

Introduction to Comparative Politics (PLS 140)
Spring 2017

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Course Website:
<http://ppenar.wixsite.com/comparativepolitics>

LECTURES

Wednesdays & Fridays, 8:30 – 9:50 am (111 Olds Hall)

OFFICE HOURS

Peter Penar, Wednesdays 3 – 5 PM and by appointment, South Kedzie Hall 229 & chat

Chrissy Scheller, Tuesdays 10 AM – Noon, South Kedzie Hall 209

Tess Bolger (ULA), Tuesdays 6 PM – 8 PM, South Kedzie Hall 220

Two-In-Review sessions with Tess will be Tuesday every two weeks beginning at 6 PM in South Kedzie Hall 220 (first one on January 24)

COMMUNICATION

Please use e-mail to get in touch with me, Chrissy, and Tess. We will reply to all questions and concerns within 24 hours, unless it is the weekend when the response will be on Monday. It is important to ask questions early and often rather than last minute. It is up to you to decide who to engage.

OVERVIEW

Welcome to the Introduction to Comparative Politics. We will be emphasizing three themes in the lectures and readings this semester: (1) Learning from the developing world, (2) empowerment and youth in world politics, and (3) ambassadors to the world.

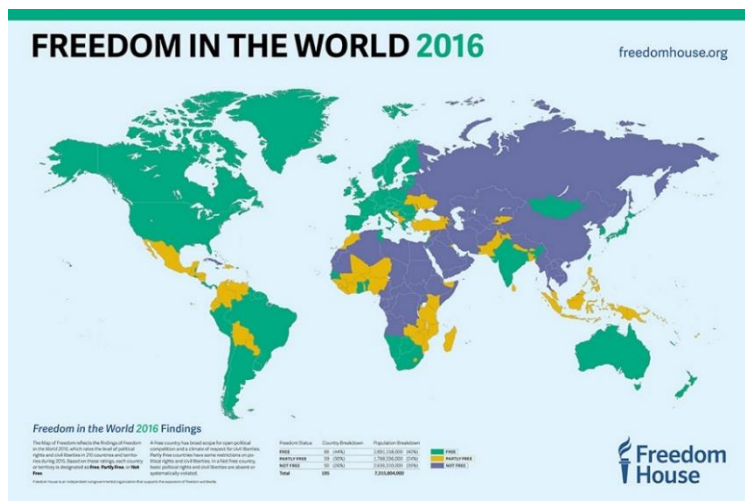


Figure 1: Green – Free, Yellow – Partly free, Purple – Not free

First theme: Learning from the developing world

Political regimes structure all life in a society, and across the world there is a great diversity of regimes. Comparative politics is about the study of regimes around the world and their consequences for economic, social, and cultural ways of life. According to Freedom House (2015), 35% of the world's population lives in regimes that are "not free" and 25% of the population lives in "partly free" countries. Regimes are not static; they change over time through slow and peaceful means as well as revolutions, violent

take overs, and coups. Notably, even the “free” and democratic countries have undergone moves to more authoritarian, non-democratic politics and vice versa. This is to say that though regimes are often highly durable, they are made up of changeable institutions. Institutions, societal and economic change, the populace, and leaders have an influence over the stability and changeability of regimes. Comparative politics studies the reasons for regime change and stability.

There are several regime types that we will explore: (1) democratic, (2) authoritarian, and (3) hybrid regimes. Within specific regimes there is a diversity of political institutions, such as methods for selecting leaders (i.e., electoral system). Although we will cover regime and institutional differences across the developed world (e.g., USA, France, the UK), there will be a particular emphasis on countries in the developing world in Africa, Latin America, and South and East Asia. In order to understand oneself better, it is necessary to experience and learn from other political settings. The emphasis on learning from the developing world will allow you to obtain knowledge of other countries and that of your home country through comparison and contrast. As an introductory course, the aim is to achieve a wide coverage which you will explore in more depth in proceeding courses on particular regions (e.g., African politics).

Second theme: Empowerment and the youth in world politics

As representatives of youth, we are the future generation who will step into positions of political and economic leadership. There are several challenges facing the youth of the world, including leadership and job opportunities and access to services such as affordable education. Particularly in societies with many young populations, usually found in the developing world, the youth have become politically involved in advocacy and mobilization. Recent examples come from South Africa where the #FeesMustFall and #RhodesMustFall movements have challenged university and political power structures, and the youth on social media played an important role in the Arab Spring protests across North Africa and efforts to combat the increasing authoritarian rule in Turkey and Russia. The course will reflect on what the youth has done to become involved in the functioning of the regime and regime change. This will serve as a lesson for your efforts to improve your own country, with youth as a catalyst.

Third theme: Ambassadors to the world

We are products of our own upbringing and regime. We are trained to view and comment on the world using a particular vocabulary and world view, perhaps bias. Even so, we must be trained to interact constructively with the rest of the world. This is an important skill that is gained through careful study, travel, and becoming close friends from other cultural and country backgrounds. For our course, we will discuss political and relevant cultural differences, obtain a new perspective on peoples in other countries, and how good dialogue and study is conducted in an international environment. The course will also provide you with an orientation to all of the potential things you can do through an international training using guest interviews with figures in politics around the world and major international NGOs.

COURSE INTERACTION

We have a course website: <http://phpenar.wixsite.com/comparativepolitics>! The site is a source for everything you may need regarding the course, including relevant resources, important current event notices, discussion board, and help on assignments. On the lecture questions forum, you can expect a reply by Chrissy after you post during the lecture. The website will continually be updated with current

information, so make sure to consistently check the website. There will be participation assignments that will require you to post a comment, question or resource on the website. This will involve registering on the website (through Facebook, Google, or e-mail) and posting a message on the relevant discussion forum. In case you are interested in more political analysis, you can follow my personal Twitter account, @PPenar.

REQUIREMENTS & EVALUATION

Each grade you will earn is on a 100-point scale. Based on the scale below, your grade between 0-100 will be converted into a final MSU grade:

4.0	> 93	2.0	70-74
3.5	86-92	1.5	65-69
3.0	80-85	1.0	60-64
2.5	75-79	0	< 60

Grading: All exams and assignments will have a rubric, which will be shared with you before you begin the assignment. Grading will be done using the rubric, so that feedback for improvement is clearly communicated. All submissions are due through D2L by midnight on the due date.

Format & Citations: All assignments will be single-spaced and 1-inch margins in MS Word (preferred) or PDF format with citations/ references in MLA format. More information on MLA citation: <https://owl.english.purdue.edu/owl/resource/747/01/>

The grade you earn for the course will be determined by the following criteria:

Quizzes + Participation (20%): You will be quizzed in class frequently – every lecture. Quizzes may be at the beginning of the lecture, middle, end, or a combination. The quizzes will be open-note and consist of up to five multiple-choice questions based on material in recent lectures and readings. Quizzes will be taken using the i>Clickers, which must be registered to your student information. In calculating your final quiz grade, the five worst quiz grades will be dropped just before final grades are calculated.

Responding to the course topics and themes and making connections to current events is important for your success in the course. About every two to three weeks, you will be required to make a post to **The Forum** in response to a Global Spartan question, or start your own thread. Each post should be a paragraph, and will be graded out of 10 points as an individual quiz grade.

Exams (total of 35%): The midterm (15% of your grade) will be held Wednesday, March 1, while the final (20%) will be held Monday, May 1. The exams will cover all material covered in lectures and readings. Information and guidelines for the exams will be discussed before the examination date.

Current Events Journal + Putnam Report (15%): It is important to follow global current events to become an ambassador to the world and connect what you hear to the topics covered in course. For instance, there are a number of upcoming elections (e.g., Kenya in August 2017) and relevant ongoing events. Every month of the course, you are required to write a one-page single spaced journal entry based on a current event that occurred in that month. There will be four entries in total with one in January (due February 1), February (due February 22), March (due March 22), and April (due April 19). All journal entries are due by midnight of

the due date. There will also be a short two-page summary of the Putnam chapters we read due Wednesday, March 3.

Suggested current events sources: BBC (and the mobile app), New York Times, Economist, Foreign Policy, Foreign Affairs, Financial Times, Washington Post

The Project (20%): “The Project” gives you an opportunity to create a project of your own choice. It must include a website (my suggestion is to use Wix at <http://www.wix.com/> like the course website), which embeds at least one detailed infographic (my suggestion is to use Piktochart at <https://piktochart.com/>) and an embedded audio recorded podcast or YouTube video (of at least 10 minutes), which you narrate. The project involves deciding on a specific research question, explaining why the question is important, and properly selecting three to four country cases to compare (which help answer your research question). We will discuss ideas for the project during course meetings early in the semester. By Wednesday, February 15, you must submit a proposal in the form of a completed proposal worksheet describing the elements of your project. In addition to the project, you must write a two to three-page single-spaced explanation about how your project relates to one or several topics/themes in the course and provide additional context and analysis. The project description should also include the sources for the project and this should also be included on one page of your website. The project will be submitted by pasting the website link to a Google form and posting separately the project description through D2L by Monday, April 24. Please remember all parts: a grade cannot be posted without a project description, for instance. It is important to begin the project early in the semester, and some of the best projects will be presented to the class in the last week of course meetings. All final project links will be shared with the class through a spreadsheet after the deadline.

Constitutional Design (10%): Constitutional design is a matter of discussion in many countries today, both large and small scale reform. This project asks you to define the key parameters of a constitution, such as political system, distribution of political power, and the electoral system, for a given set of country characteristics. You will receive a randomly assigned set of country characteristics (e.g., a country emerging from a civil war, a country that is reliant on mineral resources) based on your PID. Based on your own research of countries in a similar situation and our discussions in the course, you will have to define the key constitutional parameters of the country. A worksheet will be distributed with the key parameters you must define. In addition, you will submit a two-page single spaced explanation of your constitutional decisions and the strengths and weakness of different political institutions. Due on Wednesday, April 5.

COURSE WORKSHOPS

You must attend **two workshops** of about 30 students throughout the semester, which meet from 7 – 9 PM. Attendance is mandatory. The purpose of workshops is to offer you a personalized experience to discuss the course content and assignments, such as the constitutional design and your project. Beginning on Sunday, January 15 at 9 AM, you will have to sign up on a Google spreadsheet for the dates that you are able to attend. The sign up will be first come, first serve with the maximum sign ups for a workshop at 30 students.

February 6th – 9th: Regime Types, Putnam & Project Proposal (MANDATORY)

March 20th – 21st: Content Review & Constitutional Design (OPTIONAL)

April 3th – 6th: Content Review & Project (MANDATORY)

ADDITIONAL POLICIES

Attendance – More than four = automatic fail: Attendance is mandatory and is taken each lecture during the quizzes. If you complete a quiz then it is clear that you were in lecture; if not, then it will count as an absence. For this reason, make sure to arrive on time or just a bit early for course meetings and ensure your i>Clicker is working properly. It is your responsibility to monitor your D2L to ensure your i>Clicker is working properly. **If you have more than four unexcused absences then you will automatically fail the course**, and a failing grade will be submitted regardless of how you did on assignments. This gives you four unexcused free passes. Excused absences are only offered for official university-sanctioned events and meetings, sickness with a doctor's note, or other emergency with clearly documented proof. You should e-mail me immediately about an excused absence and documentation for excused absences must be submitted within a week of the absence.

Excuses: Extensions for assignments and make-ups for the midterm and final will only be granted under extenuating circumstances, which are defined as illness (requiring a medical professional's note) or family crisis. All late assignments will be penalized by 5 percentage points for each 24 hours beyond the final submission deadline. For example, an essay that would have received a 90 but is one day late (without a valid extension) would receive an 85.

Academic Dishonesty: The University's policies on Academic Dishonesty (e.g., plagiarism, cheating on exams, etc.) can be found in the Spartan Life student handbook (<http://bit.ly/oCf0ct>). The consequences for academic dishonesty can be quite serious (including receiving a failing grade for the entire course, or worse).

REQUIRED COURSE MATERIALS

Books: There is one required textbook and one book for the course. Please note that we will be using the 3rd edition of the following textbook:

Carol Ann Drogus and Stephen Orvis. *Introducing Comparative Politics: Concepts and Cases in Context* (Washington: CQ Press), 3rd Edition. The syllabus refers to the textbook as Drogus & Orvis.

Robert D. Putnam. *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton University Press), 1993. The syllabus refers to the book as Putnam.

i>Clicker: You must have an i>Clicker with you at each class beginning on Wednesday, 18 January. i>Clickers will be used to answer all quiz questions and other in-class exercises. i>Clickers are available at bookstores near campus; if you already have an i>Clicker for another class, you do not need an additional one. A limited number of i>Clickers is available to rent for free via ASMSU, by visiting the ASMSU Business Office (307 Student Services).

i>Clickers must be registered through D2L, by the beginning of class on Wednesday, 18 January. (If you have already registered your i>Clicker through iClicker.com, you still must register through D2L for the course.)

To register your i>Clicker, log into D2L. You can get to the i>Clicker registration through the Content Browser on the Syllabus & Info page, or by clicking on the event under the calendar.

Required Course Readings: You will access required course readings by clicking on the link in the syllabus below or finding the attachment on D2L. Most readings will be posted as attachments on D2L. It is possible that readings and dates will change. *Please look at the D2L content pages for all of the updates to the syllabus.*

You must have readings for a specific topic done by the date listed on the syllabus. We will often discuss these readings in class, and/or you will be asked about them on quizzes and exams.

There will sometimes be guided reading handouts listed under the assignments section with a given due date. These will be announced at the end of lectures. Completion of guided reading handouts is optional; however, they become very useful for successfully answering quiz questions and excelling on the exams.

SCHEDULE & ASSIGNMENTS

COURSE INTRODUCTION (Wed. Jan. 11)

- Introduction to the course themes: (1) learning from the developing world, (2) empowerment and youth in world politics, (3) ambassadors to the world
- Overview of the syllabus
- Overview of course assessments
- Explanation of the course survey

TOPIC 1 (Fri. Jan. 13, Wed. Jan. 18, Fri. Jan. 20) – The State, Regime & Society

- What is comparative politics?
- What is a state? What is a regime?
- What is the relationship between state and society?

Get Started:

Register i>Clicker

DUE: WED. JAN. 18

Complete online course survey

Online: <https://goo.gl/forms/IT1JOCarATpEkRYq1>

DUE: WED. JAN. 18

Sign up to access our course forums

Online: <http://phpenar.wixsite.com/comparativepolitics/discuss>

DUE: WED. JAN. 18

Sign up for your two course workshops

Online: Link available on January 15 at 9 AM

DUE: WED. JAN. 18

Drogus & Orvis, Chapter 2 (pp. 36-58)

DUE: FRI. JAN. 13

Yochi Dreazen (2014). "From Electricity to Sewage, U.S. Intelligence Says the Islamic State is Fast Learning How to Run a Country," *Foreign Policy* (18 August).

Online: D2L

DUE: WED. JAN. 18

Watch "Places That Don't Exist: Somaliland" (BBC, This World) (May 2005). (~29 minutes)

Online: <https://www.youtube.com/watch?v=L7N2Kfg587Y>

DUE: WED. JAN. 18

"The Road to Hell is—Unpaved," *The Economist* (21 December 2002), pp. 37-9.

Online: D2L

DUE: FRI. JAN. 20

David Remnick (2011). "The Civil Archipelago," *The New Yorker*, vol. 87, no. 41 (19-26 December).

Online: D2L

DUE: FRI. JAN. 20

Drogus & Orvis, Chapter 2 (pp. 71-96), Case studies of Brazil, Mexico, Russia, India, China, Iran, Nigeria

DUE: FRI. JAN. 20

TOPIC 2 (Wed. Jan. 25 & Fri. Jan. 27) – Authoritarianism

Drogus & Orvis, Chapter 3 (pp. 98-106; pp.113-143; special attention to "Modernizing Authoritarianism" pp.123-127)

DUE: WED. JAN. 25

Schedler, Andreas (2002). "The Menu of Manipulation," *Journal of Democracy* (Volume 13, Number 2).

Online: D2L

DUE WED. JAN. 25

Watch "The Arab Awakening—Absolute Power" (27 July 2011) (~46 minutes)

Online: www.youtube.com/watch?v=bzWPkelQ_6s

DUE: WED. JAN. 25

Carothers, Thomas (2004). "Democracy's Sobering State," *Current History*, Dec.

Online: D2L

DUE: FRI. JAN. 27

Drogus & Orvis, Chapter 8 (pp. 401-418; pp. 424-441; 447-451 special attention to the case studies of China and Nigeria)

DUE: FRI. JAN. 27

The Reageh Omaar Report: Zimbabwe – State of Denial (30 mins), first part viewed in class

Online: <https://www.youtube.com/watch?v=JNkrkDQXwpc> (0:00-30 minutes)

DUE: FRI. JAN. 27

TOPIC 3 (Wed. Feb. 1 & Fri. Feb. 3) – Democracy & Intro to Putnam

Current events journal entry #1

DUE: WED. FEB. 1

Drogus & Orvis, Chapter 3 (pp. 106-113)

DUE: WED. FEB. 1

Robert Dahl (1971). Polyarchy: Participation and Opposition (New Haven: Yale University Press), pp. 1-16.

Online: D2L

DUE: WED. FEB. 1

Putnam, Chapter 3

DUE: FRI. FEB. 3

Levitsky, Steven, and Lucan A. Way. 2010. "Why Democracy Needs a Level Playing Field," Journal of Democracy 21:1 (January), 57-68.

Online: D2L

DUE: FRI. FEB. 3

Philippe C. Schmitter and Terry Lynn Karl (1991). "What Democracy is...and is Not," Journal of Democracy, vol. 2, no. 1 (Summer), pp. 75-88.

Online: D2L

DUE: FRI. FEB. 3

TOPIC 4 (Wed. Feb. 8 & Fri. Feb. 10) – Regime Change

Drogus & Orvis, Chapter 9 (pp. 454-488)

DUE: WED. FEB. 8

Francis Fukuyama (1992). The End of History and the Last Man (New York: The Free Press), ch. 4 (pp. 39-51).

Online: D2L

DUE: WED. FEB. 8

Huntington, Samuel (1991). "Democracy's Third Wave," Journal of Democracy (Volume 2, Number 2).

Online: D2L

DUE: WED. FEB. 8

Carothers, Thomas (2002). "The End of the Transition Paradigm," *Journal of Democracy* (Volume 13, Number 1).

Online: D2L

DUE: FRI. FEB. 10

Francis Fukuyama (2014). "At the 'End of History' Still Stands Democracy." *Wall Street Journal*, 6 June 2014.

Online: D2L

DUE: FRI. FEB. 10

Watch "How Facebook Changed the World—The Arab Spring" (BBC) (6 September 2011) (59 minutes)

Online: www.youtube.com/watch?v=lnPR90dJ3Gk (Part 1)

www.youtube.com/watch?v=7WNd-ZmOK9A (Part 2)

www.youtube.com/watch?v=5pwovLCwBTY (Part 3)

www.youtube.com/watch?v=gJ1HGDWvvhI (Part 4)

DUE: FRI. FEB. 10

TOPIC 5 (Wed. Feb. 15) – Hybrid Regimes

Project proposal worksheet & write up

DUE: FRI. FEB. 15

Levitsky & Way (2002). "The Rise of Competitive Authoritarianism," *Journal of Democracy* (Volume 13, Number 2).

Online: D2L

DUE: WED. FEB. 15

Larry Diamond, "Thinking about Hybrid Regimes," *Journal of Democracy* (April 2002): 21-35.

Online: D2L

DUE: WED. FEB. 15

Akyol, Mustafa (2015). "Turkey's Authoritarian Drift," *New York Times*.

Online: http://www.nytimes.com/2015/11/11/opinion/turkeys-authoritarian-drift-election-erdogan.html?_r=0

DUE: WED. FEB. 15

TOPIC 6 (Fri. Feb. 17 & Wed. Feb. 22) – Collective Action & Civil Society

Current events journal entry #2

DUE: WED. FEB. 22

Drogus & Orvis, Chapter 7 (pp. 351-360)

DUE: FRI. FEB. 17

Putnam, Chapter 4
DUE: FRI. FEB. 17

#FeesMustFall Case Study (15 minutes total)

Online: <https://www.youtube.com/watch?v=EFVZiJRWrH4> (clip 1)
https://www.youtube.com/watch?v=dbre2E_61Xo (clip 2, watch 0:00-8:00min)
<https://www.youtube.com/watch?v=0O7quMgKyMQ> (clip 3)
DUE: FRI. FEB. 17

Robert Putnam (1995). "Bowling Alone: America's Declining Social Capital," *Journal of Democracy*, vol. 6, no. 1 (January), pp. 65-78.
Online: D2L
DUE: WED. FEB. 22

Putnam, Chapter 5 & 6
DUE: WED. FEB. 22

TOPIC 7 (Fri. Feb. 24, Fri. Mar. 3 & Wed. Mar. 15) – Parliamentary v. Presidentialism, Party Systems & Political Parties

Mid-term (Wed. Mar. 1) – Mid-term Examination

Putnam book report
DUE: FRI. MAR. 3

Drogus & Orvis, Chapter 6 (pp. 258-288)
DUE: FRI. FEB. 24

Juan Linz (1990). "The Perils of Presidentialism," *Journal of Democracy*, vol. 1, no. 1 (Winter), pp. 51-69.
ONLINE: D2L
DUE: FRI. FEB. 24

Drogus & Orvis, Chapter 6 (pp. 305-316)
DUE: FRI. MAR. 3

Lijphart, Arend (1969). "Consociational Democracy," *World Politics*, vol. 21, no. 2 (January), pp. 207-225.
ONLINE: D2L
DUE: FRI. MAR. 3

Lijphart, Arend (2004). "Constitutional Design For Divided Societies," *Journal of Democracy*, vol. 15, no. 2 (April), pp. 96-109.
ONLINE: D2L
DUE: WED. MAR. 15

Drogus & Orvis, Chapter 7 (pp. 308-329)

ONLINE: D2L

DUE: WED. MAR. 15

Spring Break (Wed. Mar. 8 & Fri. Mar. 10) – No lecture

TOPIC 8 (Fri. Mar. 17) – Leaders, Leadership & Parties

Drogus & Orvis, Chapter 10 (pp. 512-521 & 532-544) & Chapter 11 (pp. 570-584)

DUE: FRI. MAR. 17

Additional readings will be added.

TOPIC 9 (Wed. Mar. 22 & Fri. Mar. 24) – Electoral Systems

Current events journal entry #3

DUE: WED. MAR. 22

Drogus & Orvis, Chapter 7 (pp. 324-350, pp. 362-372)

DUE: WED. MAR. 22

International IDEA (2005). "Electoral System Design: The New International IDEA Handbook." Introduction, pp. 1-33.

Online: D2L

DUE: FRI. MAR. 24

Scott Mainwaring (1993). "Presidentialism, Multipartyism, and Democracy: The Difficult Combination," *Comparative Political Studies*, vol. 26, no. 2 (July), pp. 198-228.

Online: D2L

DUE: FRI. MAR. 24

Additional readings may be announced.

TOPIC 10 (Wed. Mar. 29 & Fri. Mar. 31) – Identity, Race & Racism

Kanchan Chandra (2014). "Patronage, Democracy, and Ethnic Politics in India," in Diego Abente Brun & Larry Diamond, eds., *Clientelism, Social Policy, and the Quality of Democracy* (Baltimore: Johns Hopkins University Press), ch. 7 (pp. 155-73).

Online: D2L

DUE: WED. MAR. 29

Rustow, Dankwart (1970). "Transitions to Democracy: Toward a Dynamic Model," *Comparative Politics*, vol. 2, no. 3, pp. 337-363.

Online: D2L

DUE: WED. MAR. 29

Winant, Howard (2002). "Race in the Twenty-first Century," *Tikkun*, Jan/Feb, vol. 17, no. 1.
Online: D2L
DUE: FRI. MAR. 31

Erin Conway-Smith (2015). "South Africa debates taboo question: Was Mandela a sellout?" *USA Today/Global Post*.
Online: D2L
DUE: FRI. MAR. 31

Steven Friedman (2015). "Nothing Groundbreaking in Mandela Debate"
Online: D2L
DUE: FRI. MAR. 31

Big Debate on Rhodes Must Fall (47 minutes)
Online: <https://www.youtube.com/watch?v=hFlp9h4znyc>
DUE: FRI. MAR. 31

TOPIC 11 (Wed. Apr. 5 & Fri. Apr. 7) – Political Violence, Civil Conflict & Post-Conflict "Resolution"

Constitutional design project
DUE: WED. APR. 5

Michael Brown (1997). "The Causes of Internal Conflict: An Overview," in Michael Brown, Owen R. Coté Jr., Sean Lynn-Jones, and Steven Millers, eds., *Nationalism and Ethnic Conflict* (Cambridge: MIT Press), pp. 3-25.
Online: D2L
DUE: WED. APR. 5

Heal the Nation, Independent Film by Picha Mtaani. (2012) (13 minutes) Please be aware images and descriptions may be disturbing
Online: <https://www.youtube.com/watch?v=PUUcjWC6rG8> (0:00-13:00 minutes)
DUE: WED. APR. 5

Africa Speaks: The ICC Debate, KTN (Kenya) (2013) (13 minutes)
Online: <https://www.youtube.com/watch?v=Uc5pShZqTjU> (0:00-13:00 minutes)
DUE: WED. APR. 5

Stathis Kalyvas, "'New' and 'Old' Civil Wars. A Valid Distinction?" *World Politics* 54 (2001): 99-118.
Online: D2L
DUE: FRI. APR. 7

Nora Sturm (2013). "Two Years After Civil War's End, Côte d'Ivoire Is Still Unstable," *The Atlantic*.
Online: D2L
DUE: FRI. APR. 7

International Crisis Group (ICG) (2014). "Côte d'Ivoire's Great West: Key to Reconciliation," pp. 1-27.
Online: D2L
DUE: FRI. APR. 7

TOPIC 12 (Wed. Apr. 12 & Fri. Apr. 14) – Economic Systems & Inequality

Drogus & Orvis, Chapter 5 (pp. 196-225)
DUE: WED. APR. 12

Triesman, Daniel. 2011. Rethinking Russia: Is Russia Cursed by Oil? *Journal of International Affairs* 63 (2):85-102.
Online: D2L
DUE: WED. APR. 12

Terry Lynn Karl, "Understanding the Resource Curse," in Tsalik and Schiffrin, eds., *Covering Oil* (New York: Open Society Institute, 2005), 21-30.
Online: D2L
DUE: WED. APR. 12

Andrei Schleifer and Robert Vishny, "Corruption," *Quarterly Journal of Economics* (August 1993): 599-617.
Online: D2L
DUE: FRI. APR. 14

Simkins, Charles. 2011. "Poverty, Inequality, and Democracy: South African Disparities," *Journal of Democracy* 22:3 (July), 105-119.
Online: D2L
DUE: FRI. APR. 14

TOPIC 13 (Wed. Apr. 19 & Fri. Apr. 21) – Gender Politics

Current events journal entry #4
DUE: WED. APR. 19

Project and description due
DUE: MON. APR. 24

Pippa Norris and Ronald Inglehart (2001). "Cultural Obstacles to Equal Representation," *Journal of Democracy*, vol. 12, no. 3, pp. 126-140.
Online: D2L
DUE: WED. APR. 19

Jane Mansbridge (2005). "Quota Problems: Combating the Dangers of Essentialism," *Politics & Gender*, vol. 1, no. 4 (December), pp. 622-38.
Online: D2L
DUE: WED. APR. 19

Dwyer Dunn (2012). "The Challenge of Closing the Gender Gap in Developing Countries." *The Atlantic*.
Online: <http://www.theatlantic.com/sexes/archive/2012/12/the-challenge-of-closing-the-gender-gap-in-developing-countries/266617/>
DUE: FRI. APR. 21

Lucia He (2016). "In One Of Latin America's Poorest Countries, Boosting The Economy Is Women's Work." *FiveThirtyEight*.
Online: <http://fivethirtyeight.com/features/in-one-of-latin-americas-poorest-countries-boosting-the-economy-is-womens-work/>
DUE: FRI. APR. 21

TOPIC 14 (Wed. Apr. 26) – Party Politics & Youth in Politics

Drogus & Orvis, Chapter 10 (pp. 512-521 & 532-544) & Chapter 11 (pp. 570-584)
DUE: WED. APR. 26

Additional readings & resources to be posted.

TOPIC 15 (Fri. Apr. 28) – Empowerment & Employment

This course meeting will include information about the real world applications of comparative politics.

Robert Kubinec (2016). "How foreign aid could hurt Tunisia's transition to democracy." *The Washington Post*.
Online: https://www.washingtonpost.com/news/monkey-cage/wp/2016/12/19/how-foreign-assistance-can-hurt-not-help-tunisias-democratic-transition/?utm_term=.a2f62b431e0d
DUE: FRI. APR. 28

Bradley Parks et al. (2016). "Chinese aid is helping African economies, but not in the places that need it most." *The Washington Post*.
Online: https://www.washingtonpost.com/news/monkey-cage/wp/2016/10/07/is-chinese-aid-powering-economic-growth-in-africa-yes-but-our-data-show-unequal-development/?utm_term=.9089878ae4bd
DUE: FRI. APR. 28

Additional readings & resources to be posted.

Final (Mon. May 1) – Final Examination

111 Olds Hall at 7:45 – 9:45 AM