

POSC 1040 INTRO TO COMPARATIVE POLITICS

SPRING 2021

SECTION 001: TUES/THURS 11:00AM-12:15PM

FULLY ONLINE

PROFESSOR: Dr. Amber Curtis

OFFICE: 230-C Brackett

EMAIL: acurti2@clemsun.edu¹

OFFICE HOURS: By appointment via Zoom²

ZOOM MEETING ID: 940 9234 7882

ZOOM PASSWORD: 883070

THE OBVIOUS: These are difficult and unpredictable times for us all. While I wish we could meet face-to-face this semester, please know that I am 100% invested in making this as much of an interactive, engaging, and successful experience as it can be. Toward that end, I ask for your understanding, flexibility, participation, perseverance, and communication. We've got this! 😊

COURSE DESCRIPTION: Comparison is a fundamental aspect of human nature: everything we encounter is inherently evaluated in reference to something else. We cannot truly appreciate something without this relative perspective. Hence, the subfield of comparative politics examines the domestic politics and economics of multiple, and typically foreign, countries in an attempt to generate broader generalizations about important questions in political science. Why are some countries democratic and others authoritarian? Why are some countries rich and other countries poor? How are politics and economics related? This class surveys four country cases (the UK, Russia, China, and South Africa) to introduce students to the main themes, concepts, and methods of comparative analysis.

OBJECTIVES: Through active engagement in class, students will:

- Familiarize themselves with the basic concepts of comparative politics
- Acquire an in-depth understanding of four different countries in order to gain a sense of the histories and challenges faced by similar countries in other regions of the world
- Better comprehend what is/not unique about the U.S. political system
- Develop practical, transferrable skills such as reading comprehension, critical thinking, analytical research, persuasive writing, and public speaking
- Advance their technological skills through platforms like Adobe Cloud, Flipgrid, etc.
- Cooperate and communicate with one another to share knowledge and expertise
- Recognize where the course material fits into scholarly dialogue and analyze strengths/weaknesses within an argument
- Identify applicability of course material to personal interests and real-world events
- Learn to differentiate between extrinsic and intrinsic motivations/value/etc.

¹ Email is the best way to get ahold of me. Always allow up to 48 hours for a response.

² I look forward to connecting with you as often as possible, however due to the online nature of this course coupled with FERPA privacy regulations, please email me to set up a specific meeting time so I can send you a private Zoom link! Also note that office hours may change some weeks due to faculty meetings and other conflicting obligations.

- Cultivate a strong sense of personal responsibility and the associated pride that results from setting clear goals, being challenged beyond comfort and pushed to excel, overcoming “obstacles”, and truly *earning* the outcome they receive

GENERAL EDUCATION COMPETENCY: This course fulfills the University’s General Education competency in Social Sciences (which requires students to “Demonstrate an understanding of social science methodologies in order to explain the consequences of human actions”) and Cross-Cultural Awareness (which requires students to “Demonstrate the ability to critically compare and contrast world cultures in historical and/or contemporary contexts”). Students taking this course will be able to document this competency with the assigned digital research paper.

WHAT TO EXPECT: Plan to meet synchronously via Zoom during our normal class time. (Our Zoom Meeting ID is 940 9234 7882 and the passcode is 883070; you should also be able to access meetings directly from Canvas by clicking the “Zoom” tab on the left-hand side of our Canvas webpage.) During Zoom meetings, our class format will vary between lecture, small breakout groups, class discussion, and other miscellaneous activities. All Zoom meetings will be recorded and posted to Canvas under the “Zoom Recordings” module for you to access again as necessary. I will post supplemental videos and resources as applicable.

REQUIRED READING: You will need the following textbook ASAP...

- Kesselman, Mark, Joel Krieger, and William A. Joseph. 2019. *Introduction to Comparative Politics: Political Challenges and Changing Agendas*. 8th Edition. Boston, MA: Cengage Learning, Inc. ISBN: 9781337560443.³ (Hereafter: KKJ)
- Other assigned readings accessible through Canvas
- Keep up with a reputable news source of your choice (recommended: *The Economist*, *BBC News*, *The Wall Street Journal*, etc.)

RECOMMENDED READING: Should you be so inclined... (these are highly recommended but entirely optional)

- Poloni, Lori M., and Michael R. Wolf. 2015. *American Difference: American Politics from a Comparative Perspective*. New York: CQ Press.
- Baker, Andy. 2014. *Shaping the Developing World: The West, the South, and the Natural World*. Thousand Oaks, CA: CQ Press.
- Gifford, Rob. 2007. *China Road: A Journey into the Future of a Rising Power*. New York: Random House, Inc.
- LeVine, Steve. 2009. *Putin’s Labyrinth: Spies, Murder, and the Dark Heart of the New Russia*. New York: Random House, Inc.
- Wooten, Jim. 2005. *We Are All the Same: A Story of a Boy's Courage and a Mother's Love*. New York: Penguin Books.

³ You are more than welcome to get it used or new and to buy or rent it, to get the hard version or just a digital copy...the important thing is make sure you have it in your hands ASAP!

STUDENT RESPONSIBILITIES: Personal responsibility is more imperative than ever. All readings and assignments should be done before class time on the day they are listed to facilitate lecture and discussion. Please check Canvas and your Clemson email daily for important updates and announcements, as you will be accountable for all information transmitted via these electronic resources. Even though things are different than “normal” due to the ongoing Covid-19 situation and the fully online nature of this course, everyone is expected to pay attention, take good notes, participate actively on assignments & during Zoom class discussions, and be courteous to others.

COURSE REQUIREMENTS: The course is structured as follows:

Assignments (15%)

Throughout the semester, students will be expected to complete five small assignments ranging from Flipgrid video responses, discussion posts, study guides, movie quizzes, news article summaries, journal article summaries, peer review work, etc. Each individual assignment will be worth 3% of your final course grade. Specific instructions for each assignment will be posted on Canvas over the coming weeks. Late assignments will be penalized -10 points per day.

Exams (60%)

There will be two closed-book midterms along with a cumulative final exam. **All exams will take place online. To ensure academic integrity, students will be required to use the Respondus Lockdown Browser & Monitor (which keeps tabs on students via Webcam) through Canvas.** Midterm I (worth 15%) on Thursday, February 18th will cover material from Units I and II. Midterm II (worth 15%) on Tuesday, April 6th will cover material from Units III and IV. The final exam (worth 30%) covers material from all units and will be given at the University-assigned time on Wednesday, April 28th from 3:00-5:30pm. Mark your calendars now: exams may only be made up in the rare event of a legitimate, University-approved, and *appropriately documented* circumstance.⁴

Digital Research Project (25%)

Students will compile an Adobe Spark® Page containing a well-researched and substantiated argument answering a longstanding question in comparative politics; further details to follow. Students are strongly encouraged to meet with me early and often to discuss their project ideas. Final project weblinks are due via Canvas no later than 11:00am on Tuesday, April 20th. A -10 points per day late penalty will be strictly enforced. Please note: given the closeness between this due date and the end of class, students will not know their project grade before the final exam! If this is important to you, I must receive your final project no later than Friday, April 9th.

Attendance & Participation (0%)⁵

Because I want to be as flexible and understanding as possible this semester, I will not be taking attendance at Zoom meetings and there is no official “grade” for participation. That said, do not be deceived: **It is impossible to do well without being actively engaged. Be warned: missing Zoom class and falling behind in the reading can have an extremely detrimental effect on your**

⁴ Per University policy, makeup exams may require an official *documented* excuse. Note also p. 8 of the Undergraduate Class Regulations: “In the event of an emergency, the student should make direct contact with the course instructor, preferably *before* a class or an exam takes place. It is the student’s responsibility to secure documentation of emergencies, if required.”

⁵ I reserve the right to change this at any time if students start taking advantage of this policy.

final course grade via its impact on your comprehension of the course material. Preparation and participation are critical as the course builds cumulatively upon all earlier material.

GRADE BREAKDOWN:

Attendance & Participation – 0%
Assignments – 15%
Midterm I – 15%
Midterm II – 15%
Research Paper – 25%
Cumulative Final Exam – 30%

GRADING POLICY: This is a letter-graded course. At the very end of the semester, grades ending in .5 to .9 will be rounded up to the nearest whole number; those below .5 will not be.

- 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F

ONLINE CLASSROOM POLICY: It should go without saying that even though we are not meeting in person this semester, students are to adhere to proper and respectful conduct at all times, particularly if/when sensitive material is presented and/or conflicting opinions arise.

BEWARE: The online nature of this course makes it all the more important that YOU hold yourself accountable for being prepared, paying full attention, and seeking help as you need it. It should go without saying that succumbing to the temptation to “multi-task” by checking social media or browsing the internet during class time will have a severely negative impact on your grade.

EXAM POLICY: Exams may only be made up under extreme circumstances and require appropriate documentation presented to the instructor prior to the date of absence. In cases where advance notification is not feasible (e.g. unanticipated illness, accident, or emergency) documentation must be provided upon return to class. For illness, documentation should include an official note from a doctor or clinic. If the instructor approves a make-up exam, it must then be taken within one week of the original test date listed in the syllabus, except under extreme circumstances approved by the instructor.

CANCELLATION POLICY: If class or office hours need to be cancelled unexpectedly, I will send an email and post a notice on Canvas in advance. If for some reason I am more than 15 minutes late to Zoom class, you may assume class that day is canceled. In the event of inclement weather or power outages, we will follow the University’s protocol as follows: “Any exam that was scheduled at the time of a class cancellation due to inclement weather, University power outage, etc. will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless the instructor contacts students. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather-related cancellation.”

COVID-19 POLICY: For a student who reports testing positive or is being asked to quarantine/isolate because of exposure to the virus, it will be up to the student to inform the instructor that they will be moving to online only instruction for at least the next two weeks. Students are directed to use the Notification of Absence link in Canvas to initiate this notification, which can be found under the “Help” button on the left navigation. (For courses where Canvas is not used, the direct link to the Notification of Absence form can be found through the Division of Student Affairs site: <https://www.clemson.edu/campus-life/student-health/class-absence.html>.) Additional communication via email is encouraged; students should follow up with their instructor to develop a continued plan of study for each course. Students cannot be penalized in their grade for needing to move to online instruction.

ACCESSIBILITY POLICY: Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to a class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848 or by emailing studentaccess@lists.clemson.edu. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

TITLE IX POLICY: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. The University is committed to combatting sexual harassment and sexual violence. As a result, you should know that University faculty and staff members who work directly with students are required to report any instances of sexual harassment and sexual violence, to the University’s Title IX Coordinator. What this means is that as your professor, I am required to report any incidents of sexual harassment, sexual violence or misconduct, stalking, domestic and/or relationship violence that are directly reported to me, or of which I am somehow made aware. There are two important exceptions to this requirement about which you should be aware: Confidential Resources and facilitators of sexual awareness programs such as "Take Back the Night and Aspire to be Well" when acting in those capacities, are not required to report incidents of sexual discrimination. Another important exception to the reporting requirement exists for academic work. Disclosures about sexual harassment, sexual violence, stalking, domestic and/or relationship violence that are shared as part of an academic project, a research project, classroom discussion, or course assignment, are not required to be disclosed to the University’s Title IX Coordinator. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Executive Director for Equity

Compliance and the Title IX Coordinator. Her office is located at 223 Holtzendorff Hall, phone number is 864.656.3181, and email address is alesias@clemson.edu.

ACADEMIC HONESTY POLICY: Violations of academic honesty, including cheating or plagiarism, are unacceptable and will be seriously prosecuted. Plagiarism includes—but is not limited to—borrowing ideas and paraphrasing them within a paper without properly citing them, copying passages directly from sources without enclosing them in quotation marks, purchasing or stealing another person’s paper to turn in, or having someone else write an assigned paper. Note that I also consider plagiarism to include submitting your own identical work for more than one assignment or course (aka “double dipping” or “self-plagiarism”) without prior approval from both instructors. I highly recommend that you review the “Plagiarism Packet” posted in the “Resources” folder on Canvas, as well as the plethora of information on Clemson Library’s “Avoiding Plagiarism” website.⁶ If you have any further questions, you should consult Clemson University’s current Undergraduate Announcements catalog for information on rules and regulations related to academic integrity. If you have any doubt about what is or is not permissible, ask first.

Clemson University’s official statement on academic integrity is as follows: “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” See <https://www.clemson.edu/academics/integrity/plagiarism.html> for more information.

DISABILITY POLICY: Students needing accommodations for disabilities should make an appointment with the office of Student Disability Services ASAP to discuss their specific needs. (See contact info below.) Qualified students must then provide me with an Academic Accommodation Letter from Student Disability Services within the first three weeks of classes to ensure your needs are met in a timely manner. I cannot guarantee accommodations for students who notify me of a disability request after this date! Please be aware that accommodations are not retroactive and that new Academic Accommodation Letters must be presented to each instructor each semester.

Student Disability Services
Suite 239
Academic Success Center Building
836 McMillan Rd.
Box 344060
Clemson, South Carolina 29634-4060
Phone: 864-656-6848
Fax: 864-656-6849
E-mail: sds-1@clemson.edu

Website: <http://www.clemson.edu/campus-life/campus-services/sds/index.html>

⁶ <http://clemson.libguides.com/AvoidingPlagiarism>

FAQ's

Are you an easy professor?

Absolutely not. That said, I *love* teaching and am committed to helping students learn not only the material, but life-long skills they can apply far beyond the classroom. My teaching philosophy involves challenging students to grow beyond their comfort zones so that they realize the pride that comes from doing things they didn't previously believe possible. As invested as I am in all my students' success, they must take personal responsibility for whatever outcome they obtain in this course.

How many students typically receive an "A" in this course?

Given the difficulty and high expectations of this course, most semesters no more than 10-15% of students receive an "A" grade.

How much time should I expect to spend on this course?

This is a 3-credit hour course. That means that for every hour you spend in class, you should expect to spend another three or more outside of it.

What would you recommend I do to be successful?

Beyond full attendance and engagement, you must come to class prepared each day having done all necessary assignments and readings. More importantly, it is crucial that you meet with me during office hours to clarify questions, get additional help if necessary, and keep me apprised of how things are going for you.

What are office hours and how do they work?

Office hours are a first-come, first-served opportunity for private 1:1 interaction between the student and professor. The structure of these meetings is very informal and you do not even need a specific reason to schedule an appointment. (However, if you do have questions or concerns, then it's all the more important you reach out to set up a meeting.) Given the current circumstances, all office hours are conducted virtually right now via a private Zoom meeting at a time that's convenient for both parties.

What should I do if I'm sick?

I do not need to know that you are sick unless it interferes with your ability to complete assignments on time or take the regularly-scheduled exams. In that case, an official doctor's note (or equivalent) is required to be able to make up anything that was missed. To the best of your ability, please notify me well in advance of due dates and exam times so that we can accommodate your needs. As specified above, any assignments or exams missed must be made up within a week of the original due date unless a specific situation precludes it.

Do you offer extra credit?

I do not. Students are expected to do what it takes to do well from the beginning and to immediately seek help from me if they do not believe their performance on assessments reflects their true knowledge/capability. While I am looking for overall improvement during the course of the semester, the percentages each assessment is weighted already take into account the fact that students should progress in their comprehension of course material over the full semester.

CLASS SCHEDULE & ASSIGNMENTS

(Subject to change. Please check Canvas & your Clemson email daily for important updates! Make sure to do the readings specified *ahead* of Zoom class for that day, even if the indicated topic du jour doesn't necessarily match up with the associated reading. Reminder: "KKJ" = the textbook. Anything else not on Canvas must be accessed through Google Scholar and/or the Clemson Library.⁷)

PART I: THEMES IN COMPARATIVE POLITICS

Thurs 1/7: Course Introduction & Overview of Course Themes

- Review syllabus, Canvas webpage, Plagiarism Packet
- Ponder:
 - What is comparative politics? How does it differ from other subfields in political science? What are its main goals, themes, and methods of analysis?

Tues 1/12: Crucial Concepts in Comparative Politics, Part I: Regime Types

- Last day to register or add a class and declare Audit or Pass/No Pass*
- Read:
 - Clark, Golder, & Golder (2018) "The Origins of the Modern State" (p. 11-42, on Canvas)
- Ponder:
 - What is a "state"? What is a "failed state"? What are the differences between the contractarian view and the predatory view? Which view do you personally think is most correct, and why?

Thurs 1/14: Crucial Concepts in Comparative Politics, Part I: Regime Types, Cont'd

- Read:
 - KKJ Chp. 1, Sections 1-5 (p. 1-37)
- Ponder:
 - What is "democracy"? Why are some countries more democratic than others? What features distinguish a democratic regime from an authoritarian one?

REMINDER: ASSIGNMENT 1 DUE BY 11:59PM ON FRIDAY, 1/15

Tues 1/19: NO ZOOM CLASS; COMPLETE ASSIGNMENT 2 INSTEAD

- Watch *Commanding Heights*, Part 1 "The Battle for Ideas"
 - Complete study guide
- Ponder:
 - According to the different economic philosophies profiled in the video, to what extent is government intervention in an economy necessary and/or beneficial? Why? Which view do you personally favor?

REMINDER: ASSIGNMENT 2 DUE BY 11:59PM ON WEDNESDAY, 1/20

Wed 1/20: Last day to drop a class or withdraw from the University without a W

⁷ Make sure you are either accessing the articles from campus using the *Eduroam* network or, if working off campus, that your Clemson VPN is turned on. For more information, see http://www.clemson.edu/ccit/get_connected/vpn/.

Thurs 1/21: Crucial Concepts in Comparative Politics, Part II: Economic Ideologies

- Read:
 - “Principles of Communism” excerpt (pg. 41-54) from Marx, Karl, and Frederick Engels. 1848. *Manifesto of the Communist Party*.⁸ (on Canvas)
- Ponder:
 - How do we compare and contrast economic systems? How are politics and economics related?

Tues 1/26: Crucial Concepts in Comparative Politics, Part III: Development Theories

- Read:
 - Shaping the Developing World: “Underdevelopment and Diversity in the Global South”* (on Canvas)
- Ponder:
 - What are the differences between developed and developing countries? Why are some countries richer than others? What theory—if any—accounts for variation in countries’ political, economic, and social development? According to each theory, how would/should countries achieve stability and prosperity? In what ways are politics and economics related?

PART II: CONSOLIDATED DEMOCRACIES (CASE STUDY #1: THE UNITED KINGDOM OF GREAT BRITAIN & N. IRELAND)

Thurs 1/28: Important Eras, Events, & People in Contemporary British History

- Read:
 - KKJ Chp. 2, Section 1 (p. 38-50)
- Ponder:
 - What are the pros and cons of collectivism versus Thatcherism? Was the Third Way successful in bridging their divide?

Tues 2/2: Important Eras, Events, & People in Contemporary British History, Cont’d

- Read:
 - KKJ Chp. 2, Section 2 (p. 50-57)
- Ponder:
 - How did things change with the 2010 and 2015 elections? What do things look like after “Brexit”?

Thurs 2/4: Presidential v. Parliamentary Democracy

- Read:
 - KKJ Chp. 2, Section 3 (p. 58-66)
- Ponder:
 - What are the differences between presidentialism and parliamentarism? What are the pros and cons of each? Is one type of democracy “better” than another? Why?

⁸ Accessed from <http://www.marxists.org> on 1/4/16.

Tues 2/9: Single-Member District v. Proportional Representation Electoral Systems

- Read:
 - KKJ Chp. 2, Section 4 (p. 67-77)
- Ponder:
 - Why are electoral systems important? What are the different types of electoral systems out there? What are the pros and cons of each? Which type of electoral system would you rather live under and why? What determines the number of political parties in a country? Are all parliamentary democracies automatically multiparty (vs. two-party) systems, and vice versa? Why or why not? What are the pros/cons of a multiparty parliamentary system? In your opinion, which combination of political and electoral system is “the best”, and why?

Thurs 2/11: Contemporary Issues in the UK

- Read:
 - KKJ Chp. 2, Section 5 (p. 78-83)
- Ponder:
 - What are the main challenges facing the UK today? How might they be addressed? In what way(s) is the UK unique—or not? What can the UK teach us about politics and economics in other consolidated democracies?

Tues 2/16: NO ZOOM CLASS; COMPLETE ASSIGNMENT 3 INSTEAD

- Review for Midterm I

REMINDER: ASSIGNMENT 3 DUE BY 11:59PM ON WEDNESDAY, 2/17

PART III: DEMOCRATIC TRANSITIONS (CASE STUDY #2: THE RUSSIAN FEDERATION)

Thurs 2/18: ONLINE MIDTERM I EXAM

Tues 2/23: Important Eras, Events, & People in Contemporary Soviet/Russian History

- Read:
 - KKJ Chp. 13, Section 1 (p. 555-567)
- Ponder:
 - What is Marxism? What is Leninism? How did the Soviet Union operate, and why did it ultimately collapse?

Thurs 2/25: Russia’s Democratic & Economic Transition

- Read:
 - KKJ Chp. 13, Section 2 (p. 567-575)
 - KKJ Chp. 13, Section 3 (p. 576-585)
- Ponder:
 - How did Russia go about privatizing its economy and instituting democracy? Were these efforts successful? Why/why not?

Tues 3/2: Russia's Authoritarian Reversion

- Read:
 - Putin's Labyrinth*: "Getting to Know The Putin" (on Canvas)
 - Frolov, Vladimir. 2015. "Putin's Leadership Trap." In *Current Debates in Comparative Politics*, ed. J. Tyler Dickovick and Jonathan Eastwood, Eds. New York: Oxford University Press, 112-113. (on Canvas)
- Ponder:
 - What have Russian politics been like under Putin? Why is Putin so popular?

Thurs 3/4: NO CLASS; WORK ON DIGITAL RESEARCH PROJECT INSTEAD

Tues 3/9: Contemporary Issues in Russia

- Read:
 - KKJ Chp. 13, Section 4 (p. 586-597)
 - KKJ Chp. 13, Section 5 (p. 598-606)
- Ponder:
 - What are the main challenges facing Russia today? How might they be addressed? Would you classify Russia today as a democracy or as an authoritarian regime? Why?

PART IV: AUTHORITARIAN REGIMES
(CASE STUDY #3: THE PEOPLE'S REPUBLIC OF CHINA)

Thurs 3/11: NO ZOOM CLASS; COMPLETE ASSIGNMENT 4 INSTEAD

- Watch *The Tank Man* documentary
 - Complete study guide
- Ponder:
 - What led up to the events in Tiananmen Square in 1989? What else was going on in the world at that time that contributed to the protests? How did the Chinese government handle them? What implications did that have for China today?

REMINDER: ASSIGNMENT 4 DUE BY 11:59PM ON FRIDAY, 3/12

Fri 3/12: Last day to drop a class or withdraw from the University without a W

Tues 3/16 & Thurs 3/18: NO CLASS OR OFFICE HOURS (Spring Break)

Tues 3/23: Important Eras, Events, & People in Contemporary Chinese History

- Read:
 - China Road*: "Introduction" (on Canvas)
 - KKJ Chp. 15, Section 1 (p. 653-666)
- Ponder:
 - Who are the important leaders in recent Chinese history? What ideas influenced their policies? What impact did their policies have on China economically and politically?

Thurs 3/25: Important Eras, Events, & People in Contemporary Chinese History, Cont'd

- Read:
 - KKJ Chp. 15, Section 2 (p. 666-673)
- Ponder:
 - In what ways is China an anomaly for comparative politics? What is the post-Tiananmen “deal”? How does the Chinese government ensure citizens’ compliance?

Tues 3/30: China’s Political & Economic Systems

- Last day to drop a class or withdraw from the University without receiving a final grade*
- Read:
 - KKJ Chp. 15, Section 3 (p. 674-682)
 - KKJ Chp. 15, Section 4 (p. 682-691)
- Ponder:
 - How is the Chinese state organized? How does its population size affect things? What explains China’s economic boom? Why has China achieved economic growth without democratization?

Thurs 4/1: Contemporary Issues in China + Comparing Russia & China

- Read:
 - KKJ Chp. 15, Section 5 (p. 691-699)
 - Fallows, James. 2015. “Arab Spring, Chinese Winter.” In *Current Debates in Comparative Politics*, ed. J. Tyler Dickovick and Jonathan Eastwood, Eds. New York: Oxford University Press, 135-140. (on Canvas)
- Ponder:
 - What are the main challenges facing China today? How might they be addressed? What does the future look like for China, both economically and politically? Will it ever become more democratic? In what ways are Russia and China similar? In what ways are they unique? What are the pros/cons of each country’s approach to political and economic development?
- Review for Midterm II

Tues 4/6: ONLINE MIDTERM II EXAM

PART V: THE DEVELOPING WORLD
(CASE STUDY #4: THE REPUBLIC OF SOUTH AFRICA)

Thurs 4/8: Important Eras, Events, & People in Contemporary South African History

- Read:
 - KKJ Chp. 11, Section 1 (p. 462-476)
- Ponder:
 - What led to apartheid? What kinds of policies were enacted under it? Who did these affect, and how? When/how did apartheid come to an end? In what ways does is this experience like/unlike those of other multiethnic, postcolonial countries?

REMINDER: IF YOU WANT TO KNOW YOUR DIGITAL PROJECT GRADE BEFORE THE FINAL EXAM, I MUST RECEIVE IT BY 11:59PM ON FRIDAY, 4/9 ☺

Tues 4/13: NO CLASS OR OFFICE HOURS; COMPLETE ASSIGNMENT 5 INSTEAD

REMINDER: ASSIGNMENT 5 DUE BY 11:59PM ON WEDNESDAY, 4/14

Thurs 4/15: South Africa After Apartheid + Contemporary Issues in South Africa

- Read:
 - KJ Chp. 11, Section 2-3 (p. 476-492)
- Ponder:
 - What have South African politics and economics looked like since the end of apartheid? How democratic is South Africa now? To what extent has the legacy of apartheid affected present-day South Africa—and how? What are the main challenges facing South Africa today? How might they be addressed?

Tues 4/20: Addressing HIV/AIDS

- DIGITAL RESEARCH PROJECTS DUE TO CANVAS BY 11:00AM**
- COMPLETE COURSE EVALUATIONS ON CANVAS**
- Read:
 - KJ Chp. 11, Section 4 (p. 492-502)
- Ponder:
 - What does South Africa's experience with HIV/AIDS teach us about disease prevention and cure in the developing world? What approaches have various countries in Africa taken to combat the HIV/AIDS epidemic? Why are some more successful than others?

Thurs 4/22: The Developing World in Comparative Perspective

- LAST DAY OF CLASS**
- Read:
 - KJ Chp. 11, Section 5 (p. 502-508)
- Ponder:
 - What prospects do poor countries have for political and economic development? Does any single development theory account for all of the different countries we have studied? Conversely, which theory best explains each individual case?
 - How do all the pieces of the semester (readings, activities, lectures, etc.) fit together? What overarching lessons have you learned from examining these four countries? What can they tell us about other, similar countries around the world?

Wed 4/28: CUMULATIVE FINAL EXAM ONLINE (3:00-5:30pm)

☺ Looking forward to a great semester! Be in touch with any questions or concerns. ☺