This course presents a comprehensive overview of government and politics in Greece, Italy, Portugal and Spain. Southern Europe is a region that has lacked a historical tradition of stable democratic governance. Nineteenth- and early twentieth-century experiments with democracy were either so flawed that they cannot be regarded as fully democratic, or were so unstable that they collapsed and were replaced by right-wing, corporatist, authoritarian political systems. As late as the mid 1970s, only Italy was able to maintain a democratic regime. Since the mid 1970s, however, Greece, Portugal and Spain have taken their places alongside Italy in the West European community of democratic nations. Indeed, Portugal and Spain (except for the Basque region) have been outstandingly successful in forming and maintaining stable governments. Given this remarkable transformation, the problem of democratic stability will provide the central analytical focus for this course.

Specifically, the course will be organized around two complementary sets of questions: First, what were the causes of political instability and the weakness of democratic institutions and practices in the past, and how might the legacy of those political divisions affect the functioning of the current democratic regimes? The first part of the course explores the historical origins of politically relevant social, cultural or political cleavages (variously involving class, religion, language, state political institutions and ideology), as well as the impact of late industrialization on political mobilization and participation. While lectures and some of the readings will provide analytical overviews of all four countries, students will select one country for more in-depth historical exploration. This survey of the historical background of Southern European politics concludes with the collapse of the previous democratic or semi-democratic regimes and the establishment of the authoritarian regimes of Mussolini, Franco, Salazar/Caetano and the Greek colonels. We then turn our attention to the emergence and basic characteristics of the current democratic systems. This begins with a comparative analysis of the transitions to democracy and the processes through which the new regimes became consolidated. This will be followed by a comparative analysis of the institutional structure of government in these countries, basic patterns of legislative-executive relations, and the major political parties and party systems. We shall also evaluate certain patterns of public policy characterize politics in the region, which have assumed great international significance given the public debt crises that have plagued all four of these countries since 2009.

There will be one midterm (which will determine 35% of the course grade), one final examination (35%), and a 10-15 page term paper (30%) on a country of the student’s own choosing, focusing on an analytical theme to be determined through consultation with the teaching assistant or instructor. These may include historical or contemporary topics on any theme explored in this course. In selecting term paper topics and selecting appropriate sources for that research project, students should consult the References section of Parties, Politics and Democracy in the New Southern Europe (pages 427-456) or Democracy and the State in the New Southern Europe (pages 363-393). Papers must be submitted on or before the last regular class session (May 30). The midterm (which will take place at the end of the 5th week of the course) and the final (Thursday, June 7, 11:30-1:30) will both be essay examinations, consisting of some questions requiring short answers and others longer essay topics.
Readings

All readings have been placed on Closed Reserve in the Main Library or (if noted below) are available online through OSU's Carmen system. Those students who wish to purchase the readings for this course will find that the following books are available in the campus-area bookstores. Three of these books will be read by all students. (It should be noted that royalties for all three of these required texts have been waived, and that their publication was subsidized by grants from OSU's Mershon Center. Accordingly, their cost is quite low, ranging between $21 and $35 [as quoted by BN.com].) In addition, students will select one of the four Southern European countries for more detailed study, and will select one additional book from the remainder of the list (i.e., Birmingham for Portugal, Clogg for Greece, Duggan for Italy, and Gunther and Montero for Spain).

To be read by all students:


Select one of the following:


Reading Assignments and Lectures:

1. Introduction:


2. State Building, Nation Building and the Origins of Social and Political Cleavages:


Then choose among the following according to your country specialization:


or


or


or

Vicens-Vives, Jaime, Approaches to the History of Spain, pp. 14-55 (Carmen)

3. Early (and Unsuccessful) Experiences with Democracy:


or

Duggan, Chapters 6 and 7 ("The Liberal State and the Social Question, 1870-1900," and "Giolitti, the First World War, and the Rise of Fascism"), in A Concise History of Italy, pp. 143-204;

or


or

Raymond Carr, Chapters 8 and 9 ("The Second Republic, 1931-1936," and "The Civil War, 1936-1939") in Modern Spain, pp. 117-154 (available through Carmen);

and


4. The Southern European Dictatorships:

Richard Gunther, Chapter 1 ("The Franquist Regime") in Zip packet (from Public Policy in a No-Party State [Berkeley and London: University of California Press, 1980], pp. 1-45) (Carmen);
AND
Duggan, Chapter 8 ("Fascism") in *A Concise History of Italy*, pp. 210-232 (Carmen).
or
Italian specialists should read all of Duggan, Chapter 8 (pp. 205-239);
or
Portuguese specialists should read Birmingham, Chapter 6 ("The Dictatorship and the African Empire") in *A Concise History of Portugal*, pp. 156-178;
or

MIDTERM EXAMINATION

5. The Transitions to Democracy:

Gunther, Diamandouros and Puhle, Chapters 1 and 11 ("Introduction" and "Conclusion") in *The Politics of Democratic Consolidation*, pp. 1-32 and 389-414;

Juan J. Linz, Alfred Stepan and Richard Gunther, Chapter 3 ("Democratic Transition and Consolidation in Southern Europe, with Reflections on Latin America and Eastern Europe") in *The Politics of Democratic Consolidation*, pp. 77-123;

AND
or
Gianfranco Pasquino, "The Demise of the first Fascist Regime and Italy's Transition to Democracy," in O'Donnell, Schmitter and Whitehead, eds., *Transitions from Authoritarian Rule: Southern Europe*, pp. 45-70 (Carmen);
or
or
Gunther and Montero, “The Transition to Democracy,” in *The Politics of Spain* (pp. 34-41).

6. The Governmental Structure of the Current Democratic Regimes:


AND specialists on Greece, Italy and Portugal read relevant sections of José Magone, “Governmental Dominance,” “Parliamentary Weakness,” “The Head of State,” and “The Judiciary” in *The Politics of Southern Europe*, pp. 70-104 (*Carmen*);

**Or**

7. Parties, Party Systems and Politics in the New Southern Europe:


AND

Specialists on Greece, Italy and Portugal read relevant sections of José Magone, “Party Families,” in *The Politics of Southern Europe*, pp. 137-174 (*Carmen*);

**or**

8. Public Policy in Southern Europe:

P. Nikiforos Diamandouros, Richard Gunther, Dimitri A. Sotiropoulos, and Edward E. Malefakis, "Introduction," pp. 1-41, **and**


**And** any two other chapters (depending on your areas of public policy interest) in Gunther, Diamandouros and Sotiropoulos, *Democracy and the State in the New Southern Europe*

**or**

**Academic Misconduct:**
It is the responsibility of the committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-4-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp)

**Disability Services:**
Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave; telephone 292-3307, TDD 292-0901; (http://www.ods.ohio-state.edu/).

**Learning Objectives for GEC Courses**

**Social Science**
Social science develop students’ understanding of the systematic study of human behavior and cognition; of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

**Diversity**
International Issues coursework helps students become educated, productive, and principled citizens of their nation an increasingly globalized world.

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the US.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.