Introduction to Comparative Politics (RAP)
Syllabus | Spring 2016

What: Introduction to Comparative Politics
When: Meetings: Tuesdays and Thursdays, 2:30-3:45
Where: Class Location: Kennedy house 508
Who: Instructor: Alyssa Maraj Grahame (you may call me Alyssa)
Contact: Email: agrahame@umass.edu
Office: Thompson tower 418
Office Hours: Tuesdays and Thursdays 1:00-2:00 PM

Contents

This syllabus is a map and guide to the course. If you have questions about this course, the syllabus is the first place you should look for answers. It contains:

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Course Description

Why are some countries poor and others rich? Why are some regimes stable, and others weak? Why are some countries democratic, and others authoritarian? How do structural, institutional, and cultural forces shape political life in different parts of the world? These are just a few of the questions that animate comparative politics, a subfield in the discipline in political science. In this course, you will be introduced to some of the major themes and theories of comparative politics. We will accomplish this by examining the origins of the modern world in concert with contemporary political challenges in different parts of the world to discover how the two intersect and interact. Students engage in guided analysis of classical and contemporary texts that address the substantive topics of comparative politics, learn how social scientific knowledge of the political world is produced, and expand their own knowledge of political life in different regions and countries of the world.

An Itinerary of this Course

As part of the Politics Today RAP, we will approach some of the urgent political challenges and
events around the world today from a comparative perspective. That means that we will systematically consider why experiences and practices of politics and power vary from place to place, as well as why seemingly disparate contexts might belie surprising similarities. As a disciplinary aside, comparative politics and American politics are distinct subfields in political science, so the bulk of the course material will be from outside the US context. Understanding the politics today requires us to ask how we got here. In other words, we will access, from a social scientific perspective, the stories that lie behind contemporary political challenges, including, but not limited to: violence and instability, inequality and poverty, and environmental degradation.

Therefore, we start out by examining how politics and power are organized today. In Part I, we go to China and Europe to investigate the history of how states became the dominant form of political organization. Then we head to the upland region of Zomia in Southeast Asia to consider why people may not want to live under states, and bring the state back into contemporary perspective with consideration of ISIS/Daesh as a revolutionary state formation project. Next, we look at different types of regimes: first, democracy as we know it, and then democracy understood differently in the Philippines, and then asking ourselves whether the U.S. is as democratic as we have often been taught. Conversely, we investigate how authoritarian regimes maintain power and cultivate their citizens’ consent using the example of the Assad regime in Syria.

In Part II, we approach production – the economy – through a comparative political lens. As in Part I, we ask how markets became the dominant mode of production and examine England and the industrial revolution. In the Trobriand Islands, we find non-market modes of producing. We visit the Puritan colonies in America to understand the origins of the desire to accumulate. The politics of land ownership in Iceland and elsewhere shed light on private property, distribution, and environmental decline. We continue onwards to seek explanation for why there is so much inequality and poverty in the world today. We examine the legacies of colonialism and empire in Haiti, Lesotho, and other countries in the Global South and ask why massive global development efforts have failed to eradicate poverty.

Part III focuses on the social side of politics. We investigate the formation of national consciousness in France and the role nationalism played in imperial projects such as the British Raj in India. We look to Uganda to understand how colonial practices obstructed the development of national identity there. Next, we explore why and how ordinary people pursue political change, using the cases of Occupy Wall Street, the indignados in post-financial crisis Spain, the Arab Spring in Egypt, and Black Lives Matter. Third, we consider resistance and revolution, including the Arab Spring in Syria in relation to practices of state surveillance. Lastly, we examine “infrapolitics:” we head to a village in Malaysia to grasp why people may not revolt despite the apparent presence of all the ingredients necessary for revolution.

We conclude the course in Part IV through the lens of the anthropocene –the temporal period in which the effects of human activities begin to define a geological era. We ask where we are headed as a species, and insofar that the human (political) condition is humanly devised, how we might go about envisioning and building alternative futures. Ultimately, this course invites you to become more engaged citizens who are equipped with the knowledge and skills to make it a better place, whatever path you choose to follow.

Learning Objectives

Introduction to Comparative Politics meets the Gen Ed SB (Social and Behavioral Sciences) and the G (Global Diversity) requirements.
SB courses aim to introduce you to what and how we know about individual and social life, that human individual and social life is constantly changing, and that systematic forces shape individual and social life. The Social and Behavioral Sciences (including political science) have taught us that people are both creatures and creators of their own societies. Educated individuals should have some understanding of this reciprocity, and they should appreciate the diversity that exists in human societies. When we fail to grasp the variations among human cultures and social arrangements, we often perceive our own social milieu as both "natural" and "fundamentally right." Insights about the explanations for and causes of human behavior, the nature of human societies, the structure of social relationships, and the ways in which people and societies change should help students think more clearly about their own human nature and the social worlds in which they live. These insights may help people plan more effectively for their futures, and may help shape the future of our own society in positive ways.

Global (G designation) courses focus primarily on global/transnational cultures and populations, and do not limit themselves to a single narrative. Issues of diversity particularly relevant to the "G" focus are those derived from experiences of global imperialism and colonialism, diaspora and migration, religious identity and conflict, cultural diffusion, the role of patriarchy and gender/sexual identity and non-conformity, economic globalization and marginalization, unequal resource allocation, ability, other social groups or backgrounds marginalized on a global basis, and challenges to global sustainability. Courses that address "G" are primarily (but not exclusively) focused on diversity outside a US framework.

In light of these designations, in this course the learning objectives are to:

- **Investigate** political systems and experiences of political life in different parts of the world.
- **Engage** with varied narratives of the origins of the modern world.
- **Analyze** contemporary global political challenges, and how they connect to each other in the present, as well as the past and future.
- **Unpack** original scholarly texts, media sources, and narrative readings to access and understand social scientific concepts and theories.
- **Carry out** a sustained and supported research project that allows you to present your new knowledge in different formats.
- **Challenge** your assumptions and received wisdom about power and political life to become a critically engaged global citizen.

Introduction to Comparative Politics is part of the Residential Academic Program (RAP) and the General Education curriculum, which means it is a class designed to help undergraduate students transition into college life, while cultivating skills to fulfill academic goals in college and professional goals after graduation. Accordingly, assignments and class activities are designed to expand and refine the research and study skills necessary to the above learning objectives. The following are some of the ways this course seeks to integrate the goals of the RAP program with those of the General Education:

- **I want you to succeed in this class.** You are encouraged to communicate with me regularly, so that class expectations are always clear. I am also happy to consult with you about your undergraduate program and plans, research and study strategies, and other concerns relevant to your career at UMass.
- **Throughout the semester we will have tutorials about research and study skills.** For
example, I will provide a lesson on navigating the library website.

- Developing your writing skills is a central goal in Gen Ed courses. You will have opportunities to practice your writing and you will receive feedback from your peers and me on your writing in major assignments (particularly the midterm and final).
- Understanding college writing standards and expectations is essential for first year students, particularly managing bibliographic resources and proper citation practices (e.g., why it is not ok to cite Wikipedia). I will introduce students to standards of citation, its importance to Academic Honesty, and will make students aware of resources that can facilitate their writing process. Additionally, I will ensure that expectations for written assignments are clear to all students.
- Written assignments in this class, as well as in-class activities, are designed not only to assess students’ grasp of class material, but also their ability to assess it critically, while interpreting world events with a comparative political lens. The prep assignments will focus on the development of analytical skills and focused writing, while the midterm and final research project will introduce students to practices of academic research and writing.

Logistics and Course Policies

Course structure: This course consists of two 75-minute classes per week. Each class will be comprised of some combination of interactive lectures, small group activities, individual reflections, and class discussions. In addition to the course material, we will occasionally have short tutorials during which we will discuss study, research, and writing skills.

Lectures (including other class activities) and readings are not interchangeable. Lectures complement the readings by adding context and will help you unpack the concepts and theories, while also putting the readings in conversation with each other. I will not summarize the readings during lecture. Nevertheless, I encourage you to ask questions about the readings!

A note on powerpoint: my powerpoint slides are primarily intended to provide visual anchoring to lecture and discussion. They are mostly comprised of images and will not substitute for attendance, active listening, participation in discussion, and attentive note taking. I will post the images I use in powerpoints upon request but I do not post text-based powerpoint slides.

Correspondence: E-mail correspondence must include a subject line, a proper greeting and sign-off, and full, grammatical sentences. I make every effort to respond to emails within 48 hours, but do not typically respond to emails after 5:00 PM or on weekends. Ahead of major assignments, I will provide same-day responses to emails received by 6:00 PM on the day before the assignment is due.

Classroom technology policy: Laptops, tablets, phones, and cameras must be silenced and put away during class unless otherwise indicated (such as use for research during group activities). Studies show that handwritten note taking improves knowledge retention. Please feel free to speak with me if you have a disability or other set of circumstances that necessitates note taking on a laptop. You may not record any part of class without my permission.

Classroom environment and etiquette: Observing good classroom etiquette is an important component of creating an environment conducive to learning and is a consideration in your participation grade.
Arrive on time to class. If you arrive more than 5 minutes late you will be marked absent.

Be respectful to everyone in class. You should not interrupt when someone else is speaking, and you should not direct offensive comments at anyone, or dismiss their perspectives.

Being a good citizen of this class and in general means that you should regularly read a reliable news outlet (e.g. The New York Times, The Guardian, Economist, BBC, NPR, etc).

Bring materials for effective note taking.

Do not bring hot or noisy food to eat during class time. Coffee or other beverages in covered containers are fine.

Observe the classroom technology policy.

Please do not pack up your belongings until 3:45, when class is over.

Although this course is taught in your residence hall, and therefore encourages a more casual environment than other on-campus courses, you are still expected to dress appropriately (e.g. no pajamas).

**Attendance Policy:** The instructor will make reasonable accommodations for excused absences, but students are responsible for all material covered, assignments distributed or collected, and announcements made during any classes missed. For an absence to be excused, you must notify me before class. Documented illnesses, family emergencies, and university-sponsored activities count as excused absences; vacations, early departure from campus for breaks, and oversleeping are not excused absences.

**Academic Honesty:** Students are expected to be in compliance with university policies on academic honesty at all times. If you're not sure what constitutes academic dishonesty, plagiarism, cheating, fabrication, or facilitating dishonesty, please consult the Academic Honesty Policy of the University of Massachusetts Amherst at [http://www.umass.edu/dean_students/academic_policy](http://www.umass.edu/dean_students/academic_policy). Signing an attendance sheet on behalf of someone else, copy/pasting from the Internet, presenting a friend’s old paper, or using a paper written for a previous course, all constitute Academic Dishonesty and as such are punishable by university standards. If you are not sure about citation standards while writing a paper, I suggest erring on the side of caution. Academic dishonesty will not be tolerated. If a case of academic dishonesty is reasonably suspected, the student will be penalized with a failing grade, and the case will be reported to university authorities. Please contact me if rules and standards of academic honesty are not clear.

**Disabilities Accommodation:** The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services ([http://www.umass.edu/disability/](http://www.umass.edu/disability/)) or the Center for Counseling and Psychological Health CCPH, you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements. If you’d like to learn more about the services offered by the Center, please visit their website at [http://www.umass.edu/counseling/](http://www.umass.edu/counseling/).

**Evaluation and Course Requirements**

**Participation (10%+5% = 15%):** Participation (10%) includes attendance, discussion participation, group work, and a research discussion with the instructor (5%). For the instructor
discussion you must arrange to meet me during my office hours within the first three weeks of class. Together with a partner, you should prepare a proposal for a research topic for your midterm and final project that we will discuss together. I expect this discussion to last around 15 minutes. I strongly encourage you to visit my office hours again before the midterm and finals are due.

To be a successful participant, ask yourself these questions about your participation during discussions and activities:

- Was I adequately prepared to participate in the discussion/activity?
- Did I make contributions that added to everyone’s understanding of the subject?
- Did I facilitate other people’s participation?
- Did I take care not to dominate the discussion?

Please note that consistent attendance alone will not earn full marks for participation. Failure to adhere to the classroom environment and etiquette guidelines will result in points deducted from your participation grade.

**Preparatory (prep) assignments (20%):** You will have ten preparatory assignments throughout this course. These are designed to have you engage with the readings ahead of our class discussions each week, which will prepare you to understand the lectures and participate in other class activities. Applying your new knowledge in written form improves your retention and critical thinking skills. Furthermore, they are designed to help you practice expressing your thoughts in written form; the more you write the better you become at it and the easier it gets. Preparatory assignments each involve one to five questions. Your responses will total 300 to 500 words per assignment. You should expect to spend one to two hours on each prep assignment.

I will post the prep assignments under the corresponding week in Moodle, in Word format. You may type your answers directly into the document. The due dates of each prep assignment are indicated under the corresponding week in the schedule, further down this syllabus.

Each must be typed (single or 1.5 spacing, 11 or 12 point font) and handed in as a hard copy at the beginning of the class in which it is due. If possible, print double-sided. To do the prep assignments well, you must read the week’s readings in their entirety. They will each be graded on a scale of 0 to 3 points. Your total prep assignment grade will be calculated based on the following rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total points:</th>
<th>B+</th>
<th>21-23</th>
<th>C+</th>
<th>13-14</th>
<th>D+</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>28-30</td>
<td>B</td>
<td>18-20</td>
<td>C</td>
<td>10-12</td>
<td>D</td>
<td>7</td>
</tr>
<tr>
<td>A-</td>
<td>24-27</td>
<td>B-</td>
<td>15-17</td>
<td>C-</td>
<td>9-10</td>
<td>F</td>
<td>6 or less</td>
</tr>
</tbody>
</table>

Late prep assignments will not be accepted unless there is a documented excuse.

**Mini-exams x 2 (20%):** You will have two mini-exams, each counting for 10% of your total grade. I call these mini-exams because they are more substantial than a quiz but less intensive than standard midterm and final exams. I expect each to take no more than 30 minutes of class time, after which we will continue with lecture. The first mini-exam (Feb 18) will cover weeks 1-5 and consist of a map section, multiple choice and short answer questions. The map section is designed to develop your sense of geography and will require you to fill in a blank map of the countries and regions that we cover in this course. The second mini-exam (Apr 7) will cover weeks 6-11 and consist of multiple choice and short answer. In both cases the mini-exams will assess your grasp of
the concepts, theories, and cases that we cover in this course. They will cover both readings and lecture material. Make-ups will not be given unless you notify me before the exam commences and require documentation of illness or other excused absence. I do not provide a study guide, but you will have the opportunity to review and collaborate with your peers on study materials during class.

**Midterm (10%+10% = 20%):** The midterm is the first installment of your final paper and has two components: a short essay (10%) and an infographic (10%). The idea is to 1) engage in a sustained writing project that will allow you to develop your research, writing, and collaboration skills while deepening your understanding of comparative politics and 2) to learn to present your research in different formats. We will have an ongoing dialogue about the midterm and final throughout the course. You will work on the midterm and final in pairs. The midterm is due via Turnitin on March 3 at 12:00 PM Eastern time. Please deliver a hard copy in class at 2:30. Extensions on the midterm and final will only be granted in case of documented circumstances.

For the short essay, you will identify one of the most pressing contemporary political problems confronting the world today. Ask a research question about the topic. Make a case for why improved understanding of your topic would benefit from a comparative perspective, and what instances of the problem would be fruitful to investigate. Examine the concepts and theories from the course material that may shed some light on the problem you chose. Finally, anticipate additional sources of data you need to answer the question. The short essay must be typed and range in length between 1200-1500 words excluding references; include a word count at the end of the paper.

The infographic must contain at least five components that help you visualize your research. The components may consist of a combination of maps, statistics, concepts, and theories that add up to give the reader an overview of the research problem you are taking on. I encourage you to be creative with the infographic!

You may choose to do a solo project, in which case the total length of the essay will be reduced.

**Final project (25%):** With your partner or on your own, you will continue to develop the project you began for the midterm into a final paper of 2500-3000 words. Plan to address the feedback you got on your midterm. For both the midterm and final, provide a short (half-page) account of the division of labor between you and your partner. Again, requirements will be adjusted if you decide to do a solo project.

Furthermore, in the final, you will consider the historical development of your topic/challenge. Where did it originate and how has it developed into what it is today? Is it experienced in distinct ways in different countries? Who are the winners and losers when it comes to your topic and how did they become winners and losers?

An 80% (2000-2500 words) draft of the final is due in the last class and will be peer-reviewed. If you do not submit a draft, 10% will be dropped from your final project grade. You must incorporate the required and supplemental readings relevant to your topic, at least five additional outside secondary sources, and at least five primary sources. The final must be typed, fully referenced using the citation style of your choice (I recommend Chicago 16th author-date) and uploaded onto Turnitin via Moodle. The final is due May 3 at 5:00 PM EDT. No hard copy is required.

**Things to keep in mind:** Retain a copy of all assignments until the graded version is returned. Hold on to all graded assignments until after the final grades are posted. The midterm and final must be
submitted both in hard copy the day they are due and via Turnitin on the class Moodle page – only those papers submitted in both formats will be graded. I make every effort to return assignments within two weeks. Late midterms and finals will be subject to a third of a letter grade deduction for each day they are late; furthermore late assignments (and late hard copies, where relevant) may be returned after on-time assignments. Finally, the only extra credit opportunity in this course is a bonus prep assignment, due the penultimate week of class.

Readings

I only require you to purchase one book, and I hope it will be a book that will continue to be useful and interesting to you beyond this course. I have assigned The Origins of the Modern World by Robert B. Marks (2015). It is not a typical textbook. The purpose reading this book is to provide you with a working historical narrative of the modern world that offers an alternative perspective to such narratives that you may have encountered elsewhere. I will be teaching from the third edition, which is available for $26.00 new and $22.00 used. You may also use the digital reader edition ($15.39) or the second edition. The Five College libraries have multiple copies.

The rest of the readings will be either posted or linked on Moodle, and consist of book extracts and articles. We will be reading both classical and contemporary authors, in their original words. Some of the readings represent the heart of comparative politics; others come from disciplines such as anthropology, history, sociology, and economics, and are selected to enhance our comparative analysis of the contemporary political world. You may find the classical authors more challenging to read, and you should allow yourself more time for pre-1960 readings. Do not make the mistake of thinking that older (and more difficult) readings are “outdated” or “irrelevant;” they are of profound significance to social science and provide insight into the history of social scientific inquiry itself. One of the goals of this course is for you to learn to unpack different types of academic and nonacademic writing. The reading load varies, averaging 47 pages per week; I expect you to spend around three hours a week on focused reading for this course. If you are spending substantially more time than that, please come see me to discuss reading strategies.

In addition to the required readings, in the syllabus and on Moodle I will post supplemental readings that provide additional perspectives on the course material. They are not required reading for class, mini-exams, or prep assignments. Rather, they are provided for your interest and as curated resources for your research project. You will be expected to incorporate relevant supplemental readings into your research paper.

To help you plan your reading, here is a schedule of the pages per week at a glance:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 4</th>
<th>Week 7</th>
<th>Week 10</th>
<th>Week 13</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 pages</td>
<td>53 pages</td>
<td>52 pages</td>
<td>52 pages</td>
<td>40 pages</td>
<td>Average 47/week</td>
</tr>
<tr>
<td>48 pages</td>
<td>20 pages</td>
<td>56 pages</td>
<td>36 pages</td>
<td>Week 14 Read for final</td>
<td></td>
</tr>
<tr>
<td>45 pages+</td>
<td>52 pages</td>
<td>39 pages</td>
<td>51 pages</td>
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</tbody>
</table>

Time Management and Equivalency to Main Campus

Introduction to Comparative Politics (Grahame)
As a general guideline, the university suggests that students spend an additional two to three hours outside of class time per credit hour. This is a four-credit course and the material is equivalent to the main campus version of this course. You should plan to spend 8 to 12 hours a week outside of class time on your reading and other assignments. Here is a breakdown of how you should manage your time, give or take:

**Reading:** 2.5 – 4 hours  
**Prep assignments:** 1.5 – 3 hours  
**Midterm and final projects** (includes additional reading, primary research, infographic composition, office hour visits, and writing): 2-5 hours. You should work on this each week, but plan to spend more time on them as the due date approaches. It goes without saying that you will not do well on these if you leave them until the last minute!  
**Mini-exams:** You should study for these starting a week ahead, for about 1-2 hours per day, depending on how well you retain information. During this week, substitute your study time for time on your projects. Review the readings (skim) and your notes. Furthermore, your prep assignments are great study guides, and if you put good effort into them studying for the mini-exams will be much easier!  

**Total: 8 to 12 hours per week.** Though we all work at different paces, please consult me if you are spending much more than the recommended time on each activity.

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**Course Schedule**

In this section you will find a schedule of topics, the required readings for each week, the questions you should think about as you read, and due dates for assignments. I reserve the right to make changes, and if I do so will notify you in class, by email, and post an updated syllabus on Moodle.

**PART I**  
**POLITICS AND POWER: STATES AND THEIR ALTERNATIVES**

**Week 1 | January 19 and 21: Why compare politics?**

Questions for the week: What do you hope to learn from studying politics? What contemporary global challenges can comparative politics help us to understand? What do we need to understand about the past to make sense of political life today?

**Required reading (70 pages):**


Gerald Munck, "Table 2.2: The Origins and Evolution of Comparative Politics in the
United States,” in Passion, Craft, and Method in Comparative Politics (Johns Hopkins Press, 2007). 38 – 39. (we will read this in class)

**Week 2 | January 26 and 28: States, Power, and Authority**

Questions for the week: What is a state and what does it have to do with power? What kind of authority does the state operate upon? Why might people not want to live in a state, and how would they go about escaping state control?

**Required reading (48 pages):**

Weber, Max. 1919. “Politics as a Vocation.” 1-10, plus the first paragraph on page 11. (10 pages)


**Supplemental reading:**


**PREP ASSIGNMENT 1 DUE TUESDAY, JANUARY 26.**

**Week 3 | February 2 and 4: Criminality, Extraction, Violence: Making Modern States**

Questions for the week: How did modern states emerge, and where? What is the role of war and criminality in state-making? What if any parallels exist between ISIS and early modern state formation?

**Required reading (45 pages + news article):**


**PREP ASSIGNMENT 2 DUE TUESDAY, FEBRUARY 2.**

**Additional reading:**


Week 4 | February 9 and 11: Regimes, Part 1: Democracy

Questions for the week: Is democracy the same everywhere? When and how did democratization start in the West? Do we (in the U.S.) live in a democracy? How do we know?

Required reading (53 pages):


PREP ASSIGNMENT 3 DUE TUESDAY, FEBRUARY 9.

Supplemental reading:

The Economist. 2014. “What's Gone Wrong with Democracy?”

Week 5 | February 16 and 18: Regimes, Part 2: Authoritarianism

Questions for the week: Why are some regimes authoritarian? How do such regimes gain citizen consent and how do they maintain control?

February 16 – No class – Monday schedule

Required reading (20 pages):


Mini-Exam 1 February 18 at the beginning of class
No prep assignment this week, but expect questions on this week's reading on the mini-exam

PART II
POLITICS AND PRODUCTION: MARKETS AND THEIR ALTERNATIVES

Week 6 | February 23 and 25: The Origins of Markets, Part 1: Land, Property, and the
**Industrial Revolution**

Questions for the week: What does economics have to do with politics? What is the relationship between the emergence of markets and the modern state? Why is land so important?

**Required reading (52 pages):**


**PREP ASSIGNMENT 4 DUE TUESDAY, FEBRUARY 23**

**Week 7 | March 1 and 3: The Origins of Markets, Part 2: The Will to Accumulate**

Questions for the week: Why do people want to amass more money and property? What are the alternatives to market forms of exchange and distribution? What are the implications of the answers to these two questions for the role of politics in economic life?

**Required reading (52 pages):**


**Supplemental reading:**


**PREP ASSIGNMENT 5 DUE TUESDAY, MARCH 1.**

**MARCH 3 – MIDTERM DUE! (ALSO, LAST DAY TO DROP)**

**Week 8 | March 8 and 10: Development, Part 1: The Gap**
Questions for the week: Why are some countries poorer than others? What historical factors explain global inequality today? What keeps poor countries poor?

**Required reading (56 pages):**


**Supplemental reading:**


**PREP ASSIGNMENT 6 DUE TUESDAY, MARCH 8.**

March 15 and 17

Spring Break! :D

**Week 9 | March 22 and 24 Development, Part 2: Poverty and the Development Apparatus**

Questions for the week: Given the vast resources poured into foreign development aid, why do these projects so often fail? Who are the people being “developed?” What are the prospects for poverty eradication?

**Required reading (39 pages):**


**Supplemental reading:**


**PREP ASSIGNMENT 7 DUE TUESDAY, MARCH 22.**

**PART III**

**POLITICS AND PEOPLE: NATIONS, MOVEMENTS, RESISTANCE**
**Week 10 | March 29 and 31: Nations and Nationalism: Country, Empire, Division**

Questions for the week: Why are ordinary people willing to die for their country? What is the relationship between nations and states (are these words interchangeable)? What was the role of nationalism in colonial/imperial expansion? Why are there “states without nations?”

**Required reading (52 pages):**


**SUPPLEMENTAL READING:**


**Week 11 | April 5 and 7: Protest, Collective Action and Political Change**

Questions for the week: Why do groups of ordinary people want to change politics? How do they go about pursuing political change? What does it take for grassroots political action to succeed?

**Required reading (36 pages):**


**PREP ASSIGNMENT 9 DUE TUESDAY, APRIL 5.**

**THURSDAY, APRIL 7: SECOND MINI-EXAM AT THE BEGINNING OF CLASS**
Week 12 | April 12 and 14: Revolution, Everyday Resistance, and State Surveillance

Questions for the week: Why do some people openly revolt and not others? What strategies do marginalized people use to cope with their situations? What is the role of resistance under democratic regimes?

Required reading (51 pages):

Amar, Paul, and Vijay Prashad. 2013. “Introduction” in Dispatches from the Arab Spring: Understanding the New Middle East. (7 pages)


Lesch, David W. 2013. “The Uprising That Wasn’t Supposed to Happen: Syria and the Arab Spring” in The Arab Spring: Change and Resistance in the Middle East. 79-97. (18 pages)


PREP ASSIGNMENT 10 DUE TUESDAY, APRIL 12.

PART IV
POLITICS AND FUTURES: WHERE WE ARE HEADED AND IMAGINING ALTERNATIVES

Week 13 | April 19 and 21: The Anthropocene

Questions for the week: As the effects of environmental change accelerate and impact our lives and livelihoods, must we change the way we think about politics? Is the path our species is on acceptable or sustainable? What are the alternatives? How do we build another future?

Required reading (40 pages):


“Syria’s Climate Conflict” by Symbolia and Years of Living Dangerously. (comic)

NEED A LAST-DITCH PREP ASSIGNMENT GRADE BOOST? BONUS PREP ASSIGNMENT DUE TUESDAY, APRIL 19.

Week 14 | April 26

Last class!

BRING AN 80% COMPLETE (2000-2500 WORDS) DRAFT OF YOUR FINAL PAPER TO CLASS TODAY FOR PEER REVIEW. IT IS WORTH 10% OF YOUR FINAL PROJECT GRADE.
**APPENDIX: ASSIGNMENTS, EVALUATIONS, AND DUE DATES AT A GLANCE**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREP ASSIGNMENTS (x10)</td>
<td>20%</td>
<td>Tuesday, weeks 2, 3, 4, 6, 7, 8, 9, 10, 11, and 12</td>
<td></td>
</tr>
<tr>
<td>RESEARCH DISCUSSION</td>
<td>5%</td>
<td>By February 4</td>
<td>Sign up for a meeting time in class</td>
</tr>
<tr>
<td>MINI-EXAM 1</td>
<td>10%</td>
<td>February 18</td>
<td>Covers weeks 1-5</td>
</tr>
<tr>
<td>MIDTERM ASSIGNMENT</td>
<td>20%</td>
<td>March 3 at 12:00 PM</td>
<td>Upload to Turnitin; bring a hard copy to class</td>
</tr>
<tr>
<td>MINI-EXAM 2</td>
<td>10%</td>
<td>April 7</td>
<td>Covers weeks 6-11</td>
</tr>
<tr>
<td>BONUS PREP ASSIGNMENT</td>
<td>UP TO 3 POINT BOOST ON YOUR PREP POINTS</td>
<td>April 19</td>
<td></td>
</tr>
<tr>
<td>FINAL DRAFT</td>
<td>10% OF FINAL PROJECT GRADE</td>
<td>April 26 in class</td>
<td>Should be 2000-2500 words</td>
</tr>
<tr>
<td>PARTICIPATION RECORD</td>
<td>10%</td>
<td>April 26 in class</td>
<td>Remember to get your log initialed every 1-2 weeks</td>
</tr>
<tr>
<td>FINAL PROJECT</td>
<td>25%</td>
<td>May 3 at 5:00 PM</td>
<td>Due on Moodle/Turnitin only</td>
</tr>
</tbody>
</table>