

POSC 1040 INTRO TO COMPARATIVE POLITICS

SPRING 2023

Meeting Times: Tuesday/Thursday 2:00-3:15pm

Modality: Fully in-person

Location: 103 Tillman

PROFESSOR: Dr. Amber Curtis

EMAIL: acurti2@clemsun.edu¹

PHONE: 864-656-0123

OFFICE: 230-C Brackett

OFFICE HOURS: Tues & Thurs 12:30-1:30pm
& by appointment²

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. We are particularly interested in questions like: 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
- 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
- Situate current events within their broader historical and theoretical contexts
- Identify applicability of course material to personal interests and real-world events
- Learn to differentiate between extrinsic and intrinsic motivations/value/etc.
- 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

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

² Drop by anytime within this window; no appointment is necessary and students are received on a first-come, first-served basis. Everyone should plan to come to office hours *at least once* during the semester! Please note that office hours may change some weeks due to faculty meetings and other conflicting obligations.

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.

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.

STUDENT RESPONSIBILITIES: Personal responsibility is imperative. 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. Everyone is expected to come to class, pay attention, take good notes, participate actively, be courteous to others, and seek immediate help as needed.

COURSE REQUIREMENTS: The course is structured as follows:

Exams (70%)

There will be two closed-book midterms along with a cumulative final exam. Midterm I (Thursday, February 23rd: worth 20%) will cover material from Units I and II. Midterm II (Tuesday, April 11th: worth 20%) will cover material from Units III and IV. The cumulative final exam (worth 30%) covers material from all units and will be given at the University-assigned time on Thursday, May 4th from

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!

8:00-10:30am. Mark your calendars now: exams may only be made up in the rare event of a legitimate, University-approved, and appropriately documented circumstance.⁴

Research Paper (25%)

Students will write 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 papers (due Tuesday, April 25th by 11:00am) must be submitted to Canvas in Microsoft Word® format. A -10 points per day late penalty will be strictly enforced. Please note: given the closeness between the due date and the end of class, students will not know their paper grade before the final exam!

Attendance & Participation (5%)

I will take attendance every day and calculate this grade simply as the percentage of days at student attended divided by the total number of days we had class. I do not need to know why you are gone; come to office hours and/or utilize fellow classmates to review what you missed. Only legitimate, officially documented, and University-approved absences will be excused. And note well: **It is impossible to do well without being actively engaged.** Be warned: missing class and falling behind in the reading can have an extremely detrimental effect on your 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.

ULTIMATE GRADE BREAKDOWN:

- Attendance & Participation – 5%
- Midterm I – 20%
- Midterm II – 20%
- 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

CLASSROOM POLICY: It should go without saying 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: YOU are responsible for holding yourself accountable, being prepared, paying full attention, and seeking help as you need it. 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

⁴ Per University policy, makeup exams may require an official *documented* excuse. Note also 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.” **If an exam must be taken online, note that students will be required to use a computer with a working webcam so the Respondus Lockdown Monitor + Browser can monitor their activity during the test period.**

grade. I highly, *highly* recommend you put all electronic devices away and take only handwritten notes instead.

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, for some reason, I am more than ten minutes late to class, a volunteer student should call the main Political Science office (864-656-3233) for an update or check with the POSC office staff in 232 Brackett. If class or office hours need to be cancelled unexpectedly, I will send an email and post a notice on Canvas in advance. 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 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 contacted by the instructor. 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."

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 me know within the first two weeks of class**, 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 have accommodations are strongly encouraged to request, obtain and send these to their instructors through the AIM portal 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. More information is available at <https://www.clemson.edu/academics/studentaccess/index.html> and the Accessibility Portal <https://www.clemson.edu/accessibility/access/accommodations-services.html>.

EXTENDED TIME ON EXAMS: Note that if your documented accommodations include extended time on exams, it is your responsibility to *complete* your exam with the University Testing and Education Center (UTEC) **at or before the exact same time as the in-class exam is given**. See <https://www.clemson.edu/academics/studentaccess/test-center.html> to sign up and note that the UTEC recommends students make these arrangements *at least 5* business days in advance of the test date—and even earlier for the final exam.

COMMITMENT TO DIVERSITY (AKA 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 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. This [Title IX policy](#) is located on the Campus Life website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-0620. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

ACADEMIC INTEGRITY 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.⁵ 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/> for more information.

EMERGENCY PREPAREDNESS: Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from the Clemson University Police Department. See <https://www.clemson.edu/cusafety/index.html> for more information.

⁵ <http://clemson.libguides.com/AvoidingPlagiarism>

FAQs

Commented [AC1]: Add one about how Canvas will never display your accurate grade & must calculate self based on how much each assignment is worth

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% 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. I highly, *highly* recommend you treat this (and all your courses) as your job: have a set time and location that you routinely prepare and study so that not only get in the habit of doing the work, but also have more definitive boundaries to protect your *non-work* time.

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.)

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, you must email me (not just rely on the Notification of Absence system!) AND 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. Any assignments or exams missed must be made up within a week of the original due date unless a specific situation precludes it.

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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.

I'm loving this course! What other classes can I take like it?

The Political Science department offers a number of courses in the Comparative Politics genre such as European Politics, Middle Eastern Politics, African Politics, Latin American Politics, Russian Politics, Chinese Politics, etc. There are also a wide variety of courses in the other Political Science subfields of American Politics, International Relations, Political Theory, and Public Policy & Administration. Check out the course catalog for a full listing: <https://catalog.clemson.edu/>

How do I become a Political Science major?

Excellent question; so glad you asked! - Find out the various degree options and requirements for earning either a B.A. or B.S. in Political Science here: <http://www.clemson.edu/degrees/political-science> and then contact Dr. Adam Warber, our Department's Undergraduate Advisor, to schedule an appointment to discuss declaring Political Science as your major: awarber@clemson.edu

How do I become a Political Science minor?

Our minor program is super popular and a great supplement to any other degree program. Find out the specific minor requirements here https://catalog.clemson.edu/preview_program.php?catoid=16&poid=3804 and then make an appointment with your primary advisor to discuss adding this minor on.

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 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 is accessible through the Modules > Readings section on Canvas.)

PART I: THEMES IN COMPARATIVE POLITICS

Thurs 1/12: 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 1/17: Crucial Concepts in Comparative Politics, Part I: Regime Types

- 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 1/19: 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?

Tues 1/24: IN-CLASS MOVIE

- Watch *Commanding Heights*, Part I "The Battle for Ideas" in class
 - Complete study guide for your own reference
- 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?

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Thurs 1/26: 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*.⁶ (on Canvas)
- Ponder:
 - How do we compare and contrast economic systems? How are politics and economics related?

Tues 1/31: 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 2/2: 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 2/7: 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 2/9: NO CLASS OR OFFICE HOURS (Paper Work Day #1)



⁶ Accessed from <http://www.marxists.org> on 1/4/16.

Tues 2/14: 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

Thurs 2/16: 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?

Tues 2/21: Contemporary Issues in the UK

- Review for Midterm I
- 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?

Thurs 2/23: MIDTERM I EXAM

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

Tues 2/28: 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?

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Thurs 3/2: 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 3/7: IN-CLASS MOVIE

- Watch *Commanding Heights*, Part II “The Agony of Reform” in class
 - Complete study guide for your own reference
- Ponder:
 - Why did the Soviet Union collapse? What were the immediate economic and political effects? Who capitalized on this turmoil? What implications would that have for the future success of “democracy” in Russia?

Thurs 3/9: 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?

Tues 3/14: 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 3/16: IN-CLASS MOVIE (No office hours)

- Watch *The Tank Man* documentary in class
 - Complete study guide for your own reference
- 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?

Tues 3/21: NO CLASS OR OFFICE HOURS; SPRING BREAK

Thurs 3/23: NO CLASS OR OFFICE HOURS; SPRING BREAK

Tues 3/28: Important Eras, Events, & People in Contemporary Chinese History

- Last day to drop a class or withdraw from the University without receiving a final grade*
- Read:
 - China Road*: “Introduction” (on Canvas)
 - KKJ Chp. 15, Section 1 (p. 653-666)
 - KKJ Chp. 15, Section 2 (p. 666-673)
- 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? In what ways is China an anomaly for comparative politics? What is the post- Tiananmen “deal”? How does the Chinese government ensure citizens’ compliance?

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

- 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?

Tues 4/4: NO CLASS OR OFFICE HOURS (Paper Work Day #2)

Thurs 4/6: 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 4/11: MIDTERM II EXAM

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

Thurs 4/13: NO CLASS OR OFFICE HOURS; AT-HOME MOVIE INSTEAD

- Watch the *Apartheid Did Not Die* documentary
- Complete study guide for your own reference
- Ponder:
 - What was life like for blacks versus whites during Apartheid? Why and how did Apartheid “end”? Has much changed—especially for blacks—since then? Why or why not?

Tues 4/18: 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?

Thurs 4/20: South Africa After Apartheid + Contemporary Issues in South Africa

- Read:
 - KKJ 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 4/25: Addressing HIV/AIDS

- RESEARCH PAPERS DUE TO CANVAS BY 11:00AM**
- COMPLETE COURSE EVALUATIONS ON CANVAS**
- Read:
 - KKJ 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?

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Thurs 4/27: 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?

Thurs 5/4: CUMULATIVE FINAL EXAM (8:00-10:30am)

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