

Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

Form ID CCOREFORM1211517718001	Version No. 15.001	Created by Salas,Brenda
Created on 2022-02-14T17:05:41	Last Updated on 2022-02-14T17:13:06	Status Updated on 2022-02-27T17:49:50
Current Status Approved	Course Selected: Subject PSCI (PSCI - Political Science) Catalog Nbr 234	

Course Revision & College	
Form Submission Initial Submission	College Queens College

Course Data		
Course ID 013668	Subject PSCI (PSCI - Political Science)	Catalog Nbr 234
Catalog Status Approved	Contact Hours 3	No. of Credits 3
CourseTitle Contemporary Western Europe		
Course Description Analysis of European political institutions and processes, including the dynamic interaction between the European Union and its western and eastern European member states in the post-1990 era to the present.		
Department Political Science		
Pre-Requisites/Co-Requisites		

Course Syllabus [Attachment Filename(s)]
Political_Science_234_Syllabus.docx

Location(Required or Flexible) and Learning Outcomes	
REQUIRED	FLEXIBLE
English Composition <input checked="" type="checkbox"/>	World Cultures & Global Issues
Math & Quantitative Reasoning	US Experience in its Diversity
Life and Physical Sciences	Creative Expression
	Individual and Society

Scientific World

Learning Outcomes: Questions	Learning Outcomes: Responses
<p>* 1. Gather, interpret, and assess information from a variety of sources and points of view.</p>	<p>Reading assignments are drawn from newspaper articles, scholarly works, and popular publications. They reflect a variety of points of view on topics such as electoral systems, the integration of immigrant groups, the viability of welfare states, the democratic character of the EU, and the character of populism. In their country analysis paper assignment, students will be required to gather information about a contemporary issue in a European country and to analyze it by placing it within the context of the course material. For instance, a student could choose to write on the 2021 German election and the process of government formation by drawing on their knowledge of the German electoral system, Germany's political parties, and the process of government formation in parliamentary democracies. Or a student could choose to look at the 2021 Norwegian election and analyze the success of the Labor Party in the context of the alleged crisis of social democracy in Europe. Papers like this will require students to gather information from newspapers and other publications expressing different perspectives and points of view and to analyze it using the tools developed in the course.</p>
<p>* 2. Evaluate evidence and arguments critically or analytically.</p>	<p>Each class session is organized around a question. In many cases, addressing these questions will require us to evaluate arguments and evidence presented in the reading and in the lectures. Is the US basically similar to Europe or fundamentally different? To what extent is class conflict still central to defining European party systems? Is populism a threat to democracy or an extension of it? Is the EU democratic? Are more egalitarian forms of capitalism feasible? What is the best policy approach to integrating immigrants with different cultural backgrounds? These are also the kinds of questions that students will face in their bi-weekly quizzes and during their exams. Finally, the student's reading response assignment will be graded on the basis of how well the student is able to critically analyze the author's argument.</p>
<p>* 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.</p>	<p>Students will be assigned several kinds of written work: bi-weekly quizzes, in-class essay exams, a reading response, and a country case study. In each case this work will be evaluated on the clarity of their arguments and their ability to support them with evidence?either in the form of supportive facts or statements made by key authors.</p>

4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

The course applies the basic concepts and methods of Comparative Politics, a subfield of Political science. Students will be deploying concepts like democracy, the nation-state, federalism, election systems, political party systems, parliamentary government, the welfare state, and varieties of capitalism. These are all key concepts in comparative politics. Student knowledge will be assessed through weekly quizzes that evaluate their understanding of different meanings of political democracy (session 3), comparative party systems (session 6), types of electoral systems (session 10), different kinds of welfare states (reading response on Parkanen), varieties of political economy (session 22). These topics will also appear on the midterm and final exam. Finally, the ability to apply the concepts of comparative politics to recent events will be assessed in their country case study projects.

5. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

The course examines three important aspects of globalization: immigration from the global south to Western Europe, the political economic integration of Western Europe represented by the European Union, and the impact of globalization on national policy autonomy. Students will confront contrasting points of view with respect to the best way to assimilate immigrants, the political and economic success (or failure) of the EU, and the impact of economic globalization on the capacity of national governments to pursue autonomous social policies. They will be exposed to different points of view with respect to all of these issues. For instance, there is a debate whether a multicultural or a more assimilationist approach is the best way to assimilate immigrants. Assessment will take the form of take-home quiz (session 27). With respect to the EU, students will be exposed to differing views on the alleged "democratic" deficit. As the EU has taken a more political turn, do its institutions meet the basic standards of democracy? Their understanding of the operation of the EU and the issue of its internal democracy will be assessed with a take-home quiz (Session 17). Finally with respect the Euro and the welfare state, a key question that divides informed observers is whether more egalitarian forms of capitalism and more generous and inclusive welfare states are compatible with economic globalization and the resultant competitive pressures. Their ability to critically evaluate these issues will be assessed in the take home quiz after session 22.

6. Analyze the historical development of one or more non-U.S. societies.

7. Analyze the significance of one or more major movements that have shaped the world's societies.

<p>8. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</p>	<p>A major focus of our study of European political institutions will be the role of social class in structuring party systems. It is generally understood that the party systems that were consolidated in the 20th century were shaped by class conflict. In recent years, a debate has emerged over whether social class is still relevant, or whether it has been replaced by other "postmaterialist" cleavages. Student understanding of the changing role of social class in European politics will be assessed in the take-home quiz following sessions 6 and 8.</p>
<p>9. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</p>	
<p>A. If there is a change to the course title, what is the new course title?</p>	
<p>B. If there is a change to the course description, what is the new course description?</p>	
<p>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</p>	

<p>Chair (Approver) Comments</p>
<p>Comments Committee agreed that the course meets SLOs.</p>