

POLI 160 – Comparative Politics - Spring 2015

Section 1: MWF 9:00-9:50, CCC 234

Section 2: MWF 10:00-10:50, CCC 234

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and by appointment

Course Description:

This course is designed to introduce students to the sub-field of Political Science known as Comparative Politics and in so doing to meet the GEP learning outcomes for the Social Sciences and Global Awareness categories. We will do this through a comparative study of political development and politics in five countries: Germany, Russia, Iran, South Africa, and Brazil. Using these countries as case studies, we will learn about regime types and forces that propel regime change. We will address questions such as: What are the differences between democratic and authoritarian regimes? How should we define democracy? What types of factors have led to democratic transitions and what things support a deepening and consolidation of democracy? In addition to political development and democratization, we will study how political institutions work, and how variations in constitutional and electoral design impact political outcomes. We will contrast our study of democracies with brief examinations of former authoritarian regimes – Nazi Germany, Soviet Communism, South African Apartheid, and military rule in Brazil, as well as an in-depth look at the current Islamic Republic of Iran.

By the end of the course you will be able to explain differences between democracies and various types of non-democratic regimes. You will have developed a more nuanced understanding of democracy and the tensions inherent in it. You will have a clearer understanding not only of current political issues in each of the five countries we will study, but also of the forces – political, economic, historical, and cultural – that helped shape today's world. You will have reflected on the intrinsic relationship between economic and political development and considered some of the reasons countries transitioned to democracy when they did. You will have developed a clearer understanding of parliamentary government and how it differs from presidentialism, as well as the tradeoffs inherent in the choice of electoral systems. Finally, you will have a better understanding of and appreciation for the formidable challenges faced by citizens and leaders in establishing and consolidating democracy, and making it meaningful for all.

“Toto, I don't think we are in Kansas anymore.” Welcome to the wide world of comparative politics!

Course Learning Outcomes:

- 1) Students will gain an appreciation for the variety of forms democracy takes around the world and understand the qualitative differences between democracy and authoritarian regimes.
- 2) Students will apply the comparative method to the study of political development, political economy, and political institutions.
- 3) Students will analyze the politics of Germany, Russia, Iran, South Africa, and Brazil.
- 4) Students will critically analyze and assess arguments and theories developed by political scientists and scholars of comparative politics.
- 5) Students will relate what they learn about politics to current events and global affairs.
- 6) Students will be able to explain and offer examples of how political institutions, including constitutional structures and electoral systems, shape political processes.
- 7) Students will be able to demonstrate how political institutions in turn have been shaped by each country's particular political development trajectory, political culture, interests, and resources.

Course Requirements and Grading:

Your grade in this course will be based on your performance in the following areas:

Attendance	5%
Quizzes (6)	10%
Short Homework Assignments (3)	15%
Media Journals (3)	20%
Midterm Exam #1	15%
Midterm Exam #2	15%
Final Exam	<u>20%</u>
	100%

Required Texts:

- Mark Kesselman, Joel Krieger, and William A. Joseph. 2013. *Introduction to Comparative Politics, 6th Edition*. Wadsworth, Cengage Learning. (Available through Text Rental)

NOTE: From here on referred to as “KKJ”.

- There are a number of additional readings on E-reserves. E-reserves can be accessed either directly from the Library home page or by going to the D2L homepage for this class and clicking on the “E-reserve” link on the very top banner.

Clickers:

We will use “clickers” to do interactive polling and administer quizzes. You are required to lease a clicker for \$8 for the semester. This semester lease fee will be automatically added to your UWSP student bill. You will need your UWSP Student ID to lease a clicker. Clickers are available from the Help Desk, located in the basement of the Library. See the Help Desk website for hours: <http://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx>

Important: Your clicker may be used in any class that requires clickers for the semester.

Returning clickers: Clickers must be returned to the UWSP Help Desk before the end of finals. ***Students with unreturned clickers will be billed a late fee and may be billed the replacement cost of the clicker.***

Course Format: Given that this is an introductory class, much of class time will be devoted to lecture. However, because this class is small we will also have regular opportunities for student discussion and participation. I also welcome your questions at any time. I can assure you that you will learn more if you ask questions and take an active part in class discussions. You should complete the assigned readings *before* coming to class. I design my lectures to build on and complement the reading, so your retention and comprehension of lectures will be increased if you come to class having done the reading. ***If you feel like you are having trouble in the class, please come and see me.***

Short Homework Assignments: There are 4 homework assignments listed on the syllabus, which entail responding to questions on the assigned reading for that day. **Students are required to complete ONLY THREE of these assignments over the course of the semester.** You should do the reading and then take about 20 minutes to write up your answers to the questions, which are on the syllabus. You may type up or write your answers out by hand. Please do **not** write more than a page or two, as these are supposed to be brief assignments. **Responses must be handed in at the start of class on the day the reading is assigned,** as we will use these as a jumping off point for discussion. I will not accept homework assignments by e-mail or previous to or after the class for which they are assigned. Please plan accordingly. These homework assignments will be graded as check (8.5), check/check-plus (9), check-plus (10), or check-minus (7 or less).

Media Journals: Over the course of the semester you will be required to keep a media journal. This entails identifying and reading **at least one** recent news story **on politics** (broadly defined) for each of **THREE** of the countries we are studying and then writing up a short summary and commentary on it. Please note that you only have to complete a media journal for 3 of the 5 countries we are studying. The article(s) should be recent, preferably within the last month, and **not** one that is assigned on the syllabus. Each journal entry should run at least a couple of paragraphs. Your journal entry should **briefly** describe what the story is about and then offer some analysis or commentary on its significance. For example, you might talk about how the story relates to something we have covered in class, the degree to which it reflects change or continuity, or its overall significance. The minimum is one news article per country, but I look favorably on journals that cover two or more recent stories on the same country.

You **must** pick stories from one of the following newspapers or magazines. The first 4 have excellent coverage of international events. The second set may be consulted for stories on particular countries. *The New York Times* and *The Guardian* make it very easy for you to find recent stories on specific countries: from the home page click on “World” and then a specific region and you will see a drop-down box for specific countries. If you want to use a story from a source that is not listed here, please consult with me first.

Acceptable Sources:

- *The New York Times* (www.nytimes.com)
- *The Guardian* (London) (www.guardian.co.uk)
- *The Independent* (London) (<http://www.independent.co.uk>)
- *The Economist* (available in the periodicals section of the library)

Country Specific and Regional Coverage:

- *Speigel online* (Germany) (<http://www.spiegel.de/international>)
- *RT* (Russian pro-government news network) (<http://rt.com>)
- *Moscow Times* (Independent English language newspaper out of Russia) (www.themoscowtimes.com)
- *Al Jazeera* (for coverage of Iran and the Middle East) (<http://www.aljazeera.com/>)
- *Mail and Guardian* (South Africa) (www.mg.co.za)

Due Dates:

Remember that you only have to complete media journals for 3 of the 5 countries. Upload your journal entries to the appropriate D2L dropbox by midnight on the following days:

- Germany 2/11
- Iran 3/30
- Brazil 5/4
- Russia 3/9
- South Africa 4/20

I grade these journals similarly to how I grade the homework assignments. I am not looking for polished papers, but instead engagement with the issues. You do not need to spend a lot of time on these, but make sure to get them done. Find a story or a couple of stories that are of interest to you and then try to explain why they are interesting or significant. As long as you do a competent job on all of them you will receive a B. Higher levels of analysis and ability to relate the stories to course content in meaningful ways will merit higher grades.

Format: You may cover more than one article per country; if you do, group all of your entries on that country in a single file. For all entries: at the top of the page type your name, POLI 160, and Media Journal – Germany, for example. Before you begin your commentary, list the article(s), making sure to include all proper citation information. Please refer to the way I list articles in this syllabus and follow that format. **If the article was found online, make sure to include the URL.** ***Points will be deducted if you fail to list any of the following elements:***

- Author
- Title
- Source (name of newspaper or magazine)
- Date published
- URL (if accessed online)

Quizzes: I will give 6 quizzes over the course of the semester that together will count for 10% of your grade. The quizzes will be given in class using clickers. Each quiz will consist of approximately 9 multiple choice questions. At the end of the semester I will drop each student's lowest quiz score. I will announce quizzes in the preceding class. For example, if I plan to give a quiz on Wednesday, I will announce the quiz in class on Monday of that week. Quizzes generally contain questions both from the assigned reading, as well as recent lectures. Questions appearing on quizzes may also appear on exams.

Make-ups: There will be no make-ups for missed quizzes, *unless* you make arrangements with me ahead of time and have a legitimate excuse.

Exams: The first two midterm exams will have multiple choice and short answer questions. The final exam will have a multiple choice section and one essay question. The dates for all three exams are listed on the syllabus. Exams will cover material from the readings, lecture, class discussions, and movies. I will provide you with study guides at least one week before each exam.

Attendance: Regular attendance is very important for success in this class and will also count for 5% of your grade. I will make note of attendance after each class and will also keep track of attendance using the clickers. In addition to the fact that attendance will count for 5% of your grade, good attendance is essential for the following reasons:

1. Quizzes and homework assignments will be given throughout the semester and will figure into your grade.
2. There will be material covered in lecture and class discussions that is not covered in the readings; you are responsible for both.
3. Your attendance record over the course of the semester *may* also be considered when I calculate final grades.

Academic Integrity: All students are expected to abide by the guidelines for academic integrity contained in the UW System Administrative Code. As a student it behooves you to be well acquainted with these guidelines and to understand what constitutes plagiarism, as violations can result in severe consequences. For the purposes of this class, the basic rule is to do your own work on exams and short writing assignments. I take cheating seriously and will take action if an incident comes to my attention. Please let me know if you are aware of cheating taking place during the quizzes or exams.

The Media Journals and any film extra credits that you do must be uploaded to the class D2L dropbox. The dropbox is connected to the plagiarism detection program, Turnitin.com. **Do NOT cut and paste or copy from someone else!!!** That is plagiarism. If I discover a case of plagiarism, at the very least the student will not receive credit for the assignment.

Current Events: The things we will be studying are directly relevant to much that is taking place in the news. I strongly encourage you (if you do not already do so) to read a major newspaper with good coverage of international affairs on a daily basis (see newspapers listed above). I also encourage you to try listening to National Public Radio (NPR); their news programs are excellent and will keep you up-to-date on current events and important issues, both domestic and international. You can hear NPR news on Wisconsin Public Radio, which has two local radio stations: the Ideas Network at 89.1 FM and News and Classical at 90.9 FM. You can also listen live and access podcasts of previous shows at www.wpr.org.

Classroom Etiquette:

- Turn off your cell phones before coming to class and refrain from eating; drinks are permissible.
- Arriving late or leaving during class is disruptive. Please make every effort to be on time. I take particular offense at students leaving when class is in session. If you come to class, plan to stay for the whole session!!! If you leave in the middle I reserve the right to deduct points from your grade. If you know in advance that you have to leave early, please let me know before class begins.

Communications and Technology:

- There is a **D2L** section set up for this class, which you should access regularly and get accustomed to using. There you will find the syllabus and other materials that you will need as they become available. There is also a news box that I will use to post announcements and reminders. Lecture power points will be posted on the D2L Content page; when possible I will post the power points before class, but I will not be able to do this for every class. Finally, you will upload your media journals to the D2L dropbox.
- In addition, I will be using **Remind 101** in order to communicate with the class. You can choose either to receive my messages as texts on your cell phone or as e-mails. Take a moment to subscribe to Remind 101, so that you do not miss any important communications from me. Instructions for subscribing (this is a free service) can be found on the last page of the syllabus.

Extra Credit:

Over the course of the semester I will announce opportunities for extra credit, such as attending a lecture on campus. Another extra credit opportunity is to watch one of the recommended feature films listed below. For each extra credit activity that you do, you will need to turn in a brief write-up of your reaction to the event or film. Tell me a bit about what you did or saw and offer some commentary. These write-ups will **not** be graded. For each extra credit opportunity that you complete a write-up on, you will get an extra point added to either a quiz score or a homework or media journal grade. For example, if you received an 8 on a quiz, then the extra credit point will bump that up to a 9. For event write-ups, please turn in a hard copy to me in class (either typed or hand written is fine); film write-ups need to be uploaded to the appropriate dropbox.

Extra Credit Films

German:

- “Good-bye Lenin!” – Taking place in 1990 right after the fall of the Berlin Wall, this funny film is about a son’s attempt to shield his fragile mother, who has just emerged from a long coma, from the realization that her beloved country of East Germany is no more. Available at IMC.

Iranian:

- “Persepolis” – Based on the graphic novel of the same name, this animated feature film is about a young girl growing up in Iran during the Iranian Revolution. Available at IMC.

South African:

- “Mandela: Long Walk to Freedom” – A British feature film on Nelson Mandela’s life based on his autobiography of the same name. Available at video rental stores.
- “Invictus” – A wonderful U.S. film on Nelson Mandela and how he used the Rugby World Cup in 1994 to build national unity after the end of apartheid. Mandela is played wonderfully by Morgan Freeman. Available at IMC.
- “District 9” – South African futuristic sci-fi film with strong parallels to apartheid. Available at IMC.

Brazilian:

- “Central Station” – A Brazilian film about a homeless child. Beautiful and moving. Nominated for Academy Award for Best Foreign Film. Available at IMC.
- “City of God” – Film takes place in a Brazilian *favela* (slum) in Rio and deals with issues of drugs, violence, and poverty. Available online through Films on Demand; find the link on the Library Homepage.
- “Neighboring Sounds” – A relatively recent Brazilian film that looks at middle class life today and the echoes of history that still haunt modern Brazil. UWSP does not own it, but it has been available on Netflix.

Class Schedule and Reading Assignments

Week 1 – Introduction to the Course & Democracy

1/21 – Introduction to the course

1/23 – Dahl’s criteria for a democratic process

Readings:

- KKJ, Ch. 1, pp. 4-11, and 30-33 (Note: Read for better understanding of comparative politics, but you do not need to master all the terms contained herein yet. We will come back to many of them later.)
- Robert Dahl. 1998. *On Democracy*. Yale University Press, Chs. 4 & 8 (E-reserves)

***Homework assignment #1 on Dahl:**

(Note: Write for no more than 20 minutes; this is meant to be brief):

Look at **Dahl’s** 5 conditions for a democratic process on p. 38 and respond to these two questions:

1. When did the U.S. become a modern representative democracy (or polyarchy)? NOTE: International students may write about their own country in relation to Dahl.
2. In what ways does U.S. democracy today or your own governmental system meet Dahl’s 5 conditions? Where does it fall short?

Week 2 – German Political Development: From Fascism to Democracy

1/26 – Germany’s Late Political Development

Reading: KKJ, Ch. 4, pp. 140-146 (ending at “The Third Reich”)

1/28 – Fascism

Readings:

- KKJ, Ch. 4, pp. 146-148 (ending at “A Divided Germany”)
- Michael Sodaro. 2008. *Comparative Politics*. McGraw Hill. “Fascism”, pp. 322-325 (E-reserves)

1/30 – Building Democracy in Germany

Readings:

- KKJ, Ch. 4, pp. 148-152.
- Nicholas Kulish. “Decades of German Pacifism Yield to Bigger Military Role.” *NYT*, Jan. 5, 2013. (E-R)
- Kate Connelly. “Promoting tolerance in Germany could define Angela Merkel’s leadership.” *The Guardian*, January 16, 2015. (E-R)

Week 3 – Germany’s Political Economy and Institutions

2/2 – Germany’s Social Market Economy

Readings:

- KKJ, Ch. 4, Section 2, pp. 152-161.
- John Studzinski. “Germany is right: There is no right to profit, but the right to work is essential.” *The Guardian*, February 5, 2013. (E-reserves)

2/4 – Introduction to Political Institutions and Electoral Systems

Reading: Michael Sodaro. 2008. *Comparative Politics*. McGraw Hill, pp. 207-216. (E-reserves)

2/6 – Germany’s Constitutional Structure and Electoral System

Reading: KKJ, Ch. 4, pp. 162-172 (Note: Skip section on “Other State Institutions”, pp. 166-169)

Week 4 – Parties and Elections in Germany

2/9 - German Political Parties Mock Campaign

Readings:

- KKJ, Ch. 4, pp. 173-181. NOTE: For each of the 5 major German parties you should know the main facts about their origin and their general ideological orientation.
- Dirk Kurbjuweit. “The Merkel Effect: What Today’s Germany Owes its Once-Communist East.” *Speigel Online International*, October 2, 2014. (E-reserves)
- Read up on recent stories on German political parties and the 2013 Federal Election on the Speigel Online International Website. Go to their “German Election” page:
http://www.spiegel.de/international/topic/german_election_blog/

2/11 - German Election Simulation

***DUE: MEDIA JOURNAL ON GERMANY. UPLOAD BY MIDNIGHT.**

2/13 – Coalition Formation in a Parliamentary System

Reading: KKJ, Ch. 4, pp. 181-186.

Week 5 – Female Representation and Midterm Exam #1

2/16 – Electoral Systems and Female Representation in Government

Readings:

- Anne Phillips. “The Representation of Women.” In *Democracy Sourcebook*. (E-reserves)
- Pippa Norris. “The Impact of Electoral Reform on Women’s Representation.” In *Annual Editions, Comparative Politics 13/14*, edited by Fiona Yap & Ryan Gibb. McGraw Hill, 2014: pp. 139-147. (E-R)
- Tali Mendelberg and Christopher F. Karpowitz. “More Women, but Not Nearly Enough.” *New York Times*, November 8, 2012. (E-reserves)
- Jennifer Steinhauer. “Women in Senate Confront Military on Sex Assaults.” *NYT*, June 2, 2013. (E-R)

***Homework assignment #2:** (Note: Write for no more than 20 minutes; this is meant to be brief):

Based on the readings, **answer 2** of the following questions:

1. What are some of the reasons given by **Phillips and/or Norris** to explain the underrepresentation of women in politics? (Mention a few factors)
2. Do you agree with the authors that underrepresentation is a problem? Why or why not? Make sure to address the arguments made by **Phillips and/or Mendelberg and Karpowitz**. Finally, how does the **Steinhauer** article relate?
3. **Norris** suggests that today the main point of contention is not so much whether underrepresentation (women being just one group among others that experience this) is a problem, but instead what are the “most effective and appropriate ways” to increase representation of underrepresented groups in legislatures. What role do electoral systems and quotas play in this regards? Would you favor electoral reform and/or the use of quotas in order to address underrepresentation?

2/18 – Exam Review

2/20 – **MIDTERM EXAM #1**

Week 6 – Russian Political Development

2/23 – From Tsarism to the Bolshevik Revolution

Reading: KKJ, Ch. 8, pp. 332-336 (ending at “The Stalin Revolution)

2/25 – Soviet Communism

Readings:

- KKJ, Ch. 8, pp. 336-339
- Michael Sodaro. 2008. *Comparative Politics: A Global Introduction*. McGraw Hill. Pp. 315-321 (ending at “Socialism in the Developing World”) (E-reserves)

2/27 – The Fall of Communism

Reading: KKJ, Ch. 8, Section 2, pp. 339-343

Week 7 – Russian Political Economy and Institutions

3/2 – Russia’s Turbulent Transition to a Market Economy

Reading: KKJ, Ch. 8, Section 2, pp. 343-352

3/4 – Russia’s Political Institutions

Readings:

- KKJ, Ch. 8, Section 3, pp. 352-369 (ending at “Political Culture, Citizenship, and Identity”)
- David Herszenhorn. “Putin Orders Change in Election Rules.” *New York Times*, Jan. 2, 2013. (E-R)

3/6 – Domestic Politics in Putin’s Russia

Readings:

- KKJ, Ch. 8, pp. 369-381
- Denis Volkov. “The Protestors and the Public.” *Journal of Democracy*, Vol. 23, No. 3 (July 2012): pp. 55-62. (E-reserves)
- Ellen Barry. “Russian Lawmakers Aim at Foreign Cars, Films and Schooling in Patriotic Purge.” *New York Times*, Jan. 13, 2012. (E-reserves)

Week 8 – From Putin’s Russia to Iran

3/9 – Putin’s Ideology

Readings:

- Mark Galeotti and Andrew S. Bowen. “Putin’s Empire of the Mind: How Russia’s president morphed from realist to ideologue – and what he’ll do next.” *Foreign Affairs*, May/June 2014: 16-19. (E-reserves)

***DUE: MEDIA JOURNAL ENTRY ON RUSSIA. UPLOAD BY MIDNIGHT.**

3/11 – Russia and the West Today

Readings:

- John J. Mearsheimer. “Why the Ukraine Crisis is the West’s Fault: The Liberal Delusions that Provoked Putin.” *Foreign Affairs This Week*, September 2014. (E-reserves)
- Mary Elise Sarotte. “A Broken Promise? What the West Really Told Moscow About NATO Expansion.” *Foreign Affairs*, September/October 2014. (E-reserves)

3/13 – Iran’s Historical Development

Readings:

- KKJ, Ch. 13, pp. 578-584
- Stephen Kinzer. “New President Hassan Rouhani makes the unimaginable imaginable for Iran.” *The Guardian*, August 3, 2013. (E-reserves)
- Saeed Kamali Dehghan and Richard Norton-Taylor. “CIA admits role in 1953 Iranian coup.” *The Guardian*, August, 19, 2013. (E-reserves)

March 14-22 – Spring Break – Enjoy!!!

Week 9 – Islamic Republic of Iran: Origins and Ideology

3/23 – Political Islam & the Iranian Revolution

Readings:

- KKJ, Ch. 13, pp. 585-591 & “Society and Economy” pp. 594-598.
- Watch the 5-minute audio slide show on The Guardian website on the significance of the Iranian Revolution. You will find the link on e-reserves under: Ian Black and Jim Powell. “The Iranian revolution: '30 years on, its legacy still looms large’”. *The Guardian*, February 2, 2009. (E-reserves)

3/25 – Women and the Islamic State

Readings:

- Azar Nafisi. *Reading Lolita in Tehran*. Random House, 2003: 3-18 & 55-77. (E-reserves)
- Carol Ann Drogus and Stephen Orvis. “Case Study: Iran: Social Gains, Political and Cultural Restrictions, and Islamic Feminism.” In *Introducing Comparative Politics: Concepts and Cases in Context*. CQ Press, 2009: 514-517. (E-reserves)

*Homework assignment #3:

(Note: Write for no more than 20 minutes; this is meant to be brief):

Based on *Reading Lolita in Tehran* respond to question #1 and either #2 or #3:

1. What is Nafisi describing in this book, and why is it subversive?

AND

2. Recount an event described in this book and convey your reaction to it.

OR

3. What did this reading teach you about authoritarianism?

3/27 – Political Institutions & Power in Islamic Republic of Iran

Readings:

- KKJ, Ch. 13, Section 3, pp. 599-608 (Note: Skip sections on “Subnational Government” & “Semipublic Institutions”, pp. 605-606)
- Ali Reza Eshraghi and Amir Hossein Mahdavi. “Iran: how 'Ayatollah Ali Khamenei's candidate' lost the election.” *The Guardian*, July 4, 2013. (E-reserves)
- Economist – Special Report on Iran. “Domestic Politics: Rush to the Centre.” *The Economist*, Nov. 1, 2014. (E-reserves)

Week 10 – Iranian Domestic and International Politics Today

3/30 – Iranian Politics and Society: Between Reform and Reaction

Readings:

- KKJ, Ch. 13, Sections 4 & 5, pp. 609-618
- Saeed Kamali Dehghan. “Hassan Rouhani sworn in as president of Iran, urging moderation and respect.” *The Guardian*, August 4, 2013. (E-reserves)
- Saeed Kamali Dehghan. “Iranian President’s Reformist Agenda: ‘One cannot live in a quarantine.’” *The Guardian*, July 26, 2013. (E-reserves)
- Economist – Special Report on Iran. “The Revolution is Over.” *The Economist*, Nov. 1, 2014. (E-R)
- Economist – Special Report on Iran. “Religion: Take it or Leave it.” *The Economist*, Nov. 1, 2014. (E-R)

***DUE: MEDIA JOURNAL ON IRAN. UPLOAD BY MIDNIGHT.**

4/1 – Iran and the World Today: Nuclear Negotiating

Readings:

- Economist–Special Report on Iran. “Prospects: We shall overcome, maybe.” Nov. 1, 2014. (E-R)
- Saeed Kamali Dehghan. “Iran's political prisoners plead with Obama to end 'crippling' US sanctions.” *The Guardian*, August 13, 2013. (E-reserves)

4/3 – Exam Review

Week 11 – Midterm #2 & South Africa

4/6 - MIDTERM EXAM #2 – Russia and Iran

4/8 – South Africa: Colonialism and Apartheid

Reading: KKJ, Ch. 11, pp. 480-488 (end at “S.A. Miracle”); & “Apartheid Economics”, pp. 493-494.

4/10 – South Africa’s Negotiated Transition

Reading: KKJ, Ch. 11, pp. 488-493; & “South Africa and the International Political Economy”, pp. 498-499.

Recommended: Photo essay on Soweto Township today by John Edwin Mason. “A Microcosm of the New South Africa.” *NYT*, Nov. 9, 2012. (E-reserves)

Week 12 – South Africa: Addressing the Legacies of Apartheid

4/13 – Truth and Reconciliation: Addressing Apartheid’s Human Rights and Racial Legacies

IN-CLASS MOVIE: “Long Night’s Journey into Day”

Reading: KKJ, Ch. 11, “Political, Culture, Citizenship, and Identity”, pp. 514-515

4/15 – South African Political Institutions: From Powersharing to ANC Dominance

Readings:

- KKJ, Ch. 11, Section 3, pp. 499-503; and Section 4, pp. 508-516.
- Steve Mufson, and Sudarsan Raghavan. “After Mandela’s death, ANC faces growing risk of losing power in South Africa. *Washington Post*, January 2, 2014. (E-reserves)
- Lydia Polgreen. “South Africa’s Zuma, Tested by Mining Crisis, Faces Scandal Close to Home.” *New York Times*, October 23, 2012. (E-reserves)

4/17 - Addressing Apartheid’s Economic Legacies

Readings:

- KKJ, Ch. 11, “Society and Economy”, pp. 494-498
- Ronnie Kasrils. “How the ANC’s Faustian pact sold out South Africa’s poorest.” *The Guardian*. June 23, 2013. (E-reserves)
- Elke Zuern. “Why protests are growing in South Africa.” *Current History*, Vol. 112, No. 754 (May 2013). (E-reserves)

***Homework assignment #4:**

(Note: Write for no more than 20 minutes; this is meant to be brief):

After reading the Kasrils and Zuern articles, respond to the following questions:

1. What is the nature of the “Faustian pact” described by Kasrils?
2. How would you explain the rise of protests in South Africa?
3. If you were a member of the ANC, would you argue for changes in economic policy? Name one or two key changes you would advocate.

Week 13 – From South Africa to Brazil

4/20 – Current Challenges and Future Prospects for the Rainbow Nation

Readings:

- KKJ, Ch. 11, Section 3, pp. 503-508 (Note: skip “Subnational Government”); & Section 5, pp. 516-520
- Sean Jacobs. “After Nelson Mandela, what next for South Africa?” *The Guardian*. July 4, 2013. (E-R)
- Lydia Polgreen. “Killing of Strikers Alters South Africa Politics.” *NYT*, August 16, 2013. (E-R)

***DUE: MEDIA JOURNAL ENTRY ON SOUTH AFRICA. UPLOAD BY MIDNIGHT.**

4/22 – Introduction to Brazil: Colonialism’s Long Shadow

Readings:

- KKJ, Ch. 9, pp. 386-391 (ending at “The Rise of Bureaucratic Authoritarianism”)
- *Economist*. “Race in Brazil: Affirming a Divide.” Jan. 28, 2012. (E-reserves)

4/24 – From Military Rule to Democracy

Readings:

- KKJ, Ch. 9, pp. 391-399 (up to “The Fiscal System”)
- Simon Romero. “Leader’s Torture in the ‘70s Stirs Ghosts in Brazil.” *NYT*, August 4, 2012. (E-R)

Week 14 – Brazil and the Promise of Democracy

4/27 – Lula and the Worker’s Party

In-class MOVIE SCREENING: “Lula’s Brazil” (Part 1)

Readings:

- KKJ, Ch. 9, “Society and Economy”, pp. 400-403; & “The Policy-Making Process”, pp. 413-414.
- Tina Rosenberg. “To Beat Back Poverty, Pay the Poor.” *NYT*, January 3, 2011. (E-reserves)
- Camila Nobrega. “Bolsa-Familia: template for poverty reduction or recipe for dependency?” *The Guardian*, November 5, 2013. (E-reserves)

4/29 – Addressing Poverty and Inequality in Brazil

In-class MOVIE SCREENING: “Lula’s Brazil” (Part 2)

Readings: KKJ, Ch. 9, “Interests, Social Movements, and Protest,” pp. 423-425 (ending at Section 5)

5/1 – The PT in Power from Lula to Dilma - Accomplishments and Challenges

Readings:

- KKJ, Ch. 9, “Brazil in the Global Economy,” pp. 403-406
- Berk Ozler. “Lessons from Brazil’s War on Poverty.” *FiveThirtyEight.com*, July 2, 2014. (E-reserves)
- Vincent Bevins. “Brazil Education Standards Contribute to Learning Crisis.” *Los Angeles Times*, November 17, 2012. (E-reserves)

Week 15 – Brazilian Political Institutions and Current Politics

5/4 – Brazil’s Political Institutions & Party System

Readings:

- KKJ, Ch. 9, pp. 406-409 (up to “The Bureaucracy”); Section 4, pp. 414-420 (ending at “Political Culture, Citizenship, and Identity)
 - S. Romero. “Where Daniel the Cuckhold and Zig Zag Clown Vie for Office.” *NYT*, Sept. 16, 2012. (E-R)
- *DUE: MEDIA JOURNAL ENTRY ON BRAZIL. UPLOAD BY MIDNIGHT.**

5/6 – Politics in Brazil Today: Mega-sporting Events, Protest, and the 2014 Elections

Readings:

- KKJ, Ch. 9, Section 5, pp. 425-430
- David Zirin. “Mass World Cup Protests Rock Brazil.” *The Nation*, June 18, 2013. (E-reserves)
- Joao Feres Junior and Fábio Kerche. “Social Unrest and Political Reform in Brazil.” *NACLA*, July 4, 2013. (E-reserves)

5/8 – Conclusions and Review for Final Exam

FINAL EXAMS:

Section 1: Monday, May 11th, 12:30-14:30, CCC 234

Section 2: Tuesday, May 12th, 14:45-16:45, CCC 234