

INTRODUCTION TO COMPARATIVE POLITICS

Politics and Government 102A

University of Puget Sound, Spring 2015

Tuesday and Thursday, 8-9:20 am, Wyatt Hall 313

Professor Don Share



HOW TO REACH ME:

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Course Moodle Site: <http://moodle.pugetsound.edu/moodle/>

Collins Library PG 102 Web Site: <http://alacarte.pugetsound.edu/course-guide/148-PG102?tab=1004>

My Website: <http://projects.pugetsound.edu/share/>

Note: Read this syllabus like you would read any contract: it specifies what can be expected from the course and the obligations of each student taking Politics and Government 102. I expect students to be aware of all information contained below. My expectations may be different from other professors you have had. I will make every effort to adhere to all aspects of the syllabus, and I will give ample warning when changes are made. I will announce all changes in class, so failure to attend class could be especially costly!

Consider these events . . .

- **United Kingdom:** The 2010 UK elections produced a rare coalition government of conservatives and liberals. Can that coalition win re-election in the spring 2015 general elections?
- **Japan:** Japan's perennial governing party won an absolute majority in the December 2014 general elections. Can Prime Minister Abe reverse a major economic recession and respond to the China challenge?
- **Russia:** In 1991, after 74 years as leader of a Marxist-Leninist world superpower, Russia was "re-born" as a new democracy. It was soon wracked by economic catastrophe, political instability, civil war, and growing support for a return to authoritarian rule. Today the Russian economy has recovered but has become an authoritarian regime, mired in corruption and dominated by Vladimir Putin.
- **China:** China continues to liberalize its economy but it shows no signs of liberalizing its political system. Can China's mixture of state-directed capitalism and communist authoritarianism persist?
- **Iran:** Since 1979 Iran has been ruled by Islamic clerics in a theocratic authoritarian regime. The controversial re-election of hard line president Ahmadinejad in 2009 led to massive protests. Iran's pursuit of nuclear technology has further ostracized it from much of the world. Will Iran change under its new "reformist" president, Hassan Rouhani, elected in 2013?
- **South Africa:** In 1994 South Africans elected as their president Nelson Mandela, a man who spent 27 years in jail for opposing the racist authoritarian regime known as "apartheid." Today Mandela's political party governs South Africa, but is faced with a growing number of challenges.

IF YOU WANT TO BETTER UNDERSTAND EVENTS LIKE THESE PLEASE READ FURTHER . . .

Purpose of the Course: Politics and Government 102 is an introduction to the study of comparative politics, one of at least four sub-fields of political science (international relations, US politics, and political theory are three other sub-fields taught at Puget Sound). Comparative politics examines the world's different political systems by contrasting and comparing aspects of them, and by seeking generalizations about them. This is a task far too large for any single introductory course, especially for a course that contains mostly non-majors. Any introduction to comparative politics can only scratch the surface of the vast amount of political phenomena studied by comparative political scientists. Nevertheless, students who successfully complete this course can at the very least expect to have a far easier time digesting the international news segments of newspapers and television programs. More specifically, by the end of this course you will have some understanding of:

- The difference between various terms used in comparative political science such as political regimes, nations, governments, states, and ideologies.
- The major aspects of democratic and non-democratic ideologies (the "isms"!).
- The major political economic features of democratic and authoritarian regimes.
- The political history, key institutions, political cultures, political parties, interest groups, political issues, cleavages, and the major political conflicts of seven contemporary political systems: The United Kingdom, Japan, the Soviet Union, post-Soviet Russia, China, Iran, and South Africa.
- Some understanding of the relationship between a) political ideologies and political regimes, and b) political regimes and economic systems in the six political systems explored in the course.

Beware: I believe that knowledge of basic facts and basic history (names, dates, key events) is as important as your ability to analyze and argue. I will require you to learn a **large amount of factual and historical information** for this course.

Prerequisites: There are no prerequisites for the course. This course serves as a prerequisite for 300-level comparative politics courses. **More advanced students should take note: This course is geared for intelligent first year college students.** If you are a junior or senior and/or you have much background in comparative politics, you can still learn a lot from this course, but there may be more review than you would like.

Organization of the Course: The course is divided into four parts. The first part briefly introduces the analytical categories and jargon employed during the rest of the course. The next four parts cover different mixtures of regimes and ideologies. Part two will compare democratic regimes, using the United Kingdom and Japan as the main examples. Both regimes share dominant liberal democratic ideologies and capitalist economies. Part three will focus on communist authoritarian regimes and Marxist and Marxist-Leninist ideology, using the Soviet Union (1917-1991) and China for illustrative purposes. We will place special emphasis on the state-dominated economic systems. There will be some emphasis on the collapse of communist rule in 1991 and the resulting political and economic crisis in post-Soviet Russia. Part four compares Iran and South Africa, two political systems in the developing world. We will examine the racist authoritarian (apartheid) regime in South Africa (1948-1993) as well as South Africa's new democracy. We will also examine the Islamic regime in Iran, and examine the role of religion and politics.

Course Format: During class time there will be a combination of lecture and discussion. I will seldom lecture for the entire class. All students are expected to participate in discussions. I will regularly lead discussions based on the course readings. I periodically ask students to answer questions based on those readings, so students should come to class prepared. Several films will also be shown and these films are a serious and integral part of the course. Attendance and note taking are expected. A number of small group activities and simulation exercises will be held in class: students will divide into groups to problem solve, draft debate positions, and role-play. In addition, designated students will be expected to prepare and lead a discussion of current events at the start of each class period. In short, if you enjoy lecture classes where you can sit back and "cruise" you will be happier in another class!

Course Requirements and Evaluation:

1. **Daily graded reading quizzes.** Students should expect a 5 minute quiz at the very start of almost every class. I reserve the right to cancel a quiz without prior warning, and I usually do so several times during the semester. You may use your own handwritten or typed notes on quizzes, but not the assigned readings, and not any electronic device. These quizzes are a way of assuring that you complete the reading, and that you come to class prepared, regularly and on-time. All students can drop their two lowest scores, but there can be no make-ups for missed classes or late arrivals. Students arriving late to class will not be allowed to take a quiz. These assignments make up a big portion of your grade. **WARNING: IF YOU DON'T THRIVE IN A CLASS WHERE YOU MUST KEEP UP WITH THE READING, YOU SHOULD SELECT ANOTHER COURSE FOR WHICH THERE IS NO SUCH REQUIREMENT: 25% of your grade.**
2. **Two Examinations (a midterm and final).** No make-ups are possible without 48-hour prior notice and a medical excuse: 15% each, or 30% of your final grade.
3. **Current events presentation.** Every student will give a current events presentation (either alone or as part of a group). I will distribute detailed guidelines on these assignments: 15% of your grade
4. **Take-home essay** (four typed, double-spaced pages): 20% of your final grade.
5. **Participation and instructor discretion.** Steady attendance **and** informed contribution to the class are expected. Students who feel that they could learn as much on their own should not be in this class. Attendance is strictly required, and no student, *regardless of her or his performance*, can pass this course without regular attendance. I may also use this component of the final grade to reward special contributions to the class, consider any mitigating circumstances, or penalize students for poor effort, sleeping during class, late arrivals, or irresponsible behavior: 10% of your grade.

MARK YOUR CALENDARS: Notify me immediately if you have conflicts:

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|---|------------------------------|
| Mid-term Examination | Tuesday, March 10 |
| Take-Home Essay Questions Distributed | Tuesday, April 21 |
| Special 5 p.m. Guest Lecture, Wyatt 109 | Tuesday, April 28 |
| Take-Home Essay Due | Tuesday, May 5, 8 a.m.. |
| Final Examination | Tuesday, May 12, 8-9:30 a.m. |

GRADING POLICY

1. I use no curves for any aspect of grading. I will gladly give the entire class "A's" but will also fail everybody if necessary. Over the last four iterations of PG 102 the glass grade point average has ranged from 2.3 to 3.0.
2. At the end of the course, you will get an overall course percentage that will correspond to letter grades in the table below. All letter grades will be translated into percentages using the lowest applicable number on the table below.
3. I reserve "excellent" grades (A, A- and B+) for work that merits those unusual grades. The table below is designed with this in mind. If I gave everybody top grades, I would devalue the grading system. C grades are therefore quite common and are not necessarily cause for shame.

| % | GRADE | EXPLANATION |
|-------------|-------|---|
| 98-100 | A+ | Reserved for the most exceptional and outstanding work. A very rare grade. Puget Sound doesn't use this grade, but if you receive it from me on an assignment, you should be extremely proud. |
| 93-97 | A | Excellent work of an unusually strong quality. |
| 90-92 | A- | Excellent work |
| 88-89 | B+ | Excellent work, with only a few weaknesses |
| 83-87 | B | Very good work |
| 80-82 | B- | Good work |
| 78-79 | C+ | Slightly better than average work. Commendable |
| 73-77 | C | Average work |
| 70-72 | C- | Below average |
| 68-69 | D+ | Poor work |
| 63-67 | D | Very poor work |
| 60-62 | D- | Very close to failing |
| 59 or below | F | Failing |

Texts and Readings: Readings average about fifty pages per class meeting, or about 100 pages per week, and they have been kept to the absolute minimum to encourage the completion of all assignments. Some weeks have as much as 120 pages of reading. ***Because of the Tuesday-Thursday schedule, you should plan on completing the entire week's reading the weekend before they are due.*** I do not believe in overwhelming students with reading with the expectation that students will only do some percentage of it. Unlike other courses you may have taken, for this course **I expect students to read every page of reading I assign.**

Note: You should get into the habit of bringing the appropriate textbooks to **every class**. These materials will be used in a variety of in-class activities. The following books are required and should be purchased at the bookstore:

O'Neil, Patrick. Essentials of Comparative Politics. Fourth Edition. W.W. Norton, 2012. This newly updated textbook, written by a member of my department, is a wonderful, jargon-free approach to comparative politics. It is tailor-made for this course. The text can be purchased in a PDF or online format for a reduced price: <http://www.nortonebooks.com>

O'Neil, Patrick, Karl Fields, and Don Share. Cases in Comparative Politics. Fourth Edition. W.W. Norton, 2012. These cases were written by Puget Sound's three comparative political scientists after we received complaints about the previous case text books. Updated, and hot off the press! The text can be purchased in a PDF or online format for a reduced price: <http://www.nortonebooks.com>

Web Readings and Resources: A large number of web readings, indicated with the  icon in the syllabus, are available on the PG 102A Moodle page, as individual files, and in zipped format (if you want to download them onto your hard drive and/or print them out on your own). You may also order a printed course packet at the Puget Sound bookstore.

PG 102 Course Etiquette and Fair Warnings!

General Conventions:

1. I prefer to be called Don.
2. I hold regular office hours. Please come by those hours first, and if those hours are not possible for you e-mail or talk to me.
3. If you miss class, send me an e-mail explaining your absence
4. There will be no makeup exams unless I am notified of your inability to take an exam by **Thursday, January 29, 2015** or unless you furnish in advance a valid medical excuse.
5. Plagiarism or other types of academic dishonesty will result in an "F" for the course, and a report to the Dean.

During Class:

1. **Come to class on time.** Arriving late is rude, disruptive, and will cost you valuable points on quizzes.
2. **Turn off your cell phone.** If your phone goes off in class you will be expected to answer all questions for the remainder of the class session. If your phone rings a second time during the semester you will be asked to leave.
3. **Do not get up and leave during class.** Our class meets for 80 minutes, so prepare to stay in class for the duration.
4. **Don't eat in class.** You may bring beverages, but since this class meets from 8-9:20, you should eat breakfast before class.
5. **Don't sleep in class.** If you are unable to stay awake, leave class, or don't attend in the first place. If I see you sleeping in class I will mark you absent for the class.
6. **Do not use cellphones or smartphones in class. If you use laptops or tablets in class please use them only to take notes or consult web readings (do not check e-mail or surf the web).** You will not be allowed to use electronic devices on daily quizzes.

Group Work (which may or may not happen depending on the size of the class):

1. **You sink or swim together**, so you may need to cover for your team-mate(s).
2. When corresponding with me about a group presentation, **always copy the correspondence to your team-mate (s).**

Fair Warnings:

1. **Don't take this class if you are not a morning person.** If you have trouble getting up early, being awake from 8-9:20, or paying attention early in the morning you are wasting your time and money, and you are jeopardizing your grade.
2. The work load for this course is **relatively heavy for a 100-level course**. I believe that you will be rewarded with a lot of crucial knowledge, but beware!
3. You will be held responsible for learning a lot of **factual information**, in addition to key concepts. Learning factual information often requires memorization.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

ABBREVIATIONS/TERMS USED IN SCHEDULE:

📎 = Reading located on the PG 102 Moodle Site.

PART ONE: THE COMPARATIVE POLITICS TOOLBOX

Once we are clear about what comparative politics tries to accomplish, you'll be provided with a set of analytical tools that you can use for the rest of the course (and the rest of your life).

| Date | Class Topic and Activity | Assignments Due |
|-------------------------|--|--|
| Tuesday, January 20 | <p>Introduction and Course Overview</p> <p>Here is an opportunity to make sure this is the right class for you. I'll cover all expectations, and I'll provide an honest description of the course. Don't say I didn't warn you! You will also sign up for a current events presentation team.</p> | <ul style="list-style-type: none"> • Familiarize yourself with http://moodle.pugetsound.edu and post a photo of yourself on your profile. • Buy both books for the class. • Read the syllabus carefully (and I mean <u>carefully</u>). |
| Thursday, January 22 | <p>The Nature of the State and the Basis of Authority</p> <p>Today you'll be introduced to the most basic tools of comparative politics. We'll keep the jargon to a minimum, but the concepts covered in this class are absolutely essential. We'll use them for the rest of the term.</p> | <ul style="list-style-type: none"> • O'Neil, Chapter 2. • John Mickethwait and Adrian Wooldridge, "<i>The State of the State.</i>" 📎 • Guidelines for Current Events Presentations. 📎 (read these carefully!) |
| Tuesday, January 27 | <p>Nations, and an Overview of the Ideological Spectrum.</p> <p>We'll explore the concept of the nation, and I'll give you an overview of the most important "isms" that have probably always confused you! This is an important class that introduces concepts that will be crucial for the remainder of the course.</p> | <ul style="list-style-type: none"> • O'Neil, Chapter 3. • Roger Cohen, "Scottexalonia Rising" 📎 • Didi Tetlow, "Can China be Described as Fascist?" 📎 • Gary Bass, "Independence Daze." 📎 • Vicent McDermott, "First Libertarian Candidate to Run in McMurray." 📎 |
| Thursday, January 29 | <p>Political Economy: How the State and the Economy Interact.</p> <p>We'll briefly reflect on the meaning of 9/11 from the perspective of comparative politics.</p> <p>In this class we'll explore the different ways that the state and the economy can interact to create what we call political economic models or political economic regimes.</p> | <ul style="list-style-type: none"> • O'Neil, Chapter 4. • Gabriel Almond, "Capitalism and Democracy." 📎 (As you read this difficult article just make sure that you get a general sense of the four major ways that scholars have related capitalism and democracy—don't get lost in the details!). • Rubin, "French Safety Net." 📎 |

**PART TWO: DEMOCRATIC REGIMES AND LIBERAL DEMOCRATIC IDEOLOGY:
COMPARING THE UNITED KINGDOM AND JAPAN**

Using the political systems of the UK and Japan for comparative purposes, this section looks at democratic regimes and liberal democratic ideology. It is best to start with these regimes and this ideology, since the regime in the U.S., and the dominant U.S. ideology, fit into this category. We may be familiar with the workings of democratic regimes and the major ideas of liberal democratic ideology, but the UK and Japan provide some fascinating contrasts with the U.S. regime, and these differences may help us better to understand our own system. In fact, while democratic regimes share fundamental similarities, this theme points to the tremendous diversity among them. Some questions posed in this section are: What aspects do all democratic regimes and ideologies have in common? What are some variations in the institutional structures of different democratic systems? In what ways do the British and Japanese systems fail to live up to democratic criteria? Can the U.S. learn from these two systems? We'll cover two countries that each deserves its own course, and we'll do so in only a few weeks. Plus, we'll take a quick look at U.S. politics using the lens of a comparative political scientist, and we'll make a side trip to Israel. So get ready to fly!

| Date | Class Topic and Activity | Assignments Due |
|-------------------------|--|--|
| Tuesday, February 3 | <p>What is Democracy? Process or Outcome?</p> <p>We'll also explore some of the contradictions inherent in the concept of 'democracy' through a simulation I call "The departure lounge."</p> | <ul style="list-style-type: none"> • O'Neil, Chapter 5, "pp. 127-135, and 155 (midway)-159 only! • <i>The Economist</i>, "Public Opinion: Is There a Crisis?"  • P. Schmitter and T. Karl, "What Democracy is . . . and is Not."  • Javier Corrales, "Hugo Boss."  |
| Thursday, February 5 | <p>The UK and Japan: The Historical Legacies</p> <p>In order to compare the histories of Japan and the United Kingdom, we'll do a small group activity: "Two Islands: Why did the UK democratize before Japan?"</p> | <ul style="list-style-type: none"> • O'Neil, Fields and Share, read UK and Japan cases (sections entitled "Introduction" and "Society"). • David Pilling, "Why Japan is So Different."  |
| Tuesday, February 10 | <p>Democratic Institutions: A Primer</p> <p>We'll cover everything you ever wanted to know about democratic institutions, but were afraid to ask! Bring your best concentration skills to this important class.</p> | <ul style="list-style-type: none"> • O'Neil, Chapter 5, pp. 135-147 only! • Alfred Stepan with Cindy Skach, "Constitutional Frameworks and Democratic Consolidation: Presidentialism vs. Parliamentarism."  • <i>Economist</i>, "All Shall Have Rights."  |

| Date | Class Topic and Activity | Assignments Due |
|--------------------------|--|--|
| Thursday, February 12 | <p>Democratic Electoral Systems: How they Work and Why they Matter.</p> <p>Students are often amazed at the importance of electoral systems. I'll explain the nuts and bolts of electoral systems in plain English!</p> | <ul style="list-style-type: none"> • O'Neil, Chapter 5, pp. 147-155 only • Don Share, "A Primer on Electoral Systems"  • <i>The Economist</i>, "Empty Vessels."  • <i>The Economist</i>, "The People's Voice."  • Douglass Amy, "Voting System Reform Can Solve the Spoiler Problem."  |
| Tuesday, February 17 | <p>The Political Regimes of the UK and Japan</p> <p>We will then view and discuss segments of taped British legislative debates</p> <p>Current Events Presentation #1 (UK update)</p> | <ul style="list-style-type: none"> • O'Neil, Fields, and Share, UK and Japan cases (sections on "Regimes" and "Political Conflict,"). • Peter Kellner, "Election 2015"  • Andrew Hammond, "Britain's Great Unravelling."  • M. Inoue and N. Gough, "Polls Slow Japan's Plan to Revise Constitution."  • Howard French, "Japanese Legislators Try to Pep Up Debate by Emulating British." • Sarah Lyall, "An Outspoken Speaker"  • <i>Economist</i>, "Parliamentary Jousting." |
| Thursday, February 19 | <p>Japan's Political Economy.</p> <p>Current Events Presentation #2 (Japan Update)</p> | <ul style="list-style-type: none"> • O'Neil, Fields, and Share, UK and Japan cases (sections on "Political Economy"). • <i>Economist</i>, "Not Quite So Invincible."  • <i>Economist</i>, "The Death of Trust."  • <i>Economist</i>, "In Absentia." |
| Tuesday, February 24 | <p>France and Germany: Comparing Two European Democracies</p> | <ul style="list-style-type: none"> • Half the class will read O'Neil, Fields, and Share, chapter 4 (France) and the other half will read chapter 5 (Germany)-take notes, expect a quiz, and bring your book and your notes to class! • Geoffrey Wheatcroft, "A Spot of Tea Party?"  |
| Thursday, February 26 | <p>Advanced democracies: prospects and challenges.</p> <p>We'll discuss the common set of problems facing advanced democracies in an age of globalization. Then I'll use the case of Israel, a very unique advanced democracy, to begin our review of advanced democracies.</p> | <ul style="list-style-type: none"> • O'Neil, Chapter 8, "Advanced Democracies." • O'Neil, Fields, and Share, UK and Japan cases (sections on "UK/Japan and the World, and final sections on "Current Issues"). |

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| Tuesday, March 3 | <p>The United States from a comparative perspective:</p> <p>This is not a course in U.S. politics, but using the tools we have acquired so far our brief look at U.S. politics will make it clear why our political system is an odd duck, far from the norm.</p> | <ul style="list-style-type: none"> • O'Neil, Fields, and Share, Chapter 3 • Sanford Levinson, "Our Imbecilic Constitution." • Mathew Yglesias, "Juan Linz's Bad News For America." • Adam Liptak, "We the People Loses Followers." |
| Thursday, March 5 | <p>Review for the First Examination</p> <p>I'll describe the format of the first examination and I'll discuss what material will be covered. Together we'll produce a study guide.</p> <p>Current Events Presentation #3 (Open Topic)</p> | <ul style="list-style-type: none"> • Bring all readings, notes, etc., to class, as well as any questions you have. • <i>Economist</i>, "What's Gone Wrong with Democracy?" |
| Tuesday, March 10 | Midterm Examination | |

THEME THREE: COMMUNISM IN THE USSR AND CHINA, AND POST-COMMUNISM IN RUSSIA (AND CHINA?)

What a difference a decade and a half can make! Just over 15 years ago it was fairly easy to focus on a group of countries with authoritarian communist regimes, and in which Marxist-Leninist ideology was dominant. With a basic knowledge of how the Soviet system worked, one could begin to understand communist regimes in Eastern Europe and (to a lesser extent), Asia. Today, except for a few holdouts (like China, Cuba and North Korea), communist political institutions and Marxist-Leninist ideology are a thing of the past. Even in communist holdouts like China, the implementation of economic reforms raises serious questions about the nature and viability of communism. The simultaneous introduction of market-based economic systems to replace the old state-dominated model and the initiation of democratic political institutions promises to create further turmoil and uncertainty.

| Date | Class Topic and Activity | Assignments Due |
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| Thursday, March 12 | Make-Up Day (if needed) | |
| Tuesday, March 24 | <p>Socialist and Marxist Ideology: The Basic Concepts.</p> <p>My goal is to demystify the basic concepts of socialism and Marxism. Make sure you have done the reading for today in order to avoid embarrassment!</p> | <ul style="list-style-type: none"> • O'Neil, Chapter 9 • <i>The Economist</i>, "Marx After Communism." • Applebaum, "Understanding Stalin." |

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| <p>Thursday, March 26</p> | <p>Leninism, Stalinism, and the Soviet System.</p> <p>How did the Bolsheviks seize power and maintain it for so long?</p> <p>Film: <i>The People's Century, 1917, Red Flag.</i> (60 minutes)</p> | <ul style="list-style-type: none"> • O'Neil, Fields, and Share, Russia Case (Sections entitled "Introduction," and "Society.") • Steven Lee Meyers, "As its Past is Exhumed, Russia Turns Away." ↗ • Christopher Buckley, "Milder accounts of Hardships under Mao." ↗ • Listen to an NPR report called "Stalin Nostalgia" in the USSR. Link directly from ↗ |
| <p>Tuesday, March 31</p> | <p>Comparing Chinese and Soviet Communism.</p> <p>Be ready to engage in some comparisons of major features and periods of Chinese and Soviet Communism. Bring all notes and relevant books to class.</p> <p>We'll see a 5-minute propaganda piece from the Cultural Revolution.</p> | <ul style="list-style-type: none"> • O'Neil, Fields, and Share, China Case (Sections entitled "Introduction," and "Society.") • Xiao Han, "Confessions of the Cultural Revolution." ↗ • Nicholas Kristoff, "Mao: The Real Mao." ↗ • Bring notes from the last class today—you will use them! • |
| <p>Thursday, April 2</p> | <p>The Collapse of the USSR and the Political Economy of Russia.</p> <p>We only have one class dedicated to the collapse of the Soviet regime and the emergence of a new Russian regime. Why did the Soviet Union disintegrate? What replaced it?</p> <p>Current Events Presentation #4 (Russia Update)</p> | <ul style="list-style-type: none"> • O'Neil, Fields, and Share, Russia Case (Sections on "Regime," "Political Conflict," Political Economy, "Russia and the World," and "Current Issues.") • Michael Weiss, "Rights in Russia" ↗ • Jeffrey Tayer, "Putin's Progress." ↗ • Julia Ioffe, "Remote Control" ↗ |
| <p>Tuesday, April 7</p> | <p>China: Economic Reform without Political Reform?</p> <p>We'll study China's potentially volatile mix of economic reform and political authoritarianism. Is Chinese nationalism a stabilizing or destabilizing force?</p> <p>Film: <i>Who's Afraid of Ai Weiwei?</i> (50 minutes).</p> | <ul style="list-style-type: none"> • O'Neil, Fields, and Share, China Case (Sections on "Regime," "Political Conflict" "Political Economy", "China and the World" and "Current Issues.") • Peter Hays Gries, "Chinese Nationalism: Challenging the State?" ↗ • Evan Osnos, "Boss Rail" ↗ • Edward Wong, "Ending Congress, China Presents New Leadership." ↗ • John Garnault, "China's Power Politics." ↗ |
| <p>Thursday, April 9</p> | <p>Communism in China, and Communism in the World: In Transition Toward . . . ?</p> <p>I'll lecture about Cuban politics. We'll compare Cuba to China using what we've learned about Communist systems.</p> | <ul style="list-style-type: none"> • Jacobs, "In China Myths of Social Cohesion" ↗ • Frances Fukuyama, "Is China Next?" ↗ • Robert Kuhn, "Xi Jinping's Chinese Dream." ↗ • Chris Buckley and Andrew Jacobs, "Maoists in China, Given New Life, Attack Dissent." ↗ • Economist, "Merry Mao-mas!" ↗ • Economist, "Revolution in Retreat" ↗ |

THEME FOUR:
RACE, RELIGION, AUTHORITARIANISM AND DEMOCRATIZATION IN SOUTH AFRICA AND IRAN.

South Africa and Iran are two developing countries that offer wonderful opportunities for comparison. For much of the Twentieth Century both countries had authoritarian regimes, but those regimes were very different. We will contrast South Africa's racist authoritarian regime to Iran's "revolutionary" Islamic regime. South Africa has experienced a remarkable but still troubled transition to majority rule. Iran experienced a popular revolution that overthrew a U.S. backed authoritarian regime, but it has so far resisted efforts to democratize.

| Date | Class Topic and Activity | Assignments Due |
|-----------------------|--|--|
| Tuesday, April 14 | <p>Ideologies and Issues in the Developing World.</p> <p>I'll provide a short lecture introducing the developing world.</p> <p>Current events #5 (China Update).</p> | <ul style="list-style-type: none"> • O'Neil, Chapter 10. • Joshua Kurlantzick, "One Step Forward"  • |
| Thursday, April 16 | <p>Authoritarian Legacies in South Africa and Iran</p> <p>We'll compare the Apartheid regime in South Africa to the theocratic authoritarian regime in Iran.</p> | <ul style="list-style-type: none"> • O'Neil, chapter 6 • O'Neil, Fields, and Share, South Africa and Iran cases ("Introduction" and "Society") • Stephen Kinzer, "Iran's First Great Satan was England."  • Watch <i>Mandela and De Klerk</i> before Thursday (2 hours), and consult the handout posted on Moodle  |
| Tuesday, April 21 | <p>South Africa's Remarkable Transition to Democracy.</p> <p>How can we explain the relatively peaceful transition from Apartheid to majority rule in South Africa?</p> <p>We'll discuss <i>Mandela and De Klerk</i> I</p> <p>I'll hand out the take-home essay assignment and discuss my expectations.</p> | <ul style="list-style-type: none"> • O'Neil, Fields, and Share, South Africa and Iran case (sections on "Regime," "Political Conflict") • <i>Economist</i>, "Hurry Up: Land Reform in South Africa."  • Joseph Gregory, "P.W. Botha, Defender of Apartheid, Is Dead at 90."  • Associated Press, "Ex-Wife Criticizes Mandela to UK Newspaper."  • Rick Lyman, "In Mandela Legacy, a Place for Winnie?"  |

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| <p>Thursday, April 23</p> | <p>Iran’s Theocratic Political System</p> <p>Current Events Presentation #6 (Iran Update)</p> | <ul style="list-style-type: none"> • O’Neil, Fields, and Share, Iran case (Sections on “Political Economy,” “Iran and the World”, and “Current Issues”). • <i>Economist</i>, “The Revolution is Over” • Karen Armstrong, <i>Battle for God</i>, Introduction. • Dieter Bednarz and Erich Follath, “Revolutionary Guards Keep Stranglehold on Iran.” • Listen to Deborah Amos, “My (Brief) Detention by Iran’s Morality Police” (link is on Moodle) |
| <p>Tuesday, April 28</p> | <p>Special Required Guest Lecture on Iran by Professor Patrick O’Neil, Wyatt 109</p> | |
| <p>Thursday April 30</p> | <p>The Future of South Africa and Iran.</p> <p>We’ll wrap up our discussion of the developing world, and our study of South Africa and Iran.</p> <p>Current Events Presentation #7 (South Africa Update)</p> | <ul style="list-style-type: none"> • O’Neil, Fields, and Share, South Africa Case (Sections on “Political Economy, South Africa and the World, and Current Issues). • Douglas Foster, “Jacob’s Ladder.” • Alan Crowell, “South Africa Losing a Grip on its Promise.” |
| <p>Tuesday, May 5</p> | <p>Review for the Final Examination</p> | <ul style="list-style-type: none"> • Bring all notes and readings to class today—we’ll use them as we prepare a study guide. • Your final essay is due today at the start of class. Papers must be posted by the start of class to Moodle as per the written instructions I distributed. Don’t arrive late to class. Late papers are severely penalized. |
| <p>Tuesday, May 12 8-9:30 a.m.</p> | <p>Final Exam</p> | <ul style="list-style-type: none"> • Bring a self-addressed, stamped envelope if you want me to send your graded final essay, second exam, and grade breakdown to you. |



P. Chapelle, *Int. Herald Tribune*, 06/13/2013



Zapiro, in *Mail and Guardian*, South Africa, 05/10/2005