Instructor: Catherine Guisan, PhD  
E-mail: guis0001@umn.edu>

**Pol 3410: European Responses to Catastrophes: From War to COVID 19**  
Summer 2020  
3 credits, no prerequisite  
Instructor URL: cla.umn.edu/about/directory/profile/guis0001  
Canvas URL: [https://canvas.umn.edu/courses/202093](https://canvas.umn.edu/courses/202093)

**Office hours:** upon request Monday-Wednesday by google hang out or zoom.

**Course description** (final draft, June 1, 2020):

What are the social, economic and political impacts of the COVID-19 pandemic on citizens’ lives in Europe and across the Atlantic? This course defines the current pandemic as a catastrophe and adopts a comparative approach to examine the novelty of the COVID-19 pandemic, and strategies deployed to contain it in Europe, compared with those followed in the US. It examines also the historical roots of mitigation policies deployed in Europe today to probe whether this catastrophe can open the way for constructive political changes, as the aftermath of WWII did 70 years ago.

The course will explore some of the following questions and others that may come up during the course’s delivery:

- Facing COVID-19 has been compared to engaging in war. What policies did Europeans develop after WWII? How is this experience shaping current European responses to COVID-19?
- COVID-19 is putting pressure on the democratic systems of Europe, which differ widely from each other. What kind of pressures? How is the European Union’s federal order responding compared to the US? What is different? What is similar?
- COVID-19 is challenging health care and employment policies across the world. What are the intellectual and sociological roots for the current healthcare and employment policies in Europe? Why do these policies differ so much among European countries, and even more so from US policies?
- COVID-19 is provoking a major economic depression. How did Europeans respond to the 2008 Great Recession? How is this experience shaping current European policies and more specifically Greek policies?
- COVID 19 is exposing major cracks in the relationships between nation states as well as provoking new collaborations. What are pressures on the European integration’s processes today? What kind of leadership can the European Union provide to a world in chaos? Is this leadership effective during the pandemic?

**Student Learning Objectives:** This course meets five of the seven Student Learning Objectives by training students to:
• Master a body of knowledge and a mode of inquiry through the readings assigned, lectures, course materials and in-class exercises and discussions.
• Locate and critically evaluate information through one Newspost presentation in class, class discussion, short quizzes responding to the readings and class discussions, and the final research essay.
• Understand diverse philosophies and cultures within and across societies by studying comparatively and historically the intellectual and political influences on policy responses to crises and catastrophes, from the aftermath of WWII to the COVID19 pandemic across three dozen European countries.
• Communicate effectively through class discussions, online discussion forums, short class presentations, and a presentation on the final research essay.
• Acquire skills for effective citizenship and life-long learning through the comparative study of European responses to catastrophes and the COVID-19 pandemic.

Class format: This is a hybrid online course, which means that we will meet on zoom twice a week on Monday and Wednesday for an interactive 90 minutes, and the rest of the time will be devoted to activities you can complete on your own at a suitable time.

Even though we will meet remotely, this course is conceived as a building of community as well as of knowledge. It will be a highly interactive learning experience, taught by a professor trained and experienced in on-line teaching. The course will include lectures on the weekly topics and readings; student presentations on European news (each student presents once during the term); regular group discussions in break out rooms and with the whole class; films, webinars, and two European guest speaker; and one final paper presentation in class. Your final paper examines the responses to the COVID-19 pandemic in one European country, which you will choose.

On Mondays we will examine important and long term issues and policies in European politics; on Wednesdays we will discuss European responses to COVID-19, which are related to these issues.

Readings and Resources: All readings available on-line on the class Canvas site, organized by week, one Canvas page for each of this course’s 8 week. No textbook.

Technologies and technical requirements:
These technical requirements will allow you to access the Canvas site successfully, send/receive online communications, complete assigned activities, and view multimedia content.

• A U of M internet ID (your official U of M email address). You will need this to access our Canvas course site: https://canvas.umn.edu/courses/202093
• Reliable, high-speed Internet access
• A supported Web browser (Mozilla Firefox or Google Chrome are strongly recommended; if you’re a Mac user and you like Safari, you’ll likely run into problems at some point)
• Laptop, desktop or tablet with a webcam
Grading:
Attendance: 15%
News post (in class presentation): 5%
Quizzes: 30% (5 responses to the readings, films or discussions; written in your home, with a weekly deadline, but at a time of your choosing)
In class paper presentation: 20%
Final Paper: 30%

Grading scale:

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Workload:
Approximately: 20-35 pages of reading per class; one news post; paper presentation; final paper; 5 short quizzes.

Readings and participation: You are expected to complete all assigned readings before the class meeting for which they are assigned, attend all class meetings, and participate actively. Note that I was very conscious of the reading load as I prepared the class and have kept it at less than 40 pages per session for all sessions, which means that I have sometimes assigned only parts of articles or chapters. I have also indicated how long each reading is (in pages), although, obviously, not all pages are created equal. What I ask is that you put forth your best effort to read the assigned materials effectively, take notes with any questions that you have (whether on terminology or arguments), and come to class prepared to work collectively, under my guidance, to clarify and discuss the concepts, claims, and examples raised in the readings. See tips for effective reading on Canvas Homepage under Resources.
Paper presentation and final paper:
You will be asked to write one research paper (2500-3000 words) on one European country of your choice and its responses to COVID 19. You will also be asked to make one presentation in class (last week of course on zoom) based on your paper. These presentations will conclude the course with a fact-based overview of European responses to COVID-19 thanks to your contribution to our community of learners. At all times you will be provided with the support and training your need to access bibliographical and media sources, to write and to present. For more details on each assignment, consult relevant Assignments on Canvas

Public Engagement: The class will also respond to one roundtable of European scholars on EU economic policies. It will examine whether the content was delivered in a pedagogical manner and accessible to modestly informed citizens. The responses, if thoughtful enough, will be sent to the scholars given the relevance of this issue in EU democratic politics.

Career Readiness: The in class online presentation will serve as an excellent practice of a practice you will use on the job, whether in a paid or unpaid internship.

Course Policies:

Attendance: I will take attendance each session as part of your participation grade. You should obviously not attend class if you are sick; in addition I understand that, once in a while, life happens and prevents you from making it to class. You can thus miss two sessions during the summer course, without an excuse, and we will not dock you for that at the end. Note that if you miss a class, for any reason, it is your responsibility to learn about any missed assignments, discussion, etc. It is NOT the responsibility of the instructor(s) to inform you by e-mail or in person of material covered.

Documentation for a legitimate excuse for missing a class session must be provided in a timely manner (i.e., within a week). Legitimate excuses include religious holidays, illness (verified by a note from University Health Services), serious family emergencies, subpoenas, jury duty, military service, and participation in group activities sponsored by the University.

General rules on assignments: All research paper-related assignments must be uploaded by the deadline indicated on Canvas under Assignments, the day they are due. If there is not a legitimate excuse (see above for definition), the late penalty on all assignments is 1/3 grade per 24 hours (i.e., from an A to an A-, A- to B+, and so on). Incompletes at the end of the term will be granted only in the case of documented illness or incapacitation, and if the student and professor complete the CLA Agreement for Completion of Incomplete Work.

All written work will be graded according to the following general criteria, with specific criteria for the research paper to be elaborated in a separate assignment sheet:
• A grade in the ‘A’ range is reserved for work that reflects careful reading of and reflection on the readings or news story. It must be factually accurate, clearly written, and offer an original and persuasive argument. There is no place for mistakes of spelling, grammar, and style in an ‘A’ essay or paper.
• A grade in the ‘B’ range is for work that reflects a sound understanding of the assigned readings, and is factually accurate, generally well-written (with only a modest number of grammatical errors), and persuasively argued.
• A grade in the ‘C’ range is for work that reflects competent, if superficial, reading of and reflection on the assigned readings, and/or is readable but lacks in clarity, and/or contains numerous spelling, grammar, and style errors, and/or makes a weak argument.
• A grade in the ‘D’ range is for work that reflects a minimal effort put into reading of assigned materials and/or writing of the assignment.
• A grade of ‘F’ is for work that fails completely to meet any of the above criteria, is egregiously late (and unexcused), or violates any section of the University’s student conduct code (see item 6 in standard statement on last page of this syllabus).

Laptops, Tablets, Smart Phones, and Paper Notebook: It is both common courtesy and better for everyone’s learning experience if students are mentally present in the classroom and not distracted by their communication devices. Studies back me up on this. It’s good practice for your post-college life and your attentiveness helps me teach well. Therefore, please, do not check your phone messages, etc, during class.

Scholastic Dishonesty: You are expected to be familiar with the University’s policies on scholastic dishonesty, the definition of which can be found in Section VI, Subdivision 1 of the Student Conduct Code, available at:
See also pp. 13-15 of this syllabus on University policies. To aid your compliance, you should consult a style manual for proper forms of citation and attribution. Note that instructors are required to report cases of cheating and plagiarism and clear evidence thereof to the Office for Student Conduct and Academic Integrity, and, should the hearing result in a finding of guilty, the offense will be on your permanent academic record. Moreover, you will get an ‘F’ for the course as a whole.

For advice on writing and research:
I recommend the Writing Center of the University highly. Check in early to get an appointment at <writing.umn.edu/>. The writing Center offers many other useful resources on its website also.
For research, check in with librarians at Wilson Library, who are very helpful. The names of librarians especially dedicated to helping Political Science students and students studying Europe: Jenny McBurney <jmcburne@umn.edu> and Brian Vetruba <bvetruba@umn.edu>.
Other useful links:
**Consultations**: Students can reach out to Jenny for help in finding library resources and datasets. She can meet with students individually or in small groups.

**Workshops**: Students may benefit from learning about citation managers and more.

**Tutoring**: Students can get help from peer tutors or Peer Research Consultants.

**On food, housing and other health concerns:**
We know that it is difficult to perform well while experiencing food/housing and other insecurities. The political science department’s undergraduate adviser, Becky Mooney, has put together an excellent detailed list of resources available for students at [z.umn.edu/POLinNeed](https://z.umn.edu/POLinNeed).

**On health and mental health issues:**
- Boynton Clinic provides a full service health clinic and mental health clinic staffed by physicians, nurses, and psychologists. Also, Student Counseling Services is staffed by psychologists. tel: 612-624-3323, Walk-In Hours MF 9-3:30 [https://counseling.umn.edu/](https://counseling.umn.edu/). Boynton Health Services and Student Counseling Services diagnose medical and mental health issues and provide treatment.
- The Disability Resource Center reviews medical documentation, determines reasonable accommodations, and assists in the implementation of reasonable accommodations (e.g., interpreters, captionists, flexible assignments due to disability impacts). See [DRC website](https://drc.umn.edu/) or email [drc@umn.edu](mailto:drc@umn.edu), tel 612.626.1333, Office McNamara Building).
- Aurora Center (Sexual Assault, Relationship Violence, Stalking) 24 Hour Helpline: 612-626-9111, [aurora@umn.edu](mailto:aurora@umn.edu) [http://aurora.umn.edu/](http://aurora.umn.edu/).
- Feel free also to talk to me or Baruchi if the need arises. We are a community for this semester.

**Course Outline & Schedule:**
(Readings may be adjusted to respond to current events)

**Week 1 European Responses to Wars and to COVID-19: Catastrophe, an opportunity for political change, and what kind of political change?**

**Monday June 8:** What is a Catastrophe?

**Wednesday June 10:** European wars as a global catastrophe. Can a pandemic be compared to war?

**Asynchronous activity**: Watch video “For the Love of Tomorrow” and post your Response 1 under Assignment.
Recommended readings:

Monday June 15: “Understanding” the European Union
Reading: Pascal Fontaine, Europe in 12 Lessons (Luxembourg: Office for Official Publications of the European Communities, 2019).
Wednesday June 17: Decision-making in a federal order: European and German constitutional debates during COVID 19
Readings: Speeches of European Union President Ursula von der Leyen, March and May 2020
Asynchronous activity: Watch webinar of panel at University of Amsterdam (May 2020) and post Response 2

Week 3: The European Welfare States and Writing about COVID-19 in Europe
Monday June 22: European Welfare States: the Left-Right Consensus
Wednesday June 24:
Individual office hours on final paper topic and in class experience. Please sign up under People.

Week 4: Debts and debtors: Legacies of the European financial crisis and COVID 19
Monday June 29: Who is “right”: the creditor or the debtor?

**Wednesday July 1:** The Financial Divide during the pandemic: the “Austere North” vs. the “Profligate South”.
Reading: TBA.
Guest speaker from the Netherlands.
**Asynchronous activity:** Post Response 4

**Week 5: Is direct democracy “democratic”: Brexit and COVID 19**

**Monday July 6:** Plebiscites vs. referendums
Readings: Bruno Kauffmann, Rolf Büchi, Nadja Braun, “Introduction to direct democracy”, read first, pp. 105-111; and then pp. 71-75; 77-82; 85-92; 95-103, in *Guidebook to Direct Democracy in Switzerland and Beyond* (Marburg, Germany: The Initiative & Referendum Institute Europe, 2010).

**Wednesday July 8:** Negotiating two exits in 2020: Brexit and COVID-19
Articles on Brexit, *Financial Times* and other media, April-June 2020.
**Asynchronous activity:** Post Response 5

**Week 6: Migrations and COVID 19: Can the European Union’s freedom of movement return? Life in asylum refugee camps**

**Monday July 13:** Migration and freedom of movement: Why does it matter to European integration?

**Wednesday July 15:** Life in the camps
Guest speaker, Doctor Without Borders, Greece.
**Asynchronous activity:** Work on paper presentation and final paper

**Week 7: Global Europe in a time of pandemic. What does European leadership contribute? Comparison with US leadership**

**Monday July 20:**

**Wednesday July 22:**
Reading: Webinar of discussion at Amsterdam University on Europe’s global leadership with Anthony L. Gardner, US ambassador to the EU (2013-2016) and scholars of European politics (recorded May 27, 2020).

Asynchronous activity: Work on paper presentation and final paper

**Week 8: Student presentations of final papers**
**Monday 27: Students’ presentations**
No reading.
**Due:** Presentation in class

**Wednesday July 29: Students’ presentations**
No reading.
**Due:** Presentation in class

**Exam Week:**
Paper due on Monday August 3, 2020

**UMN Policies & Supports**

**Academic Integrity & Misconduct**
Academic misconduct is a violation of the [UMN Student Conduct Code](#) and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline. Plagiarism or cheating in any form may result in failure of the assignment or the entire course, and may include harsher sanctions.

**Course Access:**

Access to course materials in Canvas may cease after the term ends. If you wish to archive materials for your personal records or portfolio you should do so as you progress through the course. As a general rule, you should always save local copies of course-related work. To avoid disasters, you should also save important files to external media or cloud storage.

**Name/Pronouns**

I will do my best to address you by a preferred name or gender pronoun that you have identified. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

**Academic Services and Resources at UMN**
Below are several student services available to students:

- Academic Advising Center
- Disability Student Services
- Career Services
- Counseling Center
- Financial Aid Office
- Student Writing Support

**Technical Support**
For tips and information about Canvas, visit the Canvas Guide Using help https://community.canvaslms.com/docs/DOC-10554-4212710328.

You can also contact the Technology Helpdesk Services at (612) 301-4357 or e-mail at help@umn.edu.

**Policy Statement for syllabi (Department of Political Science)**

**Student Conduct Code:**
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom:**
The University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Scholastic Dishonesty:**
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional
endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html. The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course.

**Makeup Work for Legitimate Absences:**
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials:**
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Grading and Transcripts:**
The University utilizes plus and minus grading on a 4.000 cumulative grade point scale. The two grading systems used are the ABCDF and S-N. Political science majors and minors must take POL courses on the ABCDF system. An S grade is the equivalent of a C- or better. Inquiries regarding grade changes should be directed to the course instructor. Extra work in an attempt to raise a grade can only be submitted with the instructor’s approval. For additional information, please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

**Incompletes:**
The instructor will specify the conditions, if any, under which an “Incomplete” will be assigned instead of a grade. No student has an automatic right to an incomplete.

**Department of Political Science Policy:** The instructor may set dates and conditions for makeup work using a "Completion of Incomplete Work" contract form. All work must completed no later than one calendar year after the official last day of the class.

**Sexual Harassment**
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting.
For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf
University of Minnesota employees must report sexual misconduct they learn about in accordance with University policy. More information on mandated report can be found here: https://diversity.umn.edu/eoaa/reporting

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**
The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

**Disability Accommodations:**
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website: https://diversity.umn.edu/disability/.

**Mental Health and Stress Management:**
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

**Academic Freedom and Responsibility:**
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. **Students are responsible for class**
attendance and all course requirements, including deadlines and examinations. The instructor will specify if class attendance is require or counted in the grade for the class.