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**Caucasus University  
Caucasus School of Governance**

**Syllabus**

<b>Course</b>	European Values and Ideologies
<b>Course Code</b>	
<b>Annotation of the Course</b>	The course aims to provide BA students with the basic knowledge of contemporary European values and ideologies. Political ideologies in Europe are mainly pursued by political parties both at the national and EU levels. Throughout the course, the students will be acquainted with the academic discussions about the main features of the most dominant European ideologies – Christian Democracy and Social Democracy. Moreover, the students will learn about the ideological underpinnings of Europe’s liberal and green parties. In the second part of the course, the right-wing and left-wing populist challenges to the mainstream European ideologies and the implications for the EU and the political systems of its individual member states will be discussed.
<b>Status of the Course</b>	<input type="checkbox"/> Obligatory <input checked="" type="checkbox"/> Optional
<b>ECTS</b>	5
<b>School</b>	Caucasus School of Governance
<b>Cycle</b>	<input checked="" type="checkbox"/> BA <input type="checkbox"/> MA <input type="checkbox"/> PhD <input type="checkbox"/> One Cycle
<b>Semester</b>	6

<b>Lecturer</b>	Giorgi Tskhadaia
<b>Working Place</b>	Caucasus University
<b>Academic Degree</b>	PhD
<b>Academic Position</b>	Professor of Political Science
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<b>Consultancy Time</b>	Upon Appointment

<b>Preconditions to the Course</b>	
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<b>Format of the Course</b>	125 hours	
<b>Lecture/Seminar</b>	24	
<b>Midterm/Final Exam</b>	4	
<b>Independent work</b>	92	
<b>Consultation</b>	5	

<b>Objectives of the Course</b>	The main objective of this course is to acquaint BA students with the very fundamental European values and ideologies prevalent in the EU and its individual member states. The special emphasis will be made on the historically dominant political ideologies—Christian Democracy and Social Democracy. Gradually, the students will also learn about the relatively new or minor challenges to the mainstream political ideologies that have been associated with liberal and green parties across Europe. Finally, the role of right-wing and left-wing ideologies in contemporary European politics will be discussed with a special emphasis on the implications for the future of the EU.
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<b>Learning Outcomes</b>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• <b>Identifies the basic values and ideologies prevalent in the politics of the EU and its individual member states;</b></li> <li>• <b>Understands the role political ideologies play in the EU and its individual members states;</b></li> <li>• <b>Describes the various stages of development of contemporary European ideologies;</b></li> <li>• <b>Understands contemporary challenges that the EU faces against the backdrop of the rise of right-wing and left-wing populism.</b></li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Analyzes the values and ideologies prevalent in the EU and its individual member states;</b></li> <li>• <b>Analyzes how European values and ideologies have been transformed for the last decades.</b></li> </ul> <p><b>Independence and autonomy:</b></p> <ul style="list-style-type: none"> <li>• <b>Undertakes a group research project to critically engage with contemporary European ideologies, mainly professed by political parties.</b></li> </ul>
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<b>Compulsory Literature</b>	<p>Accetti, Carlo Invernizzi. 2019. What Is Christian Democracy? Politics, Religion and Ideology. Cambridge: Cambridge University Press, pp. 139-149.</p> <p>Agustín, Óscar García. 2020. Left Wing Populism: The Politics of People. Emerald Points, pp. 13-31.</p> <p>Berman, Sheri. 2006. The Primacy of Politics: Social Democracy and the Making of Europe's Twentieth Century. Cambridge: Cambridge University Press.</p> <p>Berman, Sheri, and Maria Snegovaya. 2019. "Populism and the Decline of Social Democracy". Journal of Democracy 30 (3), pp. 5-19.</p> <p>Burchell, Jon. 2002. The Evolution of Green Politics: Development and Change within European Green Politics. London: Earthscan Publications Limited, pp. 8-15.</p> <p>Calossi, Enrico, and Lorenzo Cicchi. 2019. European Parliament Political Groups and European Political Parties: Development and Relationship between Two Faces of the EU Political System. Quaderni del circolo rosselli (QCR) 39 (2), pp. 15-31.</p> <p>Close, Caroline, and Emilie van Haute (eds.). 2019. Liberal Parties in Europe. London and New York: Routledge.</p> <p>Enyedi, Zsolt. 2020. "Right-Wing Authoritarian Innovations in Central and Eastern Europe", East European Politics, 36 (3), pp. 363-377.</p> <p>Fossum, John Erik. 2023. "In What Sense Does Right- Wing Populism Pose a Democratic Challenge for the European Union?" Social &amp; Legal Studies 32 (6), pp. 930-937.</p> <p>Hegstad, Eilev (Ed.). 2023. Christian Democracy: English addendum to the Norwegian edited volume: Kristendemokrati. In Kristendemokrati. Universitetsforlaget.</p>
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	<p>Kosowska-Gaśtoł, Beata. 2018. "A Truly 'European' Christian Democracy? The European People's Party." In <i>Christian Democracy Across the Iron Curtain</i>, Piotr H. Kosicki, and Sławomir Łukasiewicz (eds.). Palgrave Macmillan, pp. 127-150.</p> <p>Marx, Karl, and Friedrich Engels. 1848. <i>The Communist Party Manifesto</i>, pp. Available from: <a href="https://www.marxists.org/archive/marx/works/1848/communist-manifesto/">https://www.marxists.org/archive/marx/works/1848/communist-manifesto/</a>.</p> <p>Priester, Karin. 2018. Right-Wing Populism in Europe. In <i>Populism, Populists, and the Crisis of Political Parties A Comparison of Italy, Austria, and Germany 1990-2015</i>, Günther Pallaver, Michael Gehler and Maurizio Cau (eds.), Fondazione Bruno Kessler, pp. 45-56.</p> <p>Van Haute, Emilie. 2016. Conclusion: Green Parties in Europe: Which Family Ties? In <i>Green Parties in Europe</i>, Emilie van Haute (ed.). London: Routledge, pp. 315-321.</p> <p>Van Kersbergen, Kees. 2021. "Christian Democracy and Europe." In <i>The Oxford Handbook of Religion and Europe</i>, Grace Davie, and Lucian N. Leustean (eds.). Oxford: Oxford University Press, pp. 194-214.</p>
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<p><b>Supplementary Literature and Other Sources of Information</b></p>	<p>Accetti, Carlo Invernizzi. 2019. <i>What Is Christian Democracy? Politics, Religion and Ideology</i>. Cambridge: Cambridge University Press.</p> <p>Accetti, Carlo Invernizzi. 2021. "The European Union as a Christian Democracy: A Heuristic Approach." In <i>Ideologies and the European Union</i>, Carlo Invernizzi Accetti, and Jonathan White (eds). London: Routledge.</p> <p>Ahrens, Petra, and Cherry Miller. 2023. 'The Relationships Between Europarties and European Political Groups: Changing Formal and Informal rules and the Spitzenkandidatur'." <i>Journal of Contemporary European Research</i> 19(1), pp. 108-128.</p> <p>Benedetto, Giacomo, Simon Hix, and Nicola Mastrorocco. 2020. "The Rise and Fall of Social Democracy, 1918–2017." <i>American Political Science Review</i> 114 (3), pp. 928–39.</p> <p>Berger, Stefan. 2000. <i>Social Democracy and the Working Class in Nineteenth and Twentieth Century Germany</i>. London: Routledge.</p> <p>Berman, Sheri. 1998. <i>The Social Democratic Moment: Ideas and Politics in the Making of Interwar Europe</i>. Cambridge, Massachusetts: Harvard University Press.</p> <p>Biedenkopf, Katja, Ellen Vanderschueren, and Franziska Petri. 2023. Riding the Green Wave? Green Electoral Success and the European Green Deal. In <i>The EU Political System After the 2019 European Elections</i>, Olivier Costa, and Steven Van Hecke (eds). Palgrave Studies in European Union Politics. Palgrave Macmillan.</p> <p>Cellini, Jacopo. 2018. "The Idea of Europe at the Origins of the European People's Party: The Making of the European Manifesto and of the EPP's Political Programme". <i>Journal of European integration history</i> 24 (1), pp. 79-94.</p> <p>Close, Caroline, and Emilie van Haute (eds). 2019. <i>Liberal Parties in Europe</i>. London and New York: Routledge.</p> <p>Damiani, Marco. 2018. <i>Radical Left Wing Populism and Democracy in Europe</i>. In <i>Routledge Handbook of Global Populism</i>, Carlos de la Torre (ed.). London: Routledge.</p> <p>Goes, Eugene. 2024. <i>Social Democracy</i>. Newcastle upon Tyne: Agenda Publishing.</p> <p>Huo, Jingjing. 2009. <i>Third Way Reforms: Social Democracy after the Golden Age</i>. Cambridge: Cambridge University Press.</p> <p>Jackson, Ben. 2013. <i>Social Democracy</i>. In <i>The Oxford Handbook of Political Ideologies</i>, Michael Freeden and Marc Stears (eds.). Oxford: Oxford University Press.</p> <p>Jansen, Thomas and Steven van Hecke. 2011. <i>At Europe's Service: The Origins and Evolution of the European People's Party</i>. Springer.</p> <p>Johansson, Karl Magnus, and Tapio Raunio. "Political Parties in the European Union." <i>Oxford Research Encyclopedia of Politics</i>.</p> <p>Kaiser, Wolfram. 2007. <i>Christian Democracy and the Origins of the European Union</i>. Cambridge: Cambridge University Press.</p> <p>Kalyvas, Stathis N. 1996. <i>The Rise of Christian Democracy in Europe</i>. Ithaca and London: Cornell University Press.</p> <p>Kirchner, Emil. 1988. <i>Liberal Parties in Western Europe</i>. Cambridge: Cambridge University Press.</p> <p>Misgeld, Klaus, Karl Molin and Klas Klas Åmark (eds). 2000. <i>Creating Social Democracy: A Century of the Social Democratic Labor Party in Sweden</i>. University Park, Pennsylvania: Pennsylvania State University.</p>
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	<p>Rodi, Patricia, Lazaros Karavasilis, and Leonardo Puleo. 2021. "When Nationalism Meets Populism: Examining Right-Wing Populist and Nationalist Discourses in the 2014 &amp; 2019 European Parliamentary Elections." <i>European Politics and Society</i> 24 (2), pp. 284–302.</p> <p>Singer, Peter. 2001. <i>Marx: A Very Short Introduction</i>. Oxford: Oxford University Press.</p> <p>Stavrakakis, Yannis, and Giorgos Katsambekis. 2014. "Left-Wing Populism in the European Periphery: The Case of SYRIZA." <i>Journal of Political Ideologies</i> 19 (2), pp. 119–42.</p> <p>Szelewa, Dorota. 2020. "Recurring Ideas: Searching for the Roots of Right-Wing Populism in Eastern Europe." <i>European Journal of Cultural Studies</i> 23 (6).</p> <p>Sondel-Cedarmas, Joanna and Francesco Berti. 2022. <i>The Right-Wing Critique of Europe: Nationalist, Sovereignist, and Right-Wing Populist Attitudes to the EU</i>. London: Routledge.</p> <p>Petrović, Nikola, Višeslav Raos, and Filip Fila. 2022. "Centrist and Radical Right Populists in Central and Eastern Europe: Divergent Visions of History and the EU." <i>Journal of Contemporary European Studies</i> 31 (2), pp. 268–90.</p> <p>Van Haute, Emilie (ed.). <i>Green Parties in Europe</i>. London: Routledge.</p>
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<b>Teaching Methods</b>	<ul style="list-style-type: none"> <li>➤ Verbal or oral methods;</li> <li>➤ Working on books;</li> <li>➤ Writing methods;</li> <li>➤ Discussions/debates;</li> <li>➤ Team (Collaborative) work.</li> </ul>
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<b>Forms and Criteria of Knowledge Assessment</b>	<b>Form of the Exam</b>	<b>Quantity</b>	<b>Assessment</b>	<b>Total Points</b>
	<b>Homework</b>	<b>3</b>	<b>5</b>	<b>15</b>
	<b>Written Work (Drop method)</b>	<b>3</b>	<b>5</b>	<b>10</b>
	<b>Group presentation</b>	<b>1</b>	<b>20</b>	<b>20</b>
	<b>Midterm Exam</b>	<b>1</b>	<b>25</b>	<b>25</b>
	<b>Final Exam</b>	<b>1</b>	<b>30</b>	<b>30</b>
				<b>100 points</b>

#### Evaluation System

The aim of the evaluation is to assess to what extent the learning outcomes prescribed by the syllabus are reached. The student's evaluation consists of multiple components and evaluates the course goals and learning outcomes by applying measurable criteria and appropriate rubrics. The student's evaluation is based on four major principles: objectivity, trustworthiness, validity and transparency.

The students are evaluated according to two sets of evaluation: summative and formative. The aim of the summative assessment is to accurately evaluate the student's performance. It monitors quality of learning and the level of the student's achievement in relation to the goals set by the course. The formative assessment is oriented on the student's development. It gives students appropriate feedback on their achievements.

The evaluation system includes 100 points and envisages:

- a) Five types of positive grades:
  - a.a) (A) Excellent – 91-100 points of assessment;
  - a.b) (B) Very good – 81-90 points of maximal assessment;
  - a.c) (C) Good – 71-80 points of maximal assessment;
  - a.d) (D) Satisfactory – 61-70 points of maximal assessment;
  - a.e) (E) Sufficient – 51-60 points of maximal assessment;
- b) two negative grades:
  - b.a) (FX) Did not pass – 41-50 points of maximal assessment, which means the student needs to work harder and is allowed to retake the exam one more time after working independently;
  - b.b) (F) Fail – 40 points or less of maximal assessment, which means the student's work is insufficient and he/she has to retake the course.

Students are awarded credits based on the final evaluation comprising the scores of the interim and final exam assessments.

The attainment of student's learning outcomes considers the interim and final evaluations, for which relative proportions out of the total score (100 points) and a minimum competence level are allocated. Namely, out of 100 points, the interim results are allocated 70 points, while the final exam results are 30 points. In interim evaluations the minimum competency barrier to be reached is 59%. The interim evaluation includes assessment methods, the total of which is 70 points. For each assessment method, the evaluation is based on the pre-determined learning goals, task-oriented clear criteria and the learning rubrics drawn on their basis. In the interim results the student has to accumulate at least 59% of the 70 points to be allowed to take the final exam. The student's final examination is passed, if he/she gets at least 60% of the total 30 points.

In case the student fails to overcome the minimum competency barrier of the final exam, he/she is allowed to retake the final examination. The student shall retake the final exam within the period prescribed by the academic calendar no later than 5 days after announcement of the results of the final exam.

### **Homework**

The lecturer will upload a news article in the CU electronic system. By the start of the next class, the students should send a one-page analysis of the news article, highlighting how its content is related to the previously read compulsory literature.

Evaluation criteria:

#### The summary of the news article:

The summary of the article is accurate: 2 points;

The summary of the article is somewhat accurate/contains mistakes: 1 point.

#### The analysis of the news article:

The news article is aptly analyzed in light of the previously read materials: 3 points;

The news article is analyzed in light of the previously read materials, but it is either partially erroneous or lacks important details: 2 points;

The news article is insufficiently analyzed in light of the previously read materials, or the analysis is flawed: 1 point.

### **Written Work (Drop Method)**

During the class, the lecturer will ask students to provide a written answer to the question related to the assigned reading material.

Evaluation criteria:

The answer is correct, and the student thoroughly engages with the assigned reading material – 5 points;

The answer is correct, but it contains slight mistakes or some details are omitted – 4 points;

The answer is partially correct, or it only partially engages with the assigned reading material – 3 points;

The answer is incoherent and confusing, or it only addresses some parts of the assigned reading material – 2 points;

The answer is very insufficient in depth or breadth – 1 point.

### **Group Presentation**

A group of a maximum of 3 or 4 students (depending on the size of the class) will give presentations about the party programs of the EU-level parties (if all EU-level party programs are covered, the students will be allowed to present on national-level party programs). The presentations should last a maximum of 25 minutes. Each student will be assessed individually. The students will only be graded if they are actually present in class (no written presentations are accepted).

Evaluation criteria:

#### Knowledge:

The student demonstrates an excellent knowledge of the topic – 5 points;

The student demonstrates a good knowledge of the topic but omits certain details – 4 points;

The student demonstrates an average knowledge of the topic – 3 points;

The student demonstrates poor knowledge of the topic/omits very important details – 2 points;

The student demonstrates very poor knowledge of the topic – 1 point.

Eloquence:

The student is very eloquent and can use notes effectively (or manage without notes) – 5 points;

The student is largely eloquent, but their speech has some minor shortcomings (grammatical mistakes, lots of “um”-s, awkward silences, looking at the notes longer than needed, inappropriate remarks, etc.). – 4 points;

The student is fairly eloquent, but their speech has some shortcomings (grammatical mistakes, lots of “um”-s, awkward silences, looking at the notes longer than needed, inappropriate remarks, etc.). – 3 points;

The student is only somewhat eloquent, and their speech has important shortcomings; the student is partially reading from notes – 2 points;

The student’s speech has very serious shortcomings; the student is mostly reading from notes – 1 point.

Visual aids:

The student uses visual aids effectively; the visual aids are clear, simple, and well-coordinated with the speech – 5 points.

The student uses visual aids mostly effectively, but they are not always clear, simple, or well-coordinated with the speech – 4 points;

The student uses visual aids fairly effectively, but at times they are too complex, crowded, and not well-coordinated with the speech – 3 points;

The student uses visual aids poorly, making them difficult to read or interpret – 2 points;

The student uses very poor-quality visual aids or very insufficiently – 1 point.

Engagement with the audience:

The student is confident and makes good eye contact with the audience, does not stare at the lecturer, and pays attention to the whole class – 5 points;

The student engages with the audience well, but a few minor shortcomings are noticeable (glancing at the lecturer a bit too much, being inattentive to the audience) – 4 points;

The student engages with the audience fairly well with some important shortcomings here and there (glancing at the lecturer, being inattentive to the audience) – 3 points;

The student engages with the audience poorly with important shortcomings (glancing at the lecturer, being very inattentive to the audience) – 2 points;

The student only slightly engages with the class and shows very little attention to the audience – 1 point.

**Midterm Exam**

The midterm exam will consist of 5 open-ended questions (maximum, 5 points each). All questions will be related to the previously assigned reading material.

Evaluation criteria:

The answer is correct, and the student thoroughly engages with the assigned reading material – 5 points;

The answer is correct, but it contains slight mistakes or some details are omitted – 4 points;

The answer is partially correct, or it only partially engages with the assigned reading material – 3 points;

The answer is incoherent and confusing, or it only addresses some parts of the assigned reading material – 2 points;

The answer is very insufficient in depth or breadth – 1 point.

**Final Exam**

The final exam will consist of 1 essay (maximum, 20 points) and 2 open-ended questions (maximum, 5 points each). Both the essay and open-ended questions will address the reading materials assigned after the midterm exam.

Evaluation criteria for an essay:

Argumentation:

The student makes good arguments to defend their position; at least two arguments (or one argument and one refuted counter-argument) are present – 8 points;

The student makes good arguments to defend their position; at least two arguments (or one argument and one refuted counter-argument) are present, but there are slight inconsistencies or factual inaccuracies in judgment – 7 points.  
 The student makes good arguments to defend their position; at least two arguments (or one argument and one refuted counter-argument) are present, but a very important point remains unaddressed – 6 points;  
 The student makes one good and one bad argument (or poorly refuted counter-argument) – 5 points;  
 The student makes only one good argument – 4 points;  
 The student only makes one or more extremely bad arguments, rife with inconsistencies or factual inaccuracies – 3 points;  
 The student makes very confusing arguments – 2 points;  
 The student barely makes an argument – 1 point.

**Knowledge:**

The student demonstrates an extensive knowledge of the reading material – 5 points;  
 The student demonstrates good knowledge of the reading material but omits minor details – 4 points;  
 The student demonstrates an average knowledge of the reading material – 3 points;  
 The student demonstrates some knowledge of the reading material but omits important details – 2 points;  
 The student demonstrates insufficient knowledge of the reading material – 1 points.

**Structure:**

The essay is clearly structured, with the introduction, the main part, and the conclusion; the paragraphs logically flow from each other – 4 points.  
 The essay is largely clearly structured, with the introduction, the main part, and the conclusion, but the paragraphs do not always logically flow from each other – 3 points.  
 The essay lacks either the introduction or the conclusion, or the paragraphs largely do not logically flow from each other – 2 points;  
 The essay lacks both the conclusion and the introduction, and/or the paragraphs do not flow from each other – 1 point.

**Writing:**



Writing is clear and legible – 3 points;  
 Writing is partially clear or legible – 2 points;  
 Writing is very unclear or illegible – 1 point.

**Evaluation criteria for open-ended questions:**




The answer is correct, and the student thoroughly engages with the assigned reading material – 5 points;  
 The answer is correct, but it contains slight mistakes or some details are omitted – 4 points;  
 The answer is partially correct, or it only partially engages with the assigned reading material – 3 points;  
 The answer is incoherent and confusing, or it only addresses some parts of the assigned reading material – 2 points;  
 The answer is very insufficient in depth or breadth – 1 point.




Academic Calendar			
<b>I week</b>	<b>II week</b>	<b>III week</b>	<b>IV week</b>
Lecture - 2 hours	Lecture - 2 hours	Lecture/seminar - 2 hours; Written work (drop method)	Lecture – 2 hour;
<b>V week</b>	<b>VI week</b>	<b>VII - IX week</b>	<b>X week</b>



Lecture- 2 hours;	Lecture/seminar - 2 hours; Written work (drop method)	Midterm exam- 2 hours	Lecture - 2 hours
<b>XI week</b>	<b>XII week</b>	<b>XIII week</b>	<b>XIV week</b>
Lecture - 2 hours;	Lecture/seminar - 2 hours; Written work (drop method)	Lecture – 2 hour;	Lecture – 2 hours;
<b>XV week</b>	<b>XVI week</b>	<b>XVII - XIX week</b>	<b>XX week</b>
Lecture/seminar - 2 hours; Written work (drop method)	Lecture – 2 hours Group Presentation	Final exam - 2 hours	Retake of Final Exam

Course Overview		
N	Course format	Topics of Discussion
1 <sup>st</sup> Week	Lecture – 2 hr.	<p> <b>Class 1. The Marxist Origins of European Social Democracy</b></p> <p>Topics of discussion:</p> <ul style="list-style-type: none"> <li>• Class struggle;</li> <li>• Historical materialism.</li> </ul> <p><b>Obligatory Literature:</b> Marx, Karl, and Friedrich Engels. 1848. The Communist Party Manifesto, pp. 14-21. Available from: <a href="https://www.marxists.org/archive/marx/works/1848/communist-manifesto/">https://www.marxists.org/archive/marx/works/1848/communist-manifesto/</a>.</p> <p><b>Supplementary Literature:</b> Goes, Eugene. 2024. Social Democracy. Newcastle upon Tyne: Agenda Publishing. Singer, Peter. 2001. Marx: A Very Short Introduction. Oxford: Oxford University Press.</p>
2 <sup>nd</sup> Week	Lecture – 2 hr.	<p> <b>Class 2. The Emergence of Social Democracy</b></p> <p>Topics of discussion:</p> <ul style="list-style-type: none"> <li>• The rise and decline of Orthodox Marxism;</li> <li>• Democratic revisionism in theory (the case of Germany);</li> <li>• Social-Democracy in the Interwar Period;</li> <li>• The postwar consensus.</li> </ul> <p><b>Obligatory literature:</b></p> <p>Berman, Sheri. 2006. The Primacy of Politics: Social Democracy and the Making of Europe’s Twentieth Century. Cambridge: Cambridge University Press, pp. 20-28; 35-43; 108-109; 177-188.</p> <p><b>Supplementary Literature:</b> Berger, Stefan. 2000. Social Democracy and the Working Class in Nineteenth and Twentieth Century Germany. London: Routledge. Berman, Sheri. 1998. The Social Democratic Moment: Ideas and Politics in the Making of Interwar Europe. Cambridge, Massachusetts: Harvard University Press.</p>

		<p>Jackson, Ben. 2013. Social Democracy. In <i>The Oxford Handbook of Political Ideologies</i>, Michael Freeden and Marc Stears (eds.). Oxford: Oxford University Press.</p> <p>Misgeld, Klaus, Karl Molin and Klas Klas Åmark (eds). 2000. <i>Creating Social Democracy: A Century of the Social Democratic Labor Party in Sweden</i>. University Park, Pennsylvania: Pennsylvania State University.</p>
3 <sup>rd</sup> Week	Lecture/seminar- 2 hours;	<p> <b>Class 3. The Decline of Social Democracy</b></p> <p><b>Topics of discussion:</b></p> <ul style="list-style-type: none"> <li>• <b>The rise of neoliberal consensus;</b></li> <li>• <b>Social Democracy’s shift to the center and the acceptance of neoliberal reforms;</b></li> <li>• <b>The political implications for Social Democracy.</b></li> </ul> <p><b>Quiz I.</b></p> <p><b>Obligatory literature:</b> Berman, Sheri, and Maria Snegovaya. 2019. “Populism and the Decline of Social Democracy”. <i>Journal of Democracy</i> 30 (3), pp. 5-19.</p> <p><b>Supplementary Literature:</b> Benedetto, Giacomo, Simon Hix, and Nicola Mastrorocco. 2020. “The Rise and Fall of Social Democracy, 1918–2017.” <i>American Political Science Review</i> 114 (3), pp. 928–39. Huo, Jingjing. 2009. <i>Third Way Reforms: Social Democracy after the Golden Age</i>. Cambridge: Cambridge University Press.</p>
4 <sup>th</sup> Week	Lecture – 2 hour;	<p> <b>Class 4. The Main Features of Christian Democracy</b></p> <p><b>Topics of discussion:</b></p> <ul style="list-style-type: none"> <li>• <b>Five ideological pillars of Christian Democracy;</b></li> <li>• <b>Social Capitalism.</b></li> </ul> <p><b>Obligatory literature:</b> Hegstad, Eilev (Ed.). 2023. <i>Christian Democracy: English addendum to the Norwegian edited volume: Kristendemokrati</i>. In <i>Kristendemokrati</i>. Universitetsforlaget.</p> <p>Accetti, Carlo Invernizzi. 2019. <i>What Is Christian Democracy? Politics, Religion and Ideology</i>. Cambridge: Cambridge University Press, pp. 139-149.</p> <p><b>Supplementary Literature:</b> Accetti, Carlo Invernizzi. 2019. <i>What Is Christian Democracy? Politics, Religion and Ideology</i>. Cambridge: Cambridge University Press. Kalyvas, Stathis N. 1996. <i>The Rise of Christian Democracy in Europe</i>. Ithaca and London: Cornell University Press.</p>
5 <sup>th</sup> Week	Lecture - 2 hours;	<p> <b>Class 5. Christian Democracy and Europe</b></p> <p><b>Topics of discussion:</b></p> <ul style="list-style-type: none"> <li>• <b>Catholic confessional party formation;</b></li> <li>• <b>The intellectual sources of Christian Democracy;</b></li> <li>• <b>Christian Democracy and the European Union.</b></li> </ul> <p>Homework: News Analysis. Deadline: Next Class.</p> <p><b>Obligatory literature:</b> Van Kersbergen, Kees. 2021. “Christian Democracy and Europe.” In <i>The Oxford Handbook of Religion and Europe</i>, Grace Davie, and Lucian N. Leustean (eds.). Oxford: Oxford University Press, pp. 194-214.</p> <p><b>Supplementary Literature:</b> Accetti, Carlo Invernizzi. 2021. “The European Union as a Christian Democracy: A Heuristic Approach.” In <i>Ideologies and the European Union</i>, Carlo Invernizzi Accetti, and Jonathan White (eds). London: Routledge.</p>

		Kaiser, Wolfram. 2007. Christian Democracy and the Origins of the European Union. Cambridge: Cambridge University Press.
6 <sup>th</sup> Week	Lecture/seminar - 2 hours;	<p> <b>Class 6. The European People's Party</b></p> <p><b>Topics of discussion:</b></p> <ul style="list-style-type: none"> <li>• <b>The institutionalization of cooperation between the Christian Democratic parties;</b></li> <li>• <b>The cooperation within the EPP;</b></li> <li>• <b>The results of extending cooperation.</b></li> </ul> <p><b>Obligatory literature:</b> Kosowska-Gąstoł, Beata. 2018. "A Truly 'European' Christian Democracy? The European People's Party." In Christian Democracy Across the Iron Curtain, Piotr H. Kosicki, and Sławomir Łukasiewicz (eds.). Palgrave Macmillan, pp. 127-150.</p> <p><b>Supplementary Literature:</b> Cellini, Jacopo. 2018. "The Idea of Europe at the Origins of the European People's Party: The Making of the European Manifesto and of the EPP's Political Programme". Journal of European integration history 24 (1), pp. 79-94. Jansen, Thomas and Steven van Hecke. 2011. At Europe's Service: The Origins and Evolution of the European People's Party. Springer.</p>
7-9 <sup>th</sup> Week	2 hr.	<b>Midterm exam</b>
10 <sup>th</sup> Week	Lecture - 2 hours	<p> <b>Class 7. Liberalism in Europe</b></p> <p><b>Topics of discussion:</b></p> <ul style="list-style-type: none"> <li>• <b>Between left and right: the ambivalence of European liberalism;</b></li> <li>• <b>Liberal parties in Europe.</b></li> </ul> <p><b>Obligatory literature:</b> Wolfs, Wouter, and Van Hecke, Steven. 2019. The Liberals in Europe: The Alliance of Liberals and Democrats in Europe. In Liberal Parties in Europe, Caroline Close and Emilie van Haute (eds.). London and New York: Routledge, pp. 259-263, 268-277.</p> <p>Close, Caroline, and Emilie van Haute. 2019. Liberal Parties in Europe: Conclusion. In Liberal Parties in Europe, Caroline Close and Emilie van Haute (eds.). London and New York: Routledge, pp. 364-371.</p> <p><b>Supplementary Literature:</b> Close, Caroline, and Emilie van Haute (eds). 2019. Liberal Parties in Europe. London and New York: Routledge. Kirchner, Emil. 1988. Liberal Parties in Western Europe. Cambridge: Cambridge University Press.</p>
11 <sup>th</sup> Week	Lecture - 2 hours;	<p> <b>Class 8. Green Ideology in Europe</b></p> <p><b>Topics of discussion:</b></p> <ul style="list-style-type: none"> <li>• <b>The ideological roots of the European green parties;</b></li> <li>• <b>Green parties across Europe.</b></li> </ul> <p>Homework: News Analysis. Deadline: Next Class.</p> <p><b>Obligatory literature:</b> Burchell, Jon. 2002. The Evolution of Green Politics: Development and Change within European Green Politics. London: Earthscan Publications Limited, pp. 8-15. Van Haute, Emilie. 2016. Conclusion: Green Parties in Europe: Which Family Ties? In Green Parties in Europe, Emilie van Haute (ed.). London: Routledge, pp. 315-321.</p> <p><b>Supplementary Literature:</b></p>

		<p>Biedenkopf, Katja, Ellen Vanderschueren, and Franziska Petri. 2023. Riding the Green Wave? Green Electoral Success and the European Green Deal. In <i>The EU Political System After the 2019 European Elections</i>, Olivier Costa, and Steven Van Hecke (eds). Palgrave Studies in European Union Politics. Palgrave Macmillan.</p> <p>Van Haute, Emilie (ed.). <i>Green Parties in Europe</i>. London: Routledge.</p>
12 <sup>th</sup> Week	Lecture/seminar – 2 hours;	<p> <b>Class 9. Right-Wing Populism in Europe and the EU</b></p> <p><b>Topics of discussion:</b></p> <ul style="list-style-type: none"> <li>• Populism as a protest movement;</li> <li>• Common properties of right-wing populism;</li> <li>• Populist positioning within debates over the nature of the EU.</li> </ul> <p><b>Obligatory literature:</b> Priester, Karin. 2018. Right-Wing Populism in Europe. In <i>Populism, Populists, and the Crisis of Political Parties A Comparison of Italy, Austria, and Germany 1990-2015</i>, Günther Pallaver, Michael Gehler and Maurizio Cau (eds.), Fondazione Bruno Kessler, pp. 45-56;</p> <p>Fossum, John Erik. 2023. “In What Sense Does Right- Wing Populism Pose a Democratic Challenge for the European Union?” <i>Social &amp; Legal Studies</i> 32 (6), pp. 930-937.</p> <p><b>Supplementary Literature:</b></p> <p>Rodi, Patricia, Lazaros Karavasilis, and Leonardo Puleo. 2021. “When Nationalism Meets Populism: Examining Right-Wing Populist and Nationalist Discourses in the 2014 &amp; 2019 European Parliamentary Elections.” <i>European Politics and Society</i> 24 (2), pp. 284–302.</p> <p>Sondel-Cedarmas, Joanna and Francesco Berti. 2022. <i>The Right-Wing Critique of Europe: Nationalist, Sovereignist, and Right-Wing Populist Attitudes to the EU</i>. London: Routledge.</p>
13 <sup>th</sup> Week	Lecture/seminar – 2 hour;	<p> <b>Class 10. Right-Wing Populism in Central and Eastern Europe</b></p> <p><b>Topics of discussion:</b></p> <ul style="list-style-type: none"> <li>• The main features of right-wing populism in Central and Eastern Europe;</li> <li>• Is the Central and Eastern European right-wing populism a distinctive phenomenon?</li> </ul> <p>Quiz II.</p> <p>Homework: News Analysis. Deadline: Next Class.</p> <p><b>Obligatory literature:</b> Enyedi, Zsolt. 2020. “Right-Wing Authoritarian Innovations in Central and Eastern Europe”, <i>East European Politics</i>, 36 (3), pp. 363-377.</p> <p><b>Supplementary Literature:</b></p> <p>Petrović, Nikola, Višeslav Raos, and Filip Fila. 2022. “Centrist and Radical Right Populists in Central and Eastern Europe: Divergent Visions of History and the EU.” <i>Journal of Contemporary European Studies</i> 31 (2), pp. 268–90.</p> <p>Szelewa, Dorota. 2020. “Recurring Ideas: Searching for the Roots of Right-Wing Populism in Eastern Europe.” <i>European Journal of Cultural Studies</i> 23 (6).</p>
14 <sup>th</sup> Week	Lecture/seminar – 2 hours;	<p> <b>Class 11. Left-Wing Populism</b></p> <p><b>Topics of discussion:</b></p> <ul style="list-style-type: none"> <li>• The main features;</li> <li>• Between socialism and populism.</li> </ul> <p>Quiz III.</p> <p><b>Obligatory literature:</b> Agustín, Óscar García. 2020. <i>Left Wing Populism: The Politics of People</i>. Emerald Points, pp. 13-31.</p>

		<p><b>Supplementary Literature:</b>  Damiani, Marco. 2018. Radical Left Wing Populism and Democracy in Europe. In Routledge Handbook of Global Populism, Carlos de la Torre (ed.). London: Routledge.  Stavrakakis, Yannis, and Giorgos Katsambekis. 2014. "Left-Wing Populism in the European Periphery: The Case of SYRIZA." Journal of Political Ideologies 19 (2), pp. 119–42.</p>
15 <sup>th</sup> Week	Lecture/seminar - 2 hour;	<p> <b>Class 12. European Parliament Political Groups and European Political Parties</b></p> <p><b>Topics of discussion:</b></p> <ul style="list-style-type: none"> <li>• The party system at EU level;</li> <li>• The development of the Euro-party structure;</li> <li>• The relationship between EPPGs and EUPPs.</li> </ul> <p><b>Obligatory literature:</b> Calossi, Enrico, and Lorenzo Cicchi. 2019. European Parliament Political Groups and European Political Parties: Development and Relationship between Two Faces of the EU Political System. Quaderni del circolo rosselli (QCR) 39 (2), pp. 15-31.</p> <p><b>Supplementary Literature:</b>  Ahrens, Petra, and Cherry Miller. 2023. "The Relationships Between Europarties and European Political Groups: Changing Formal and Informal rules and the Spitzenkandidatur." Journal of Contemporary European Research 19(1), pp. 108-128.  Johansson, Karl Magnus, and Tapio Raunio. "Political Parties in the European Union." Oxford Research Encyclopedia of Politics.</p>
16 <sup>th</sup> Week	2 hr.	 <b>Class 13. Group Presentations</b>
17-19 <sup>th</sup> Week	2 hr.	<b>Final Exam</b>
20 <sup>th</sup> Week		<b>Retake of Final Exam</b>