Introduction to Comparative Politics: Political Science 106
University of Wisconsin, Madison
Fall 2013

All-Class Meetings Tuesdays/Thursdays, 9:30-10:45am, Sterling 1310
Go to Learn@UW for more course information

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Office Hours: T, R 11-12
Sections: 302, 303, 313

Course description and objectives

This course is an introduction to the comparative politics subfield of political science, and will focus on comparing the government and politics in selected countries around the world. Prompted by real-world events and puzzles, comparativists investigate broad theoretical questions such as: How and why do countries become democracies (or not)? What are different ways that states organize politics, i.e., how do they differ in terms of party systems, electoral rules, presidential powers, etc.? What is the relationship between the economy and the political system? And, what kind of social identity groups (e.g. ethnic groups, religious movements, or nationalities) matter for politics in different countries?

We will spend about half of the semester studying key theoretical concepts, and the final half studying domestic politics and institutions in five countries in depth: the United Kingdom, South Africa, Mexico, Russia, and China. These represent many regions of the world and range from authoritarian and communist regimes to newly democratic states and long-established democracies. A key objective of the course is to give students grounding in the basic tools of comparative political analysis so that they can better understand world events and politics in foreign countries.

This class does not have a traditional lecture/discussion section format followed by multiple-choice exams. Indeed, there are no exams! Instead we have group-based writing and presentation assignments as well as an individual research paper. Through these assignments this course will address several "essential learning outcomes" of the LEAP initiative (http://www.aacu.org/leap/vision.cfm), which include:

• Knowledge of Human Cultures and the Physical and Natural World
• Intellectual and Practical Skills
• Personal and Social Responsibility
• Integrative Learning

Students' knowledge of human cultures will be enhanced by their exploration of politics, society,
and the economy in different countries around the world. The course assignments are aimed at developing intellectual and practical skills, including analysis, critical and creative thinking, information and technological literacy, written and oral communication, and teamwork. We will enhance our sense of responsibility through debates that build on ethical reasoning and intercultural knowledge. Last but not least, a course paper that draws on theoretical concepts, country experiences, and library research is aimed at achieving an integrated learning experience.

Course requirements

The course will be divided into two types of meetings: all-class 75-minute meetings on Tuesdays and Thursdays from 9:30-10:45, and 50-minute weekly section meetings.

All-class meetings:
These meetings will be divided into two parts:

• For the first 55 minutes we will do an integrative group activity, with a few exceptions for visiting speakers.
• Following that, I will give a 15-20-minute overview discussion of the material to be covered in the next class. This time will be used to highlight points for consideration in the readings; more extensive lecture slides will be available online and students can review them after class.

There will be three types of integrative activities for the all-class meetings:

• Group presentations that link course material with current events articles (each student participates in 1)
• Team debates about concepts in the course material (each student participates in 1)
• Short papers written in teams to address questions in course material (each student participates in writing 4 papers, each time in a group of 4 students)
• Some sessions will have discussion of written comments & questions brought to class by each student; these are counted in the participation grade

Section meetings:
The section meetings will focus exclusively on helping students write a 2500 word (6-7 single-spaced pages) research paper. Different topics will be covered each week and 4 preliminary parts of the paper will be due at various points in the semesters. There will also be a presentation of the paper at the end of the semester by each student in sections.

Grading

The final grade is based on the following components:

Reading, preparation and participation in all-class (7.5%) and section (7.5%) meetings: 15 %
One in-class group presentation linking concepts with current events 7.5 %
One in-class team debate 7.5 %
Four short response papers, written in teams (5% each) 20 %
Research paper (4 parts x 5% +25% final version +5% presentation in section) 50 %

Total: 100 %

All grades based on in-class work will be posted on Learn@UW each week. Thus, you can track your grade throughout the semester.
**Reading, Preparation, and Participation in all-class and section meetings:**

- This is a presentation and discussion-based class and active participation is essential. Mere attendance is not full participation. Active participation means being prepared by doing the reading and thinking about the material so that you can ask and answer questions related to the course material in class.
- Absences will only be excused due to religious conflicts or medical issues; contact the teaching staff as soon as possible, should a medical issue or religious conflict arise.
- Students are expected to attend for the full class period; arriving late or leaving the room during class without a good reason will result in a lowered participation grade for the day.
- It is acceptable to use a laptop in class to take notes, but engaging in other activity unrelated to the course during class will result in a lowered participation grade for the day.
- Sections do not meet the first week of class.
- Some section meetings will require short written assignments for discussion in class, in addition to the written assignments related to the parts of the research paper.
- TAs will take attendance at all meetings and note the level and quality of each student's participation.

Grading scheme for all-class participation (individual grade):

- A = Attended and actively participated (e.g. raised questions, and *seemed in command of readings and material*).
- B = Attended and attentively listened or participated in course activities, and turned in required assignments.
- C = Attended but was inattentive to course activities.
- F = Did not attend.

Grading scheme for section participation (individual grade):

- A = Attended and actively participated (e.g. raised hand, and *seemed in command of readings and material*).
- B = Attended *and spoke* at least once, but without evidence of preparation, and turned in required assignments.
- C = Attended but did not speak or turn in required assignments.
- F = Did not attend.

Note that there is no "D" reflecting the large gap between attending and not attending. Also, there are no A/B or B/C grades, but those liminal grades will appear in the final course grades. Finally, it is not feasible for all students to speak in the all-class meetings each time; hence grading rubrics reflect different expectations for small discussion and all-class meetings.
In-class group presentations connecting concepts to a current event:

Students will work in groups of approximately 5 students to prepare a 10-minute slide presentation, which connects a central concept from the readings to a current event article.

- Groups and presentation topics and dates will be set in the first week of class.
- During the semester there will be 8 all-class meetings with such presentations, with three presentations per meeting, plus one extra-credit practice presentation session at the beginning of the semester. Each student will participate in 1 (not counting the extra credit option).

Articles:

- Groups should meet during the week before their presentation to select an article.
- Students should discuss the article with the designated TA or email the TA a link to the article with a short description of how it connects to the topic(s) covered in the readings.
- The current events article used in the presentation should be posted by the day before at noon on Learn@UW under the "communications"/"discussion" tabs.
- All students should read the current events article before class

Slides:

- There should be at least 4 slides (but groups may add one additional slide):
  1. Title and names of all students in the group;
  2. Discussion points from the course readings;
  3. Discussion points from the article;
  4. 2-3 discussion questions; these questions should be orally posed to the class at some point during the presentation, and can also be included at the end of the earlier slides.
- Slides are due at least one hour before class (by 8:30 am), posted also on Learn@UW
- Students are free to use PowerPoint, Pages, or other software for the presentation.
- A designated TA is available to discuss slide and presentation tips during office hours.

Grading scheme for group presentations (group grade):

- A = Current event discussion was well integrated with course material, and audience was engaged in discussion of the presentation material.
- B = Presentation demonstrated good command of course material and article, and all students in the group participated.
- C = Presentation included a current events article and topic from course material and consisted of 3-5 slides.
- F = Did not attend or participate in a presentation (can be given to specific individuals and can differ from the group grade).

- Presentations will be marked down one grade if the article is not posted by noon the day before class; 2 grades down if not posted before class.
- Presentations will be marked down one grade if the presentation slides are not posted by 8:30 on class day.
- Presentations with a significant number of grammatical or spelling errors will be marked down one grade. Make sure to proofread.
**In-class team debates:**

Students will work in groups of approximately 3-4, as one of two teams in preparation for a 20-minute debate. Teaching staff will provide the debate topic and questions in advance, and each team will prepare a short memo in outline form in advance of the debate, and conduct an actual debate in class.

- Debate topics, dates, and teams will be set in the first week of class. Each student will do one.
- Over the course of the semester there will be 8 all-class meetings with debates, with two debates (on different questions), consisting of two teams each, per meeting, plus one extra-credit practice debate at the beginning of the semester.

**Debate Memos**

- Memos should respond to the debate question and take up the position assigned to the team.
- Teams should meet before their debate to prepare and to write their team's memo.
- Memos should be 2 single-spaced pages, in outline (bullet point form), divided into 4 sections: an opening statement (summarizing the argument), followed by three arguments in support of the position. Use 12-point font, single-space, and 1-inch margins.
- Memos should concisely list key points from the readings in support of the team's position.
- Memos should be posted as PDFs by the start of class on Learn@UW under the "assignments"/"dropbox" tabs. They will be made viewable to all students after class.
- Teams are encouraged to discuss their memo with the designated TA during office hours.

**Debates**

- Each debate will have a moderator from one of the teaching staff to keep time, and will start with opening statements followed points and counterpoints:
  - Opening statement: 2 minutes each side
  - Argument one: 2 minutes each side
  - Argument two: 2 minutes each side
  - Argument three: 2 minutes each side
  - Closing statement: 1 minutes each side
- Students will be cut off after their statement/argument time is up.

**Grading scheme for team debates (group grade):**

A = Debate team made a persuasive case based on course material, and audience was engaged in discussion of the presentation material

B = Debate presentation demonstrated good command of course material, all students on the team participated, and all students kept within the allotted time limits.

C = Memo included key points from course material in support of the team's position.

F = Did not attend or participate in a debate (can be given to specific individuals and can differ from the group grade)

- Late memos will be marked down one grade if not posted by class time; 2 grades down if not posted by 9 am the day after class.
- Memos with a significant number of grammatical or spelling errors will be marked down one grade. Make sure to proofread.
Group written response papers:

Students will work in teams of four in preparation of short critical review papers that will serve as the basis for class discussion, for four of the in-depth country cases (UK, Mexico, South Africa and Russia)

- Teams will be set in the first week of sections. Each student will do four papers.
- During the semester there will be 4 all-class meetings with discussion of the papers.

Papers
- Teams should meet before their paper is due to prepare and write the paper.
- Papers should be based on assigned articles related to countries (but can also use material from the casebook), and must include discussion of all articles for the week, though there does not have to be an equal amount of space for each reading.
- In the papers, students should raise points for discussion, and note positive or negative aspects of the authors' arguments, not just summarize the arguments.
- All papers should have three parts:
  1. The first part, approximately 75%, should engage with the readings and provide an overview of the key arguments which demonstrates that you understand the material and that you are able to figure out what are the key points.
  2. The second part, approximately 25%, should be a focused paragraph at the end which is explicitly your team's own analysis of something in the readings. This is a place for you to do your own analysis, which may depart from the authors' views, but should nonetheless engage with the readings.
  3. The third part consists of two discussion questions at the end.
- The paper should be approximately, but no longer than 1000 words (approximately 2+ single-spaced pages), and include page numbers and a word count at the top next to the names of all team members. Use 12-point font, single-space, and 1-inch margins.
- Teams are encouraged to discuss their paper with their TA during office hours.
- Papers are to be completed the day before the class meeting and posted as PDFs on the Learn@UW website by 12:00 PM (on Mondays or Wednesdays before class) under the "communications"/"discussion" tabs.
- One copy of the paper should be printed and brought to class; papers will be exchanged with other groups and discussed in class.

Grading scheme for group response papers (group grade):

A = Raised interesting or innovative points, provided coherent connections between readings, made a persuasive case in the focus paragraph, and paper is free of typos or other errors.
B = Accurately captured key aspects of the main arguments of the readings, included one focused paragraph on an aspect of the readings, & provided relevant discussion questions.
C = Discussed some aspect of the readings and provided discussion questions, without egregiously inaccurate or incomplete discussion of readings or missing questions.
F = Did not participate in writing or turn in a paper (can be given to specific individuals and can differ from the group grade).

- Late papers will be marked down one grade if not posted by 12:00 pm the day before class, 2 grades down if not posted by 8:30 am on the day of class.
- Papers with a significant number of grammatical or spelling errors will be marked down one grade. Make sure to proofread.
Research Paper

This is an individual assignment and the goal is to connect the theoretical material from the first half of the course with the case studies, while learning skills to write a research paper. Section meetings will be entirely devoted to working on these papers, and two all-class meetings will also focus on aspects of the paper though visits from Writing Center staff and the Library.

Students will choose at least one of the five case-study countries (Russia, Mexico, China, South Africa and the United Kingdom) and one of the theoretical topics covered in the beginning part of class (e.g. topics of the chapters in the main textbook), and write a paper focusing on the chosen theoretical topic in the chosen country or countries.

• The paper should advance an argument, which could be a causal claim (e.g. why something happened, such as why South Africa democratized) or can analyze a concept in light of empirical evidence (e.g. is South Africa a democracy according to established definitions of democracy).

• The paper must use 3 sources that were found in the UW-Madison library system, at least one of which must be a book or other printed, non-electronic, source.

• For all parts of the paper, include:
  o Your name and section on every document you turn in, in the text and in the electronic file title (e.g. "Smith302Part1.pdf," not "part1.pdf");
  o Paper title and date;
  o Page numbers;
  o Use 1-inch margins and single-space.

• All students are encouraged to meet with their TA to discuss this paper before the first assignment is due, i.e. before October 7th.

• Students should also explore resources at the Writing Center (http://writing.wisc.edu).

Due dates for parts of the research paper (all should be posted as PDF on Learn@UW):

• Oct. 7, 9:00 am, Part 1
  o Must include: Title, research question, theoretical topic and country choice
  o No longer than 1 single-spaced page (approx. 400 words)

• Oct. 14, 9:00 am, Part 2, Sources section
  o Must include 3 properly cited sources from the UW-Madison library
  o One sentence following each source to explain why it is useful for the paper
  o At least one source must be a printed source not available electronically

• Oct. 28, 9:00 am, Part 3, Summary of research question/argument section
  o No longer than 1 single-spaced page (approx. 400 words)

• Nov. 11, 9:00 am, Part 4, Summary of evidence section
  o No longer than 1 single-spaced page (approx. 400 words)

• Nov. 27, 12:00 pm, full research paper
  o No longer than 2500 words (approximately 6-7 single-spaced pages), including citations; include word count at top

• Week of Dec. 2 and Dec. 9, Paper presentations and discussion of papers
  o Papers will be arranged into panels of 3-4 papers.
  o All students will give a 5-minute presentation based on their papers.
  o No slides necessary.
Other course policies

Disability accommodations:
People with disabilities will be fully included in this course. Please inform the teaching staff if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be strictly maintained. Certain accommodations may require the assistance of the McBurney Disability Office on campus. The McBurney Disability Resource Center can be reached at (608) 263-2741 or via email at mcburney@odos.wisc.edu.

Contacting the teaching staff:
• Feel free to talk with Prof. Herrera before or after class, go to her office hours, or send her an email.
• You should be in regular contact with your TA during sections; if you need further assistance from your TA, go to office hours or contact your TA via email.

Extra Credit Opportunities
• Practice current events group presentations and debates in the 2nd week of class.
• Occasional social science research projects involving surveys (usually online).
• 1-page response papers to films for the country case studies.
• Participation is voluntary but students who agree to participate can receive an extra ½ percent of the final grade point total.

Course readings
The following books are required and are referred to in the syllabus as either "Textbook" or "Casebook," as noted in brackets below.
• These two books can be purchased as a bundled pack at a substantial discount.
• In addition an Ebook Downloadable Version or an Online version are also available and cost much less than the paperback versions. See the Norton website:
  • http://books.wwnorton.com/books/detail-formats.aspx?ID=4294969452 (textbook)
  • http://books.wwnorton.com/books/detail-formats.aspx?ID=4294969450 (casebook)
• Note that these eBooks may be Flash-based and hence might not work on the iPad, iPhone, iPod Touch, and some Android devices.
• The books also available at the Reserve Section of the Helen C. White College library.
• For supplementary information on the books, see the Norton study space:

In addition to these books, there are some assigned articles available on the Learn@UW course website.

Lecture notes will also be posted on the course website (at Learn@UW).
Class schedule and readings

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<thead>
<tr>
<th>All-Class Meetings</th>
<th>Section Meetings</th>
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<tbody>
<tr>
<td>#1. Tues., Sept. 3</td>
<td>Week of Sept. 1</td>
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<tr>
<td><strong>Introduction to the course</strong></td>
<td><strong>No section meetings</strong></td>
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<tr>
<td>• No readings assigned.</td>
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<td>#2. Thurs., Sept. 5</td>
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<tr>
<td><strong>What is Comparative Politics?</strong></td>
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<tr>
<td>• Textbook: ch. 1, Introduction, pp. 2-25.</td>
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<tr>
<td>• Casebook: ch. 1, Introduction, pp. 3-37.</td>
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<tr>
<td>All students bring one comment and one question to class, hand-written or printed out</td>
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<tr>
<td>• Sign up for current events presentations and debates</td>
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<td>#3. Tues., Sept. 10</td>
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<tr>
<td><strong>States</strong></td>
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<tr>
<td>• 3 current events articles (posted on Monday)</td>
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<tr>
<td>Current Events Presentations <strong>[extra credit]</strong></td>
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<td>#4. Thurs., Sept. 12</td>
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<tr>
<td><strong>Nations and Society</strong></td>
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<tr>
<td>• Textbook: ch. 3, Nations and Society, pp. 56-89.</td>
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<tr>
<td>Debates <strong>[extra credit]</strong></td>
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<td>#5. Tues., Sept. 17</td>
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<tr>
<td><strong>Political Economy 1: Types of Economic Systems</strong></td>
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<tr>
<td>• Textbook: ch. 4, Political Economy, pp. 90-125.</td>
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<tr>
<td>All students bring one comment and one question to class, hand-written or printed out</td>
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<td>#6. Thurs., Sept. 19:</td>
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<td><strong>Political Economy 2: The Economy and the State</strong></td>
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<td>Debates (#1)</td>
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<td>Week of Sept. 16</td>
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<td>• Discussion of how to choose theoretical topics &amp; cases, and how to formulate a research question</td>
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<td>All-Class Meetings</td>
<td>Section Meetings</td>
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<td><strong>#7. Tues., Sept. 24</strong></td>
<td>Week of Sept. 23</td>
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<tr>
<td><strong>Democracy 1: Principles and Origins</strong></td>
<td><em>Discussion of analysis</em></td>
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<tr>
<td>• Textbook: ch. 5, Democracy, pp. 126-161.</td>
<td>◦ Evaluating evidence</td>
</tr>
<tr>
<td>• Levitsky, Steven, and Lucan A. Way. 2010. &quot;Why Democracy Needs a Level Playing</td>
<td>◦ Citation vs. analysis</td>
</tr>
<tr>
<td>Field,&quot; <em>Journal of Democracy</em> 21:1 (January), 57-68.</td>
<td>◦ Opinion vs. analysis</td>
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<tr>
<td>• 3 current events articles (posted on Monday)</td>
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<tr>
<td>Current Events Presentations (#1)</td>
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<td><strong>#8. Thurs., Sept. 26:</strong></td>
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<tr>
<td><strong>Writing center visit</strong></td>
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<td>• In-class activity TBA</td>
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<td><strong>#9. Tues., Oct. 1</strong></td>
<td>Week of Sept. 30</td>
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<tr>
<td><strong>Non-Democratic Regimes</strong></td>
<td><em>Discussion of academic sources and citation of sources</em></td>
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<tr>
<td>• Textbook: ch. 6, Non-Democratic Regimes, pp. 162-191.</td>
<td>◦ What constitutes a source</td>
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<td>• 3 current events articles (posted on Monday)</td>
<td>◦ Academic vs. other sources</td>
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<tr>
<td>Current Events Presentations (#2)</td>
<td>◦ Guides for citation</td>
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<tr>
<td>Debas (2)</td>
<td>◦ Digital reference programs (refworks, endnote, etc.)</td>
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<td><strong>#10. Thurs., Oct. 3</strong></td>
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<tr>
<td><strong>Political Violence</strong></td>
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<td>• Textbook: ch. 7, Political Violence, pp. 192-223.</td>
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<td>Debates (2)</td>
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<td><strong>#11. Tues., Oct. 8:</strong></td>
<td>Week of Oct. 7</td>
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<tr>
<td><strong>Advanced Democracies and Less Developed and Newly Industrializing Countries</strong></td>
<td><em>10/7, 9:00 am, Part 1, Title, question, theoretical topic &amp; country choice due</em></td>
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<tr>
<td>• Textbook: ch. 8, Advanced Democracies, pp. 224-255.</td>
<td>as PDF on Learn@UW</td>
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<tr>
<td>• Textbook: ch. 10, Less Developed and Newly Industrializing Countries, pp.</td>
<td>*Discussion of Part 1</td>
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<td>290-321.</td>
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<td>• 3 current events articles (posted on Monday)</td>
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<tr>
<td>Current Events Presentations (#3)</td>
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<td><strong>#12. Thurs., Oct. 10:</strong></td>
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<td><strong>Librarian Visit</strong></td>
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<td>• In-class activity TBA</td>
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<td>All-Class Meetings</td>
<td>Section Meetings</td>
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| **#13. Tues., Oct. 15**  
**Communism and Post-Communism**  
- Textbook: ch. 9, Communism and Post-Communism, pp. 256-289.  
Debates (#3) | Week of Oct. 14  
- **10/14, 9:00 am, Part 2, Sources section due as PDF on Learn@UW**  
- Discussion of Part 2 |
| **#14. Thurs., Oct. 17**  
**United Kingdom I**  
- Casebook, ch. 2, United Kingdom, pp. 38-93.  
- 3 current events articles (posted on Monday)  
Current Events Presentations (#4) |  |
| **#15. Tues., Oct. 22**  
**United Kingdom II**  
Response papers (#1) | Week of Oct. 21  
- Discussion of theoretical topics and research questions |
| **#16. Thurs., Oct. 24**  
**United Kingdom III**  
- BBC, Project Scotland, [http://www.bbc.co.uk/programmes/b00pcmbr](http://www.bbc.co.uk/programmes/b00pcmbr)  
(details on how to view the program online TBA)  
- BBC, Margaret Thatcher: Prime Minister, [http://www.bbc.co.uk/programmes/b01s4f88](http://www.bbc.co.uk/programmes/b01s4f88)  
(details on how to view the program online TBA)  
Debates (#4) |  |
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<th>All-Class Meetings</th>
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| **#17. Tues., Oct. 29**  
**Mexico I**  
• Casebook, ch. 11, Mexico pp. 522-575.  
• 3 current events articles (posted on Monday)  
Current Events Presentations (#5) |  |
| **#18. Thurs., Oct. 31**  
**Mexico II**  
Response papers (#2) | **Week of Oct. 28**  
• **10/28, 9:00 am, Part 3, Summary of research question/argument section due as PDF on Learn@UW**  
• Discussion of Part 3 |
| **#19. Tues., Nov. 5**  
**Mexico III**  
• Film, *Cause for Murder: Fighting Corruption in Mexico*  
Debates (#5) |  |
| **#20. Thurs., Nov. 7**  
**South Africa I**  
• Casebook, ch. 13, South Africa, pp. 628-681.  
• 3 current events articles (posted on Monday)  
Current Events Presentations (#6) | **Week of Nov. 4**  
• Discussion of country data and use of evidence |
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<tr>
<td><strong>#21. Tues., Nov. 12</strong></td>
<td><strong>South Africa II</strong></td>
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<td><strong>South Africa II</strong></td>
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<tr>
<td>Response papers (#3)</td>
<td>Week of Nov. 11</td>
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<td></td>
<td>• 11/11, 9:00 am, Part 4, Summary of evidence section due as PDF on Learn@UW</td>
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<td></td>
<td>• Discussion of part 4</td>
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<tr>
<td><strong>#22. Thurs., Nov. 14</strong></td>
<td><strong>South Africa III</strong></td>
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<td><strong>South Africa III</strong></td>
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<tr>
<td>• Film: <em>Long Night’s Journey into Day</em></td>
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<tr>
<td>Debates (#6)</td>
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<td><strong>#23. Tues., Nov. 19</strong></td>
<td><strong>Russia I</strong></td>
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<td><strong>Russia I</strong></td>
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<tr>
<td>• Casebook, ch. 7, Russia, pp. 314-363.</td>
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<td>• 3 current events articles (posted on Monday)</td>
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<td>Current Events Presentations (#7)</td>
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<td><strong>#24. Thurs., Nov. 21</strong></td>
<td><strong>Russia II</strong></td>
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<td>Response papers (#4)</td>
<td>Week of Nov. 18</td>
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<td></td>
<td>• No sections (office hours only)</td>
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<td><strong>#25. Tues., Nov. 26</strong></td>
<td><strong>Russia III</strong></td>
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<td><strong>Russia III</strong></td>
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<td>• Film, <em>My Perestroika</em></td>
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<td>Debates (#7)</td>
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<td><strong>Nov. 28, No Class, Thanksgiving Break</strong></td>
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<tr>
<td>All-Class Meetings</td>
<td>Section Meetings</td>
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| **#26. Tues., Dec. 3**  
**China I**  
- Casebook, ch. 8, China, pp. 364-421.  
- 3 current events articles (posted on Monday)  
Current Events Presentations (#8) |  |
| **#27. Thurs., Dec. 5**  
**China II**  
Debates (#8) | **Week of Dec. 2**  
- Paper presentations and discussion of papers (1/2 of section presents) |
| **#28. Tues., Dec. 10**  
**China III**  
- Film, *China from the Inside*  
- In-class lecture by Professor Edward Friedman | **Week of Dec. 9**  
- Paper presentations and discussion of papers (1/2 of section presents) |
| **#29. Thurs., Dec. 12**  
**Concluding Lecture**  
- All students bring one comment and one question to class, hand-written or printed out |  |