discussion Paper No. 7130*.

Week 10: Labor market and welfare state (Nov 1, 3, 5)

K Brenke, M Yuksel and KF Zimmermann (2009), EU Enlargement under Continued Mobility Restrictions: Consequences for the German Labor Market. In: M Kahanec and KF Zimmermann (eds), *EU Labor Markets After Post-Enlargement Migration*. Berlin and Heidelberg, pp. 111-129.

A Reisenbichler and KJ Morgan (2012), From “Sick Man” to “Miracle”: Explaining the Robustness of the German Labor Market During and After the Financial Crisis 2008-09. *Politics and Society* 40 (4): 549-579.

*W Streeck and C Trampusch (2005), Economic reform and the political economy of the German welfare state. *German Politics* 14 (2): 174-195.

Week 11: The Euro crisis (Nov 8, 10)

Guest lecture: Dr. Dominic Nyhuis, University of North Carolina at Chapel Hill

*S Bulmer (2014), Germany and the Eurozone Crisis: Between Hegemony and Domestic Politics. *West European Politics* 37 (6): 1244-1263.

W Kickert (2012), State Responses to the Fiscal Crisis in Britain, Germany and the Netherlands. *Public Management* 14 (3): 299-309.

Week 12: The refugee crisis (Nov 15, 17, 19)

*M Berry, I Garcia-Blanco and K Moore (2016), *Press coverage of the refugee and migrant crisis in the EU: a content analysis of five European countries*. Geneva.

M Gehrsitz and M Ungerer (2017), Jobs, Crime, and Votes: A Short-Run Evaluation of the Refugee Crisis in Germany. *IZA Discussion Paper No. 10494*.

SM Holmes, H Castañeda (2016): Representing the “European refugee crisis” in Germany and beyond: Deservingness and difference, life and death. *American Ethnologist* 43 (1): 12-24.

Week 14: Euroscepticism (Nov 22)

J Ketelhut, A Kretschmer, M Lewandowsky and L Roger (2016), Facetten des deutschen Euroskeptizismus: Eine qualitative Analyse der deutschen Wahlprogramme zur Europawahl 2014. *Zeitschrift für Parlamentsfragen* 47 (2): 285-304.

*P Kopecký and C Mudde (2002), The Two Sides of Euroscepticism. Party Positions on European Integration in East Central Europe. *European Union Politics* 3 (3): 297-326.

P Taggart (1998), A Touchstone of Dissent: Euroscepticism in Contemporary Western European Party Systems. *European Journal of Political Research* 33 (3): 363-388.

Week 15: Final reflections (Nov 29, Dec 1, 3)

No mandatory readings

Final Notes

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints