

Department of Germanic Studies  
GSD 361T (38575): Switzerland and Globalization  
Crosslisted with EUS 348 (36990) and GOV 363U (39040)  
Fall 2021;  
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### Course Description

This course investigates how this small European country positions itself in a globalized world and how it competes and thrives in it. A key question will be how globalization pressures impact a small, affluent country, how the economy copes with globalization, what defense mechanisms—both integrative and isolationist—they elicit, and what identity issues they provoke accentuate. A key factor of the Swiss strategy is a unique relationship with the European Union that highlights the themes of integration and integrative patterns versus isolation and the ideology of exceptionalism in a small European country. The course starts with a brief survey of Swiss history, beginning with a defensive pact among three small alpine valleys in 1291, in order to better understand Swiss exceptionalism. We will closely examine the Swiss system of direct democracy, how it shapes the political country, but also how it inspires right-wing populists across the globe. We also will study how direct democracy has created unique patterns of conflict resolution and consensus building. Finally, we will take a look at Swiss responses to climate change.

We will study the following themes in weekly installments:

1. Swiss exceptionalism: founding myth and a heroic republican history
2. Nation building tight and loose cultures: What defines the Swiss nation?
3. Neutrality and political isolation: the meaning of neutrality before and after 1989
4. The power of small nations: specialization, multilateralism, humanitarianism
5. Swiss economic structure: how a high-wage country competes globally
6. Switzerland as a hub off the global offshore economy (bank secret, tax competition)
7. Direct democracy in Switzerland: institutions and political culture
8. Direct democracy and national identity in comparison
9. Direct democracy in a global context: tool for right-wing populism?
10. Switzerland as multilingual society: model for a globalized world?
11. Switzerland and the European Union: resistance and integration
12. Right-wing populism in Switzerland: migration, integration and naturalization policies
13. Switzerland and climate change: impact, politics, policies

Students will be assigned daily readings (listed on syllabus) and should expect to turn in one homework assignment per week; we also will work with video material. There will be short quizzes on the readings throughout the semester. Students will write a short paper (2 pp) and a research paper (8-10 pp). Students also will participate in one group presentation during the semester. Each group will focus on a topic that is an integral part of the syllabus and will present it to the class in a group presentation of 20-30 minutes.

### GLOBAL CULTURES FLAG

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

## MODE OF INSTRUCTION

It is planned to teach this course in person, although some classes may be held online. It is expected that all students wear masks to class in order to minimize the spread of Covid-19. Portions of the course may be taught online, pending the Covid-19 situation. If online teaching becomes necessary, class meeting will be held synchronously at the scheduled class times. In that case, you will be able to access our class meetings through our Canvas class page. All the class readings and other class materials are available on canvas, and you will submit assignments on Canvas.

## ACADEMIC ASSISTANCE

The Sanger Learning & Career Center (JES A115) provides free academic assistance. It offers help with reading and learning strategies. It is free to all currently enrolled students.

<http://lifelearning.utexas.edu>

The Undergraduate Writing Center (FAC 211) has trained consultants who provide assistance with writing: <http://uwc.utexas.edu>,

For help using the main library (PCL) or the Fine Arts Library see:

<http://www.lib.utexas.edu/services/assistive/policy.html>

<http://www.lib.utexas.edu/services/instruction>

## STUDENTS WITH DISABILITIES

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259,

<http://www.utexas.edu/diversity/ddce/ssd/>

## RELIGIOUS HOLIDAYS AND OTHER ABSENCES

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence. Documentation from a physician is required for medical absence; arrangements for work to be made up must be made promptly, and in no case should the work be completed more than two weeks after the absence. Other absences (e.g. family events) must be arranged for at least one week in advance and missed work must be turned in at the next class session after return.

## COVID-19 GUIDANCE

Please note that every student is expected to wear a face mask in all campus buildings at all times.

Students who are on campus are encouraged to participate in documented daily symptom screening;

<https://www.healthyhorns.utexas.edu/coronavirus.html>

To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to University Health Services.

<https://www.healthyhorns.utexas.edu/>

In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this University Health Services link.

[https://healthyhorns.utexas.edu/coronavirus\\_exposure\\_action\\_chart.html](https://healthyhorns.utexas.edu/coronavirus_exposure_action_chart.html)

As this is an evolving situation, policies may change during the semester. Please carefully read all communications you receive from UT leadership

## SHARING OF COURSE MATERIALS IS PROHIBITED

No materials used in this class, including, but not limited to lecture hand-outs, PowerPoints, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, recordings of online classes, review sheets, and additional problem sets, may not be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials

promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

#### FERPA AND CLASS RECORDINGS

In case we need to hold some classes online, class recordings will be posted through Zoom's integration with Canvas. These recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings must not be downloaded nor shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

#### ACADEMIC DISHONESTY

Plagiarism and other forms of scholastic dishonesty will be reported to the Dean of Students. Cheating on tests or plagiarism on papers is an F for the assignment, with no makeup possible. If you engage in any form of scholastic dishonesty more than once, you will receive an automatic F for the course. Students who engage in any form of scholastic dishonesty more than once, will receive an automatic F for the course. Consult the information produced by the Dean of Students Office and read all links and subpages: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

It is your responsibility to know what plagiarism is and how to cite all of your sources appropriately. To make correct citations, researchers often use bibliographic software like UT's "NoodleBib" or Zotero: <http://www.lib.utexas.edu/noodlebib>  
<http://www.zotero.com>

#### TITLE IX AND SEXUAL HARASSMENT

The University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

Institutional Title IX Coordinator  
University Compliance Services  
2.206 UT Administration Building (UTA)  
512-232-3992

Deputy Title IX Coordinator for Students  
Student Emergency Services, Dean of Students  
4.104 Student Services Building (SSB)  
512-471-5017

Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any university Responsible Employee, who is then required to promptly notify any of the above Title IX coordinators of the reported incident. Complaints or allegations of student-on-student sex discrimination, sexual harassment (including sexual violence) or sexual misconduct will be handled by the Office of the Dean of Students. Cases of sexual violence may also be reported to the University of Texas Police Department, the City of Austin Police Department and other local law enforcement authorities. The Title IX Coordinators can assist individuals with contacting these law enforcement agencies.

#### READINGS:

All readings and additional materials are available on Canvas in the "Files" folder and linked to "Modules."

#### EVALUATION:

- |                                 |     |
|---------------------------------|-----|
| • research paper (8-10 pp.)     | 30% |
| • short paper (minimum 2 pages) | 10% |
| • group presentation            | 10% |
| • two exams (20% each)          | 40% |

- 5) class participation, homework (credit / no credit) 10%

#### GRADING POLICY

This course the plus/minus grading scale to record final grades. Final grades will be determined on the basis of the following rubric. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus a B- will be inclusive of all scores of 80.000 through 83.999. You can earn an A+ on an exam, but per university rule, “A” is the highest grade you can earn in this course. More than two unexcused absences may result in a lower grade.

< 59	60-63	64-66	67-69	70-73	74-76	77-79	80-83	84-86	87-89	90-93	94-100
F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

#### SYLLABUS

Please note that the syllabus below is subject to change. If adjustments have to be made I will post them in the “Announcements” section in Canvas and will enter applicable modifications in the “Syllabus” section in Canvas.

## SYLLABUS

### Introduction

26 Aug **Switzerland in a Globalized World**

### Week 1: History, founding myths, Swiss exceptionalism

30 Aug Switzerland to 1945

- \* Church/Head: *History of Switzerland*, chapters 6 and 7 (162-226)
- \* Declaration of Swiss Independence

2 Sep Contemporary history

- \* Church/Head: *History of Switzerland*, chapters 8 and 9 (227-282)
- \* Marvin Hier / Thomas Borer: Swiss role in WWII

### Week 2: Nation building: What defines the Swiss nation?

7 Sep Federal state and national institutions as sources of national identity

- \* Kriesi: State Formation and Nation Building

9 Sep Switzerland as tight (vs. loose) culture: social structure

- \* Ackermann and Freytag: Attitudes toward the openness of Switzerland

### Week 3: Defense and security: neutrality in the age of globalization

14 Sep Neutrality as source of identity

- \* Swiss Neutrality
- \* Dahinden: The Swiss Case

16 Sep Neutrality after the Cold War

- \* Möckli: Neutral Switzerland and Western security governance
- \* Eizenstat: Neutrality

### Week 4: Small nations in a globalized world: specialization, multilateralism, humanitarianism

21 Sep Small states in a globalized world

- \* Skilling: Small Countries

23 Sep Swiss small-state specialties

- \* Fischer: Good Offices, Active Policy of Peace
- \* Ruiz: Lausanne, Silicone Valley of Sports
- \* COVID-10 in Switzerland

[https://en.wikipedia.org/wiki/COVID-19\\_pandemic\\_in\\_Switzerland](https://en.wikipedia.org/wiki/COVID-19_pandemic_in_Switzerland)

### Week 5: Swiss economy competing in a global market

28 Sep Swiss economy

- \* Handbook for Investors
- \* How Did The Swiss Economy Become One Of The Strongest In The World?
- \* OECD Economic Survey Switzerland 2019
- \*\*\*\*\* SHORT PAPER DUE \*\*\*\*\*

30 Sep Zug: Crypto Valley

- \* Anthamatten: Why Swiss Banks Should Benefit from Blockchain Technology
- \* Blockchain Hub Switzerland

### Week 6: Switzerland as pioneer of the offshore economy

5 Oct Offshore as global issue

- \* The global offshore economy
- \* Atlantic Council: Dealing with the Offshore Economy

- \* Shaxson: How to Crack down on Tax Havens
- 7 Oct Swiss offshore economy
  - \* Shaxson: Treasure Islands
  - \* Economist: Whistle-Blower Story
  - \* Hess: Marc Rich and Switzerland: An Uneasy Relationship

### **Week 7: Swiss consensus democracy: institutions and political culture**

- 12 Oct \* Sager, Zollinger: Swiss Political System
  - \* Trechsel, Kriesi: Switzerland Referendum and Initiative
  - \* Elections in Switzerland
  - [https://www.youtube.com/watch?time\\_continue=48&v=y5W45Va0cPE&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=48&v=y5W45Va0cPE&feature=emb_logo)
  - \* Voting in Switzerland
  - [https://en.wikipedia.org/wiki/Voting\\_in\\_Switzerland](https://en.wikipedia.org/wiki/Voting_in_Switzerland)
- REVIEW

### **14 Oct FIRST EXAM**

### **Week 8: Direct democracy and national identity**

- 19 Oct Direct Democracy
  - \* Serdült: Referendums Around the World: Switzerland
  - \* Dahinden: The Swiss Direct Democracy Experience
- 21 Oct \* Campbell: Switzerland: The Paradox of Vulnerability
  - \* Bernhard, Kriesi: Populism in election times a comparative analysis of 11 countries
- \*\*\*\*\* PAPER ABSTRACT AND BIBLIOGRAPHY DUE \*\*\*\*\*

### **Week 9: Direct democracy in a global context: tool for right-wing populism?**

- 26 Oct Referenda in international comparison
  - \* Topaloff: The Rise of Referendums: Elite Strategy or Populist Weapon?
  - \* *The Guardian*: Referendums, Who holds them?
- 28 Oct Populist tools?
  - \* Qvortrup: The Rise of Referendums: Demystifying Direct Democracy
  - \* *The Economist*: Referendumania

### **Week 10: Multilingual Switzerland: a model for a globalized world?**

- 2 Nov Multilingual or multicultural Switzerland?
  - \* Morrison: Switzerland a Country of Multilingualism
  - \* Altermatt: Multiculturalism
  - \* Wimmer: Nationalising multi-ethnic Switzerland.pdf
- 4 Nov Issues in Swiss multilingual society
  - \* Davidson: Language and Identity in Switzerland A Proposal for Federal Status for English
  - \* Stotz: Breaching the Peace Struggles Around Multilingualism in Switzerland.pdf

### **Week 11: Switzerland and the European Union: the bilateral path**

- 9 Nov Institutional cooperation
  - \* Schwok: Switzerland's Relations with EU and EFTA
  - \* Benedikter, Kaelin: The Swiss Miracle.pdf
  - \* Milestones of Swiss-EU relations
  - [https://www.swissinfo.ch/eng/retrospective\\_swiss-eu-relations--the-key-milestones/44444052](https://www.swissinfo.ch/eng/retrospective_swiss-eu-relations--the-key-milestones/44444052)
- 11 Nov Is the bilateral path at its end?
  - \* Grünenfelder: Switzerland at the Crossroads
  - \* Fact sheet: Institutional framework agreement CH EU
  - \* EU-Switzerland Institutional Framework Agreement (2019)

\* DeGruyter: The EU's Next Big Problem Is Switzerland

**Week 12: Migration, integration and naturalization: right-wing backlash**

16 Nov Switzerland as immigrant country

\* Riaño, Wastl: Immigration Policies, State Discourses on Foreigners in Switzerland

\* Tunger, Endres: Muslim Youth in Switzerland

18 Nov Populist backlash

\* Ernst, Engesser: Switzerland Populism

\* Hess: Small Country Soccer

\* Switzerland's World Cup Team Sits At The Heart Of Europe's National Identity Panic

\*\*\*\*\* PAPER DUE \*\*\*\*\*

**Week 13: Climate change: Switzerland and the environment**

23 Nov \* Environment 2018

25 Nov THANKSGIVING

**Week 14: Conclusion**

30 Nov Final discussion: the future of Switzerland in a Globalized world

2 Dec **SECOND EXAM**