



PS332: German Politics

Spring 2020
Tuesday and Thursday 4-5:15
Ingraham 223

Professor Nils Ringe
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Office Hours: Thu 1:30-3:30 and by appointment

Course Description and Objectives

This class offers a broad overview of politics in Germany, Europe's politically and economically most powerful country. It is structured around several broad themes: political institutions, electoral system and elections, parties and party system, interest representation, political participation, political economy, the legacies of Germany's past, social policy, European and foreign policy, and current and future challenges. Throughout the semester, we will relate the German experience to broader issues, problems, and concepts used in the comparative study of domestic politics.

This is a 3 credit class that meets for two 75-minute class periods each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 3 hours out of the classroom for every class period.

Learning outcomes include: learning about the history, politics, and political economy of Germany; learning to systematically compare Germany to other countries and political systems; critical thinking skills; writing skills; small group work skills; public speaking skills; reading and understanding academic sources; understanding and choosing proper evidence/sources to support an argument.

Requirements and Grading

1. Reading/listening/watching, thinking about, and taking notes on the assigned materials before we meet so you are able to participate in class.
2. Presence (10% of final grade): each of you is granted two unexcused absences during the semester. Missing more than two classes will result in a 2% final grade reduction for each additional absence, unless there is a compelling reason that you would need to communicate directly with me (ahead of time, if at all possible).

3. Active, informed participation (15%): you are required to participate actively and intelligently in our class meetings. Discussions are an integral part of the class, so come prepared and be engaged.
4. Three 6-page papers (23% each, 69% total), set up as follows: seven days before each due date, I will send you a list of three essay questions for your consideration. During the next five days, you will prepare three two-page, double-spaced paper outlines, one each addressing those questions. 48 hours before the due date, I will announce which of those 3 questions you are to answer in your paper. By the due date, you will hand in the paper itself and the outlines you produced for the two essays I did not end up assigning; both will factor into your grade (outlines: 3% each, paper: 17%). Additional information about the papers and *mandatory* guidelines are available in the Appendix below.

	3 questions announced	Covering content through	Paper question announced (by noon)	Due date (by noon)
Paper 1	February 21	February 20	February 26	February 28
Paper 2	March 27	March 26	April 1	April 3
Paper 3	May 1	April 30	May 6	May 8

5. Presentation (6%): you will pair up with one of your classmates to prepare a short presentation on a current events topic (more details on this soon). The presentations will take place during class time. They should be about 5 minutes long and will be followed by about 5 minutes where your classmates can ask you questions.

Readings

The following book is required reading and should be purchased at the university bookstore or elsewhere (elsewhere may be cheaper, but be sure to buy this exact edition):

Langenbacher, Eric and David P. Conradt (2017): *The German Polity (11th Edition)*. London: Roman and Littlefield Publishers. ISBN: 9781442260573.

All remaining readings listed in the syllabus are also required and available on our Canvas course website.

You will be reading about 75 pages per week, on average. Some weeks are more reading-intensive than others, however, so you want to schedule your time accordingly.

A few important notes

- You should make it a habit to read at least one daily newspaper or periodical with substantial international coverage, such as *The New York Times*, *The Financial Times*, *The Wall Street Journal*, *The Washington Post*, or *The Economist*. Some German news sources also have English content, for example *Der Spiegel* (www.spiegel.de/international), *Süddeutsche Zeitung* (international.sueddeutsche.de), or *Deutsche Welle* (dw.de). Another option is *The Local* (www.thelocal.de). *Deutsche Welle* also has a list of English-language podcasts that you may want to check out: www.dw.com/en/media-center/podcasts/s-100977

- Email is the best way to contact me. The best time to meet with me is during my drop-in office hours. If you cannot make it to my office hours, please email me for an appointment.
- If you know that you will be absent from class for religious or other reasons that can be known in advance, please let me know before class. Also let me know if you have to miss class due to sickness or family emergencies. I will be keeping track of your attendance, so it is in your interest to inform me if you have a valid reason for missing class. If you miss class for any reason, it is your responsibility to get notes from one of your classmates.
- I will not provide my own class notes. Actively taking notes during class time is an important skill and learning tool.
- My policy on re-evaluating grades is the following:
 - You have to wait for 48 hours after the assignment has been returned before issuing any complaints.
 - You have to draft a 1-2 page double-spaced memo outlining why you deserve a better grade. Please note that this memo has to be based entirely on the merit of your own work, i.e., it cannot be based on comparisons with the grades of other students.
 - Your grade will be fully re-evaluated. This means that I may revise the grade downward as well as upward. So please be certain that you have a very specific and justifiable reason before asking us to make any changes – this is not a risk-free process!

Diversity and Inclusion: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. Also see: diversity.wisc.edu

Academic Integrity: By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. Also see the Appendix below and: conduct.students.wisc.edu/academic-misconduct/

Accommodations for Students with Disabilities: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. Also see: mcburney.wisc.edu

January 21

Introduction

The Economist 2018: "The New Germans"

1050 Bascom Podcast: "Contemporary German Politics"

January 23

Germany 1800-1949

Langenbacher and Conradt (hereafter: *LC*), ch. 1

January 28

Basic Law and Institutional Structure

LC, ch. 2 (pp. 23-28 only)

"Facts about Germany" (excerpt: Political System)

Hahn 1995

Excerpt of the Basic Law (recommended)

January 30

Executive and Administration

LC, ch. 7 (pp. 237-260 only)

Poguntke 2009

Packer 2014

February 4

Bundestag and Bundesrat

LC, ch. 7 (pp. 221-237 and 260-267 only)

February 6

Judiciary

LC, ch. 8 (pp. 287-303 only)

Barnstedt 2007

The Economist 2009: "Germany's Constitutional Court: Judgment days"

February 11

Federalism

LC, ch. 9

Scharpf 2007

Stecker 2016

February 13

Elections I

LC, ch. 6

Khazan 2013

Waldman 2014

February 18

Elections II

Dalton 2014

Sieberer 2010

February 20***Parties and Party System I***

LC, ch. 5 (pp. 137-168 only)

Lees 2018

February 25***Parties and Party System II***

Dalton and Jou 2010

Hockenos 2016

Klüver and Spoon 2019

Hough 2018

February 27***Interest Groups***

LC, ch. 5 (pp. 168-185 only)

Dalton, ch. 7 (Political Interests)

March 3***Nazi Germany***

Schulze 2001

Art 2006: The Culture of Contrition (ch. 3), The Victim Culture (excerpts from ch. 4)

March 5***The Shadow of the Past I: Nazi Germany***

Garton Ash 2017

Angelos 2019

Feldkirchen 2015

March 10***The German Democratic Republic (East Germany)***

Conradt and Langenbacher 2013

Watch "*The Wall Comes Down*" (CNN Cold War Series), available on Canvas.

March 12: no class

- Watch "*The Lives of Others*" in preparation for our class on March 24. The movie is available on Canvas.
- Listen to Podcast: "Stammtisch: Come together – German reunification 28 years later"

March 17 & 19: Spring break**March 24*****The Shadow of the Past II: The German Democratic Republic***

Die Zeit: "A Nation Divided"

Berliner Morgenpost: "Berlin mit und ohne Mauer (Berlin with and without the wall)"

Mauk 2014

Economist 2019: "Thirty years after the Wall fell"

Benhold 2019

Weisskircher 2019

Grzymala-Busse and Jones 2019

Pop-Eleches and Tucker 2019

March 26

Political Economy

Hall 2015

Hassel 2015

The Economist 2017: "The good and bad in Germany's economic model are strongly linked"

March 31

The Social and Economic Setting

LC, ch. 3

Silver 2010

April 2

Political Culture, Participation, and Civil Liberties

LC, ch. 4

Dilley 2019

Lahusen and Bleckmann 2015

Podcast: "Stammtisch: Shhh! Germany's political taboos"

April 7

Environment, Climate, Energy

von Hirschhausen 2018

Clean Energy Wire 2019: "German government gets mediocre mid-term marks for climate effort"

Cohen 2019

Podcast: "Stammtisch: There is no Planet B"

April 9: no class (observance of Passover)

- Watch "The Euro Crisis," a video lecture by Prof. Mark Copelovitch, in preparation for our class sessions on "Germany in Europe." It is linked on Canvas and available directly at: wpt.org/University-Place/euro-crisis-greece-ireland-and-future. While the lecture is several years old, the basic lessons about the problems of the common currency still apply.

April 14

Minorities

Green 2014

Mushaben 2010

Podcast: "Stammtisch: From Gastarbeiter to trendsetter? German-Turks today"

April 16

Immigration and Refugees

Lemke and Welsh 2018

Der Spiegel: "The Changing Face of the Country?"

April 21

Germany in Europe I

LC, ch. 10 (pp. 351-372 only)

Bulmer 2018

April 23***Germany in Europe II***

Hall 2013

Young and Semmler 2011

Posen 2013

Wolf 2015

April 28***Foreign Policy***

LC, ch. 10 (pp. 337-351 only)

Alessi 2013

Stelzenmüller 2016

Farrell 2018

Podcast: "Stammtisch: Going the Distance – Transatlantic relations today"

April 30***Current and Future Challenges***

LC, ch. 11

Langenbacher 2010

Stancil 2019

Listen to one of these:

Podcast: "Stammtisch: There is no place like home – Germany's housing crisis"

Podcast: "Stammtisch: German healthcare: The doctor will see you now"

Podcast: "Stammtisch: Back to school – German education"

Podcast: "Stammtisch: Would I lie to you, baby? Life in the post-truth era"

Note: additional readings may be assigned in light of current events

APPENDIX: PS332 Paper Guidelines

I expect your papers to be:

- Structured around a clearly articulated argument/thesis statement.
- Well-written.
- Carefully edited, which includes being grammatically correct and free of spelling errors.

Papers and paper outlines must be typed, double-spaced, with one-inch margins (which you may need to set manually), and in 12 point "Times New Roman" font.

Please use APSA style for your citations and bibliography (for a short set of instructions, see <https://www.maclester.edu/las/wp-content/uploads/sites/41/2012/09/APSASStyleGuide.pdf>; more detail is available at: <https://connect.apsanet.org/stylemanual/>).

All papers and outlines must be submitted as MS Word documents by the deadline both on Canvas and emailed to prof.ringe.paper.submissions@gmail.com. For each assignment, please append the two paper outlines you produced to the paper you wrote (i.e., place them after the bibliography/list of references), so that you are submitting everything in one single document. Please name your documents as follows: `yourlastname_332_nameofassignment.doc` (e.g. "ringe_332_Paper1.doc").

- Log in to our Canvas course website.
- Click on "Assignments."
- Click on the assignment in question and "Submit Assignment."
- Upload your assignment and submit.
- Then email the file to prof.ringe.paper.submissions@gmail.com (also by the deadline); be sure to attach the file and, in addition, please copy and paste the entire texts of your paper and outlines directly into the email itself (so that it is one very long email). That way, I can still be sure that your paper was finished and submitted by the deadline if there is something wrong with the attachment.

Papers that do not meet these standards will be penalized when graded.

I consider an assignment to be late if it is not turned in *exactly* by the time it is due. I deduct half a letter grade for each 24-hour period an assignment is late (that is, whether you turn in your assignment one minute late or 23 hours and 59 minutes late, I deduct half a letter grade; if it is 24 hours and one minute late, I deduct a one letter grade, etc.)

While I do not require you to rely on additional sources and resources beyond the class materials, you may choose to seek them out. Using scholarly sources would be particularly helpful. Note, however, that while the internet can be a very valuable resource, it can be difficult to sort useful information from junk (and there is *a lot*, of junk). This process can often be more time consuming and risky than it is helpful. Luckily, the resources available through the campus libraries (in-house or online) will make your use of the junk that is out there unnecessary. And please note that Wikipedia (and similar online resources) are *not* acceptable as sources for academic assignments.

A few words on plagiarism:

Plagiarism is the act of improperly using someone else's words or ideas as if they were your own. As such, plagiarism is the theft of intellectual property, and this is no less serious than the theft of

material property. There are no “degrees” of plagiarism; one little offense, no matter how small it may appear, constitutes academic dishonesty. Whatever form it takes (downloading and reformatting an article, “buying” an essay, taking a “free” paper off the internet, turning in another student’s work, “sharing” assignments with others, failing to cite a source, neglecting necessary quotation marks, etc.) there is no excuse for plagiarism, and it will get you in a lot of trouble.

The “I did not know” excuse does not count, in any way. Ignorance of what constitutes academic dishonesty does not entitle you to any leniency. It is much like the real world: not knowing a rule or law does not mean you are not subject to it or protect you from sanction. It is your responsibility to know what academic dishonesty is or to educate yourself. I am providing some explanation in what follows, but I urge you to ask any follow-up questions you might have.

Note that the most common form of plagiarism is failure to cite properly. You must provide a citation, for example (Brown 1999, 57), after writing a sentence or a series of sentences that contain words or ideas taken from another person or publication. If you are quoting directly, you must use quotation marks. If you are unsure about how to cite properly, check out <http://writing.wisc.edu/Handbook/QuotingSources.html>. If anything remains unclear, come talk to me.

Also note that changing a couple of words here or there does *not* mean you are not plagiarizing. Here is an example: a few years ago, the journalist Fareed Zakaria was suspended from his jobs at Time Magazine and CNN for plagiarism. Below is what he wrote and then the source from which he plagiarized. Notice that he did not take from the other source word for word; he did change some words, but it still counts as plagiarism. This is not just because he did not cite the other author; it is because he passed off phrases and ideas as his own that were not.

What Zakaria wrote: "Adam Winkler, a professor of constitutional law at UCLA, documents the actual history in *Gunfight: The Battle over the Right to Bear Arms in America*. Guns were regulated in the U.S. from the earliest years of the Republic. Laws that banned the carrying of concealed weapons were passed in Kentucky and Louisiana in 1813. Other states soon followed: Indiana in 1820, Tennessee and Virginia in 1838, Alabama in 1839 and Ohio in 1859. Similar laws were passed in Texas, Florida and Oklahoma. As the governor of Texas (Texas!) explained in 1893, the "mission of the concealed deadly weapon is murder. To check it is the duty of every self-respecting, law-abiding man."

What the author of the original piece wrote (Jill Lepore in the *New Yorker*): "As Adam Winkler, a constitutional-law scholar at U.C.L.A., demonstrates in a remarkably nuanced new book, *Gunfight: The Battle Over the Right to Bear Arms in America*," firearms have been regulated in the United States from the start. Laws banning the carrying of concealed weapons were passed in Kentucky and Louisiana in 1813, and other states soon followed: Indiana (1820), Tennessee and Virginia (1838), Alabama (1839), and Ohio (1859). Similar laws were passed in Texas, Florida, and Oklahoma. As the governor of Texas explained in 1893, the "mission of the concealed deadly weapon is murder. To check it is the duty of every self-respecting, law-abiding man."

So if you paraphrase, make sure you are truly writing in your own words. And make sure to cite all your sources.

If you are caught cheating, you will receive a failing grade for the class, I will report you to the Dean’s office, and the reason for the grade will be noted in your transcript. This will make it extremely difficult for you to gain entrance to graduate or professional schools and will jeopardize your opportunities with a large number of employers in the future. If you are repeat offender, you will most likely be expelled from the university. Do not put yourself (and me) into what will be a very uncomfortable situation with very serious consequences.