**POLI 130: Introduction to Comparative Politics**

Fall 2019

University of North Carolina at Chapel Hill

Instructor: David Attewell (dattew@live.unc.edu)

Class Times: Tuesday and Thursday, 2-3.15pm

Room: Caldwell, Room 105

Office hours: Wednesday 12.30-2.30pm, Thursday 12.30-1.30 pm in Hamilton Hall, Room 300.

**Course Description and Objectives**

Dramatic political developments are happening across the world every day. Omar Al-Bashir, Sudan’s military dictator for almost three decades, has just been ousted by a massive protest movement. Movement leaders have since been locked in negotiations with the army over the shape of a new political system. How did this happen, and what are the prospects for consolidation of democracy in Sudan? In Italy, an unprecedented new coalition government has formed out of two parties: an anti-corruption party created by a comedian, and a far right party that until recently was campaigning for the north of Italy to secede from the country. Why have so many Italians fled from mainstream parties? What do these new parties want to accomplish?

This course is meant to familiarize students with concepts and themes needed to study politics around the world today. To tackle these questions, we’ll learn about fundamental concepts like democracy, power, and authoritarianism. The world today is governed largely by national states (though some argue this is changing). Because of this, we’ll apply these concepts to *cases*—often different countries— drawn from all over the world to look at how these concepts operate in different contexts.

**Readings**

There is one required textbook for this course: Patrick O’Neil (2018) *Essentials of Comparative*

*Politics* [Sixth edition]. New York: W.W. Norton and Company. Older editions of this book are

also acceptable, but know that content may be outdated and page numbers will have changed.

Other readings and videos will be made available on the course Sakai website.

This class is based on a mutual pact. Out of respect for your busy schedules, I’ve gone out of my way to assign a very moderate amount of reading. In return, I expect you to do that reading carefully, to take notes on it, and to bring those notes to class. This will help ensure we have lively and interactive discussions.

To make sure we’re all keeping up, you will be asked each week to submit a **one paragraph forum post** on Sakai responding to one of the week’s sets of reading questions. Please be sure to specify in your post which reading question you’re responding to. These responses will be graded on a pass/fail basis and factored into your participation grade. Don’t worry if you find a particular reading difficult or confusing: if you feel completely unable to answer the reading question, you can submit a response explaining specifically what was confusing and the questions the reading brought up for you. The key goal here is to show me you are doing the readings—incorrect answers still receive full credit as long as it’s clear you made a good faith effort to engage the reading.

**Attendance**

Attendance and participation are required, and attendance will be taken. Excused absences are

acceptable (medical, sports, etc.), but you must notify me beforehand and provide the proper

verification. You are allowed to have three unexcused absences over the course of the semester.

After that, every additional absence will lead to a 5-point deduction in your participation grade.

**Classroom Policies**

Tablets, laptops, and cell phones are not allowed. I know that some of you may prefer to take notes by computer, but from my experience as a student and as a teacher, the temptation to use the internet is too distracting. There is also evidence that students who take notes by hand remember the material better, so all the more reason to go old school! The only exception to this rule is if you have an official accommodation from UNC.

This class will involve lots of discussion and debate. Differences of opinion in the classroom are welcomed and encouraged, but must remain respectful at all times. *Do not hesitate to ask questions* *at any time*. Questions are just as valuable as comments, and will be counted equally in terms of your participation grade. I’m also available to answer questions after class, in office hours, or by email.

**Honor Code**

The University’s Honor Code applies to all work you do for this course. Your work must be your own- plagiarism, cheating, and related violations will not be tolerated. For more information, please visit <http://www.honor.unc.edu>. If you have any questions about whether something could be questionable in terms of plagiarism or associated rules, feel free to ask me.

**Course Requirements**

Your final grade will be calculated as follows:

* Participation, including responses to reading questions (15%)
* Student presentation (15%)
* Midterm paper (20%)
* Final paper (20%)
* Final exam (30%)

Again, attendance and participation are required and count towards your grade. Showing up to class is not sufficient to receive an A. There are many ways to show you’re engaging with the material, including actively participating in class and showing up to office hours with questions.

As you can see, your grade will be spread over multiple assignments and exams so that you have plenty of opportunities to show your mastery of the material. Nearly all classes will include a 10-minute **student presentation** in powerpoint. Each presentation topic is different as you see below, but they mostly involve picking out case studies and applying the concepts covered in lecture and in the readings to them.

In terms of where to look for materials, you can use journalistic and academic sources. The Economist, the BBC, the New York Times, Washington Post, The Wall Street Journal, Vox, or the Guardian would be good places to start. Google News and the UNC library website could also be good places to look. You (or your group) is encouraged, but not required, to come to office hours before the class you’re presenting in to run your ideas by me.

You will be assigned two 5-page research papers, due on **Thursday, October 10th** and **Tuesday, November 26th**. Topics are to be determined but will distributed well in advance. We will devote time in the class to discussing these assignments, as I want you to have the opportunity to ask questions. Use of the Writing Center is *strongly encouraged* and highly likely to improve your papers. A physical copy of your papers must be handed in during class, double spaced, stapled, and including a works cited page (I don’t care which specific format you use, as long as it is consistent and includes the author’s name, title, date, journal or publisher).

The final exam will be held on **Saturday, December 7thth** at 12 pm.

In line with university policy, I cannot discuss grades over email, so please come see me during

office hours if you have any questions. If you want me to regrade an assignment or answer, you

will need to provide me with a written request (hard copy or email) with a detailed justification.

I use the following grade scale:

A 93 – 100

A- 90 – 92

B+ 87 – 89

B 84 – 86

B- 80 – 83

C+ 77 – 79

C 74 – 76

C- 70 – 73

D+ 67 – 69

D 60 – 66

F 0 – 59

**Important Dates**

**Midterm paper:** Thursday, October 10th (due in class)

**Final paper:** Tuesday, November 26th (due in class)

**Final exam:** Saturday, December 7that noon (in usual classroom)

**Research requirement**

Students enrolled in POLI 100, POLI 130, or POLI 150 are required to take part in the Department of Political Science research activities as part of their course requirement. The research requirement can be fulfilled either by participating in research studies offered by the Political Science Subject Pool (PSSP) (Option 1) or by writing a 5-page research paper (Option 2). The total time commitment should not exceed 3 hours. This requirement does not substitute for other course requirements, nor does it generate extra credit.

OPTION 1: Students who choose to participate in the Political Science Subject Pool will be required to accumulate ten credits towards their research requirement. Typically, each study completed will satisfy one credit towards the requirement; occasionally, a study will count for more than one credit. Active studies for you to participate in will be listed on the [Subject Pool’s website](https://unc.az1.qualtrics.com/jfe/form/SV_7VyuJo04cvN7q9T).

OPTION 2: Students who choose not to participate in the Political Science Subject Pool—or if you fail to reach your 10 credit minimum—must satisfy the requirement by completing an alternative assignment, which consists of writing a five-page, double-spaced, research-oriented paper. Although it is not exactly the same as participating in an actual research study, this assignment has been designed to expand your understanding of the realm of political science research. At the end of the semester, you will be given a list of articles from The Monkey Cage—a blog intended to make political science research more accessible—where you will be required to react to the article you select. Articles from The Monkey Cage may present findings from a recently published academic article, introduce readers to a new topic, or present contemporary political events through the lens of political science research. It will be your responsibility, in your paper, to discuss how the article was conducted, what conclusion(s) the author of the article draws from their methodological approach, and detail how convincing you find their conclusions. This paper will be graded pass/fail by the Subject Pool Director, Professor Anna Bassi.

Failure to satisfy the research requirement will result in an incomplete that will be removed only upon satisfaction of the requirement. Credit will be administered by the PSSP Director.

**Course Schedule**

*Please note that the schedule is tentative, and I reserve the right to make changes to it.*

Unit 1: The Development of Democratic Politics in the West

* Week One:
	+ Tuesday, 08.20: **First Day: Introductory Class**
	+ Thursday, 08.22: **What is Comparative Politics?**

Reading: O’Neil, p. 3-28

Reading questions: *what are qualitative and quantitative methods in political science? What are their respective strengths and weaknesses?*

* Week Two:
	+ Tuesday, 08.27: **What is Power?**

Reading: Lukes, p. 14-29

Reading questions: *what are the three faces of power, according to Lukes? How can each be observed (i.e what processes and actors need to be studied to understand it)?*

Presentation: thinking about the United States, discuss one example each of the first face of power, the second face of power, and the third face of power. How was power exercised in this example? Who was it exercised by? What made it successful or unsuccessful?

* + Thursday, 08.29: **The State: Definition and Origins**

Reading: O’Neil: p. 31-60

Reading questions: *what are the key dimensions we can use to compare the power and authority of different states?*

Presentation: compare two states. On what kind of legitimacy are the two states based? Are they more centralized or more federal in nature? How autonomous are they? How does this effect their state capacity?

* Week Three:
	+ Tuesday, 09.03: **Nationalism and Identity**

Reading: 1) Benedict Anderson’s *Imagined Communities*, p. 48-58

 2) O’Neill: p. 68-71

Reading questions: *why does Anderson refer to nationality as an* ***imagined*** *community*? *What is the importance of historical memory in “imagining” national identity?*

Presentation: compare the citizenship regimes of two different countries. What qualifies someone for citizenship? What kind of benefits and economic opportunities do citizens and non-citizens enjoy? What do these differences say about the way these countries view national identity?

* + Thursday, 09.05: **Ethno-Religious Conflict**

Reading: 1) O’Neil p. 66-68 (“Ethnic Identity”), p.74-76 (“Ethnic and National Conflict”)

 2) Vox, [“The Ethnic Cleansing of Myanmar’s Rohingya Muslims, Explained”](https://www.youtube.com/watch?v=04axDDRVy_o)

Reading questions: *what is ethnic cleansing? What are the root causes of the Myanmar military’s hostility towards the Rohingya?*

Presentation: Often, ethnic groups live alongside each other peacefully for long periods of time before bursting into conflict. Choose an example of ethnic and/or religious conflict (e.g Northern Ireland, Sri Lanka, Bosnia, etc.) Describe the groups involved. Why did the conflict begin when it did? Who were the leaders associated with it? How do they talk about their identity and discuss the identity of the other group?

* Week Four:
	+ Tuesday, 09.10: **What is democracy?**

Reading: 1) O’Neil p.138-141 “Defining Democracy” and “Origins of Democracy”, p. 168-169

 “Civil Rights and Civil Liberties”

 2) Schmitter and Karl, “What Democracy Is and What It Is Not”

Reading questions: *We are all used to identifying democracy with the “consent of the governed.” But Schmitter and Karl also talk about the importance for democracy of politicians’ consent under conditions of uncertainty. What do politicians need to consent to for democracy to work? Why can uncertainty actually push politicians to be more democratic?*

Presentation: scientists argue that climate change poses a massive threat to all countries. Thinking about this challenge, how does democracy help facilitate action on climate change? How does it inhibit action on climate change? Are less democratic regimes better or less able to tackle this challenge and why?

* + Thursday, 09.12: **Democratization**

Reading: 1) O’Neil, p. 141-146: “Contemporary Democratization”

 2) Sheri Berman, “Civil Society and the Collapse of Weimar”

Reading questions: *why has a strong civil society traditionally been seen as crucial to democracy? According to Berman, why was Weimar Germany’s strong civil society actually a driver of democratic collapse?*

Presentation: choose a country that became a democracy after some period of authoritarian or non-democratic rule, and summarize briefly its path to democracy. What social groups were responsible for pushing for democracy? How did elites react, and were they divided or unified? Was the road to democracy straightforward and linear or were there rollbacks of democracy?

* Week Five:
	+ Tuesday 09.17: **Democracy in Practice: Majoritarian vs. Consensus Systems**

Readings: 1) Lijphart, Chapters 2 and 3

Reading questions: *What are the major differences between majoritarian and consensus democracies? What are the main advantages and disadvantages of each system?*

Presentation: Where would you put the United States on the majoritarian-consensus spectrum? Do you think the United States would benefit from becoming more majoritarian or more consensual? Explain why, referencing specific institutional problems or failures faced by the U.S. today.

* + Thursday 09.19: **Democracy in Practice: Presidential vs. Parliamentary Systems**

Readings: 1) O’Neill: p. 150-156 “Models of Democracy: Parliamentary, Presidential and Semi- Presidential Systems”

2) Linz: “The Perils of Presidentialism”

3) Horowitz: “Comparing Democratic Systems”

Reading questions: *why does Linz argue that presidential systems are dangerous for new democracies?* *Why does Horowitz think it’s not really presidentialism itself that Linz should have a problem with?*

Presentation: Pick a democracy outside the United States. Summarize a recent attempt to pass a policy in that country, successful or unsuccessful. How did the parliamentary or presidential system affect the policy’s passage or failure?

* Week Six:
	+ Tuesday 09.24: **Party Competition**

Readings: 1) Mark Penn and Andrew Stein, [“Back to the Center, Democrats”](https://www.nytimes.com/2017/07/06/opinion/center-democrats-identity-politics.html)

2) excerpts from Eric Levitz, “Democrats Can Abandon the Center—Because the Center Does Not Exist”

Reading questions: *How do these two pieces differ in their understandings of Americans’ political ideologies? How does this inform the strategies they think the Democratic party should take?*

Presentation: pick a political party in a developed democracy (not the U.S.) that performed poorly in a recent election. What are some of the competing diagnoses within the party for its failures? Describe how are they related to ideology, strategy, and rhetorical style. What does this say about different factions’ ideas about how electoral politics work?

* + Thursday 09.26: **Competition in the 21st century**

Readings: 1) BBC, [“What Makes Marine Le Pen Far Right?”](https://www.bbc.com/news/world-europe-38321401)

2) New York Times, [“Macron Wants to Change France, But Will Voters Elect an Unknown?”](https://www.nytimes.com/2017/04/19/world/europe/france-election-emmanuel-macron.html)

Reading questions: *what makes Marine Le Pen and Emmanuel Macron different from the traditional center-left and center-right parties they run against?*

Presentation: Research the basic background of the major parties in Italy (the Democratic Party, Lega, 5-Star Movement, and Forza Italia). Does think the left/right distinction in politics remain meaningful in that country? Is it being replaced by something else (cosmopolitans vs. nationalists, or something else)? Or do you think the two are merging?

* Week Seven:
	+ Tuesday 10.01: **Comparative Welfare State Development:**

Readings: 1) Emmeneger et al, “Three Worlds of Welfare Capitalism: The Makings of a Classic”, p.4-5, 2) O’Neil: p.103-104

Short Video: Friedrich Ebert Stiftung [“Welfare State and Social Democracy”](https://www.youtube.com/watch?v=Jv3hMfTTCfY)

Reading questions: *how do the Three Worlds of Welfare differ in the generosity of their benefits, who is eligible for benefits, and their preference for public vs. private services?*

Presentation: pick a social policy area, such as family leave, healthcare, old-age pensions, housing etc. Choose one country from each of Esping-Andersen’s three worlds of welfare capitalism (Liberal, Continental, and Social Democratic). What does each country’s social provision in this area look like? How well does it fit the logic and design of its “world of welfare”?

* + Thursday 10.03: **Poverty and Inequality**

Reading: Brady, *Rich Democracies, Poor People* (Introduction)

Video: Robert Rector, Heritage Foundation (Right Leaning), [“Better Measure of Inequality”](https://www.youtube.com/watch?v=z1iV1FNvhLM)

Reading questions: *in general, what is the logic of individualist explanations for poverty? Why, in contrast, does Brady suggest poverty is about politics?*

Presentation: recap the arguments of the two videos. Which do you think is more valid? Should we be concerned about inequality or relative poverty, or just absolute poverty and standard of living?

* Week Eight:
	+ Tuesday 10.08: **Political Economy, Economic Ideas, and Crisis**

Readings:

1) Berman, Sheri. “Path Dependency and Political Action: Reexamining Responses to the Depression”

2) O’Neil, p. 100-110 “The Components of Political Economy” p.118-126 “Political Economic Systems and the State: Comparing Outcomes”

Reading questions: *Berman shows that the German Social Democrats (SPD) and the Swedish Social Democrats (SAP) had very different perspectives on how to achieve socialism. In the 1920s, they faced a very similar economic crisis. How did their divergent ideas impact what they did or didn’t do to fight the Great Depression?*

Presentation: Pick an OECD country which suffered a substantial downturn in the global financial crisis of 2008 or follow-up Eurozone crisis in 2010. Briefly describe what happened to the country economically (i.e changes in unemployment, debt, growth). How did major political parties diagnose or understand the crisis? What was the policy response? Was there a political backlash?

* + Thursday 10.10: **Diversity and Political Representation**

**\*\*\*PAPER #1 DUE IN CLASS\*\*\***

Readings: BBC News, “Why India Needs a New Debate on Caste Quotas”

Reading questions: *why did India create a system of affirmative action based on caste? What are the pros and cons of this approach?*

Presentation: Lack of political representation for women, minority linguistic, ethnic, or caste groups can be a problem for many democracies. Are quotas a good instrument for correcting unrepresentative parliaments, and why? What other solutions could ensure better representation? Use examples.

Contentious Politics and Challenges to Democracy in the Developing World

* Week Nine:
	+ Tuesday, 10.15: **Institutions and Conflict**

Readings: 1) Goodson, “Afghanistan’s Long Road to Reconstruction”

2) The Guardian, [“Special Report: Truth, Justice, and Reconciliation”](https://www.theguardian.com/world/2014/jun/24/truth-justice-reconciliation-civil-war-conflict)

Reading questions: *How have past interventions by external powers affected the balance of power between different ethnic groups (be that the Soviets or the Americans)? Why does inter-ethnic conflict represent a serious challenge to Afghanistan’s ability to function as a state?*

Presentation: choose a recent or current civil war. Briefly describe the groups involved and the historical background of the conflict. Thinking about borders (should there be one country or several?), electoral systems (majoritarian vs. consensus, presidential vs parliamentary), and degrees of federalism, what would be your ideal institutional blueprint be to mitigate or solve the conflict, and why?

* + Thursday 10.17: No Class (Fall Break)
* Week Ten:
	+ Tuesday 10.22: **Terrorism and political violence**

Readings: 1) O’Neil p.204-232 “Political Violence”

 2) Pape, “The Strategic Logic of Suicide Terrorism”

3) Optional: Vox, “We’re Becoming Numb to Terrorism. That Might Be a Good Thing”

Reading questions: *we’re used to hearing about terrorism as a form of mindless extremism. According to Pape, why can terrorism be strategic? What political goal is terrorism often used to achieve?*

Presentation: pick a country which underwent a major episode of political violence. Describe the root causes of the unrest. Did grievances shift from being expressed peacefully to violence? What was the regime’s response? What was the orientation of the military to anti-regime mobilization, and how did this effect the outcome?

* + Thursday 10.24: **Communism and Post-Communism**

Readings: 1) O’Neil p. 267-303

 2) TBD

Reading questions: *why was it so unexpected (from the perspective of Marxist theory) that communism emerged in Russia and China, instead of Britain and France? How did that affect the economic and political trajectories of communist countries?*

Presentation: Briefly describe the background to the Cuban revolution. In what ways were Fidel Castro and Che Guevara inspired by Marxism and Leninism? How did the system put in place reflect Marxist and Leninist ideals? Did the Castro regime succeed in reducing inequality and poverty? What were the regime's failures, and how did it maintain control in the face of dissent?

* Week Eleven:
	+ Tuesday 10.29: **Imperialism and Colonialism**

Readings: 1) Gandhi, “[Declaration of Independence of the Indian National Congress”](http://www.declarationproject.org/?p=1265), 1930

 2) O’Neil p.305-318

Reading questions: *in this Declaration of Independence, what critiques of colonialism does Gandhi level? What parallels are there to the U.S. Declaration of Independence?*

Presentation: Pick a formerly colonized country. What empire colonized it, and what was their method of rule? Describe the economic relationship between the colony and the empire. What kinds of grievances did anti-colonial forces express? When and how was independence achieved?

* + Thursday 10.31: **Post-Colonial Politics**

Readings: 1) O’Neil p. 318-336

 2) Guardian, [“Lamumba: The Most Important Assassination of the 20th Century”](https://www.theguardian.com/global-development/poverty-matters/2011/jan/17/patrice-lumumba-50th-anniversary-assassination)

Reading questions: *why did colonialism cast such a long shadow over the economic and political development of former colonies?*

Presentation: Pick a formerly colonized country. How did colonialism affect the cleavages in society? What sort of resources did groups compete for control of in the wake of de-colonization? How effective were political institutions in controlling inter-group conflict, and why?

* Week Twelve:
	+ Tuesday 11.05: **Authoritarianism**

Readings: 1) O’Neil p. 184-197

 2) Pepitsky, [“Everyday Authoritarianism is Boring and Tolerable”](https://tompepinsky.com/2017/01/06/everyday-authoritarianism-is-boring-and-tolerable/)

 3) Optional: Croissant et al., [“Mass Protests and the Military”](https://muse.jhu.edu/article/698924/pdf)

Reading questions: *what kind of carrots and sticks do authoritarian regimes use to stay in power?*

Presentation: pick an authoritarian regime. Describe its structure: who rules and on what do they base their legitimacy? Who are the key actors or groups in the regime? Are they religious, familial, tribal/ethnic? What are the regime’s methods of control?

* + Thursday 11.07: **Competitive-Authoritarianism and Hybrid Regimes**

Video: [“An Interview with Valerie Bunce on Hybrid Regimes”](https://www.youtube.com/watch?v=8znjhDBjFGE)

Readings: Levitsky and Way, [“The Rise of Competitive Authoritarianism”](https://scholar.harvard.edu/levitsky/files/SL_elections.pdf)

Reading questions: *Levitsky and Way talk about hybrid regimes as being too weak for democracy and too weak for autocracy. What do they mean by that?*

Presentation: Pick a hybrid regime. Briefly describe the ruling party and its leadership. What were the last elections like (free and fair, some tampering, mass ballot stuffing etc.)? Were the results accepted by the opposition or was there violence? If the latter, how did the regime react?

Unit 3: Contemporary Issues in Comparative Politics

* Week Thirteen:
	+ Tuesday, 11.12: **Multi-level Governance and Federalism**

Readings: 1) O’Neil p.246-252

 2) Marks, “Europe and Its Empires”

Reading questions: *what is the tension between scale and community that empires (and large polities generally) struggle with?*

Presentation: compare and contrast the EU and the US. Do you think the EU will ever look as integrated as the U.S or not (make an argument one way or the other), and why? What are some of the pressures towards and away from further integration?

* + Thursday, 11.14: **Populism and BREXIT**

Readings: 1) Hopkin, “When Polanyi Met Farage: Market Fundamentalism, Economic Nationalism, and Britain’s Exit from the European Union”

Reading questions: *what is the “double movement”, and what does it have to do with populism?*

Presentation: pick an example of a left wing populist leader (or party) and a right wing populist leader (or party). What do they have in common in terms of rhetoric? What about in terms of policy? How do they differ? Looking at these similarities and differences, is it useful to talk about populism as a single concept, or does the concept obscure more than it reveals?

* Week Fourteen:
	+ Tuesday 11.19: **Welfare State Retrenchment**

Readings: 1) O’Neil p. 259-261

 2) Vox, [“A Political Scientist Reveals the Real Reason Obamacare Repeal is So Hard”](https://www.vox.com/2017/3/24/14953202/obamacare-repeal-ryan-trump-paul-pierson-retrenchment)

Reading questions: *what is negativity bias, and why does it help to politically protect major social programs?*

Presentation: pick an episode in which a government tried to cut some social program or benefit. How were the cutbacks designed, and what was the impact of its design on the reception of the bill? What constituencies mobilized against the cuts? How did they do it (through internal lobbying, street protests, electoral mobilization)? Were the cuts ultimately passed?

* + Thursday 11.21: **Globalization and Democracy**

Readings: 1) Thomas Friedman, [“The Golden Straitjacket”](http://www.socstudcphs.org/values.goldenstraightjacket.pdf)

 2) Dani Rodrik, [“The Great Globalisation Lie”](https://www.prospectmagazine.co.uk/magazine/the-great-globalisation-lie-economics-finance-trump-brexit)

Reading questions: *Why does Friedman think globalization is inevitable? Why does Dani Rodrik think it’s politically unsustainable?*

Presentation: is there a clear relationship between openness to trade and democratization or liberalization? Use examples (i.e South Africa, China, Saudi Arabia, etc.) to make your argument.

* Week Fifteen:
	+ Tuesday 11.26: **Disaffection and Generational Politics**

**\*\*\*PAPER #2 DUE IN CLASS\*\*\***

Presentation: What differences are there between your generation’s politics and your parents generation’s politics? Are these differences more about style and medium, or about actual political positions? If the latter, does it seem to be more based around “culture war” issues or about economic issues?

Readings: 1) Judith Bessant et al., “The Precarious Generation: A Political Economy of Young People” (Introduction only).

Reading questions: *What are some of the major economic forces which might shape the politics of millennials and why?*

Thursday 11.28: No class (Thanksgiving break)

* Week Sixteen:
	+ Tuesday: 12.03:**Review for final exam**
	+ Thursday 12.05: No Class (Reading Week)

**Final exam:** Saturday, December 7th at noon in our usual classroom.