

DEMOCRACY AND DICTATORSHIP
Carleton College
POSC 120 – Winter 2022

Monday and Wednesday, 11:10 AM - 12:20 PM | Friday, 12:00 - 1:00 PM
Leighton Hall 402

Professor Juan Diego Prieto
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Office: Willis 407

Office Hours
Monday and Wednesday, 2:00-3:30 PM
or by appointment

Writing Assistant: Evan Lieberman (liebermane@carleton.edu)

“And what should they know of England / who only England know?” — Rudyard Kipling

“No Way To Prevent This, ' Says Only Nation Where This Regularly Happens” — *The Onion*

“Control, control, you must learn control!” — Yoda

COURSE DESCRIPTION

This course offers an introduction to the study of comparative politics, the subfield of political science that studies countries' internal political processes. It offers an overview of some of the main questions that comparativists ask about political differences and similarities between (and within) countries. For example, why are some governments more effective than others? Why are some places more democratic or authoritarian than others? What explains the apparent rise of populism and what are its consequences? What is the relationship between politics and economic performance? Why are social policies more robust in some places than in others? Why are some social movements more successful than others? Why are some places more violent than others? Students will empirically examine questions such as these using country case studies, controlled comparisons, and data from various sources. Since this course is designated as a Theoretical Academic Civic Engagement (ACE) course, we will also reflect collectively on our own roles, rights, and responsibilities as members of various human communities and inhabitants of the world.

LEARNING OBJECTIVES

Students will develop theoretical knowledge and conceptual tools for analyzing some of the most pressing political issues in contemporary politics. They will be able to collect reliable data and use comparative methods to understand and explain variation in political processes and outcomes across cases. Students will also strengthen their ability to make compelling, balanced, and critical arguments and to communicate them in writing as well as in oral presentations.

READINGS AND OTHER MATERIALS

All required materials are available on Moodle (<https://moodle.carleton.edu>).

Course Components and Assessment

The requirements for this course involve completing assignments on your own and in collaboration with your peers, as well as contributing to class discussions and activities. All of your written work will be submitted electronically. Your grade will be based on the following requirements:

Summary

- Class Engagement: 20%
- Short Essay: 15%
- Debates: 20%
- Data Analysis Group Project: 25%
 - Topic Selection: *Ungraded*
 - Why Question: 2%
 - Literature Review: 5%
 - Presentation: 10%
 - Final Brief: 8%
- Final Exam: 20%

Class Engagement (20%)

Attendance and participation in every class are required. Please arrive on time and stay until the end of each session. There is no way to “make up” a missed class (though I am understanding about family emergencies, illnesses, or other serious difficulties). Importantly, your class engagement grade requires much more than being physically present in the classroom. It requires being prepared for class, having completed all of the assigned readings, contributing actively and constructively to discussions and activities, and behaving professionally.

Ask questions, answer my discussion prompts, point to passages in the reading, and share your informed opinions (even if you feel they are not yet fully formed). Come prepared to discuss current events in connection to the course content. We will also frequently begin class with an ungraded “pseudo-quiz” aimed at helping you recall key information from the reading, and I may sometimes ask everyone to email me a photo of your answer and complementary notes at the end of class; these notes will partially inform my assessment of your class engagement.

Constructive engagement also requires all of us to contribute to fostering a positive environment for everyone to participate, including those of us who are introverted, not as used to public speaking, or who do not feel as confident with the course material. Learning when to step back and let others speak is just as important as speaking frequently.

Short Essay (15%)

Each student will write one short essay (between 900 and 1,100 words in length) on states and political regimes. Your essay must analyze a question and develop an argument that addresses that question in a critical, measured, and conceptually sound manner. Detailed instructions will be provided separately. You must meet with the course writing assistant, Evan Lieberman, to discuss your essay, which will be due at the end of Week 3.

Debates (20%)

We will have three in-class debates on different topics. Each student will actively take part in two debates and serve as a juror in the remaining one. Debate jurors will also write a 1-2 paragraph reflection on the debate on a Moodle forum. Each student’s grade on this activity will be split between your active debate participations (9% each, totaling 18%) and your short reflection (2%).

Data Analysis Group Project (25%)

Students will be divided into groups of three or four members to conduct empirical analysis on the relationship between regime type (i.e., democracy or dictatorship) and some meaningful outcome of your own choosing (for example, management and mitigation of COVID-19, economic growth or

equality, gender or racial equity, or policies to combat climate change). Groups will collect cross-national quantitative data for this analysis, and individual group members will complement such data with country case study material. Each group will consult with Sean Leahy, reference and instruction librarian, for assistance with data collection.

Groups will work incrementally on this project throughout the term and receive multiple rounds of feedback. The first project component will be a one-page statement of the topic and its importance (ungraded). The second assignment will consist of a single sentence asking a single “why” question (2% of the total course grade). The third assignment will be a short literature review identifying how other scholars have tried to answer your “why” question (5%). Each group will then deliver a 12-minute presentation on Week 9 (10%). The last component of the project will be a short brief that summarizes the project findings and incorporates feedback received during the presentation sessions (8%). Due dates for each of these assignments are noted in the schedule of class meetings and assignments below as well as on Moodle.

Grades will be assigned collectively to each group, but each student will prepare confidential evaluations of the contribution of their peers, and these assessments will be used to adjust the individual score for group members if necessary. Each group member is expected to contribute equally—“free-riding” is unacceptable! More importantly, however, cultivating teamwork skills (including respectful communication, conflict management, and problem-solving, in addition to planning, time management, and deliberation) is an essential part of your educational experience. If issues arise, I encourage you to address them head-on early on in the term (and, of course, do not hesitate to contact me if you deem it necessary).

Final Exam (20%)

The take-home final exam will be cumulative. The exam is open-note, but you must complete it individually and may not discuss your answers with others. It will include some short-answer questions and identification terms, but the main element will be an essay component that will require you to develop an argument and use empirical evidence (including statistical data from the various sources used throughout the term) to support it. The prompt will be distributed on Monday, March 7, and the exam will be due on the last exam day, Wednesday, March 16.

Grading

Your grade will reflect your time, hard work, and commitment to the class. Although this is an introductory course, it is not an easy one. I have high standards, and my job is to work with you as you develop the skills needed to meet those standards. Each assignment will have its own grading rubric. I will be using the following grading scale:

A	A-	B+	B	B-	C+	C	C-	D	F
> 93	92.99-90	89.99-87	86.99-83	82.99-80	79.99-77	76.99-73	72.99-70	69.99-60	< 60

Grade complaints. Grade complaints must be submitted at least 24 hours after the assignment has been returned to you but no more than one week later. Please submit a formal written appeal via email explaining why you think your grade is incorrect and should be changed. Your appeal should be clear, specific, and based on the contents of your submitted work, the grading criteria, and the gap between them. Schedule a time to meet with me and discuss your appeal. The second grade, higher or lower, will become your grade on the assignment.

EXPECTATIONS AND NORMS

Respect. Please treat everyone in the class with respect. We will sometimes discuss politically charged issues. We must be able to think through, interrogate, and discuss these issues in a safe environment, free from judgement or fear of reprisal.

The learning process. You are expected to read, think, criticize, and develop original and sophisticated arguments. You must keep up with reading assignments and attend class regularly. You must be prepared at all times to discuss the readings and concepts from previous lectures. You should be aware that learning is a process and a social, collective endeavor, and you are encouraged—and expected—to share your thoughts and ideas as works in progress, ask questions and seek clarification, and work together with your peers to advance each other’s learning.

My commitments to you. I will return your assignments in a timely manner with thoughtful and constructive feedback. I will do my best to make this course understandable and accessible for everyone. I will be available during office hours or by appointment (see below) to answer any questions you may have about the content or structure of the course or about specific assignments, or to help you think through the course material. I will welcome any feedback you may have about the course content, my teaching, or our classroom environment.

Office hours. What are office hours for? You are always welcome to come and ask any questions you may have, both specific and broad, or just to talk and bounce ideas off, or to talk about “foreign” music, books, movies, or series, or to exchange pictures of our pets. If you cannot meet me during my office hours, please contact me and we will arrange for an alternative time to meet.

Reasonable adjustments and accommodations. We live in strange, challenging, and sometimes painful times. In academic settings, the circumstances we live in often call for making certain adjustments in order to build and maintain a safe, constructive, and enriching learning experience by addressing or mitigating barriers of various kinds. Such barriers may include but are not limited to connectivity problems, inadequate access to technology, or physical and mental health issues. Please let me know if you ever require additional support or accommodations in order to have equitable conditions to succeed in this class.

- Every student in this class has one “free,” no-questions-asked opportunity to submit an *individual* assignment 48 hours after the deadline has passed, as well as one “free,” no-questions-asked unexcused absence (not applicable for classroom debate or presentation sessions).
- I urge you to make yourself, your health, and well-being a priority above all else. At Carleton, we have a wide-array of resources to support students. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. For more information, check out [Student Health and Counseling \(SHAC\)](#), the [Office of Health Promotion](#), or the [Office of the Chaplain](#).

Electronic devices. Please note that most scientific research shows that handwritten notes are far superior to digital notetaking by fostering concentration and promoting active learning, but laptops and tablets may be used in class for notetaking if you decide that this is the best solution for you. Students using electronic devices for purposes that are unrelated to our class will be peer-pressured into bringing baked goods for everyone within a week of the offense. I also reserve the right to modify this policy if electronic devices affect the group’s learning process. Phones are never to be seen or

heard in class, unless you have a special need (in which case I ask you to discuss it with me before class).

- **Dealing with distractions.** I encourage you to use apps like FocalFilter (focalfilter.com, open source, Windows), SelfControl (selfcontrolapp.com, open source, Mac), or Freedom (freedom.to, premium, all operating systems) to block your own access to online distractions while using electronic devices in class or while reading or writing for this class (and others). If you have read through this syllabus carefully and found this line, please send me a funny meme, gif, or sticker, and you will not believe what happens next.

Academic integrity. Academia relies upon the ethical conduct of scholars. Students are held to the same standards in their own work. It is assumed that a student is the author of all course work that they submit, and that the work has not been submitted for credit in another class without the instructor's permission. Students must document all passages, paraphrases or ideas that come from other sources. Direct quotations must be placed in quotation marks. Academic misconduct will not be tolerated and will be strictly handled according to the [Campus Handbook](#). Please familiarize yourself with these policies and consult the College's [Writing Across the Curriculum website](#) for additional guidance on plagiarism.

Confidentiality. In order to create a collaborative environment where we can grapple with difficult topics and sharpen our intellect in a trusted and secure space, please treat our course content, classroom and online discussions, and all communication (such as e-mails, discussion forums, etc.) with confidentiality.

Accommodations for students with disabilities. Carleton College is committed to providing equitable access to learning opportunities for all students. The Office of Accessibility Resources (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact OAR@carleton.edu or call Sam Thayer ('10), Director of the Office of Accessibility Resources (x4464), to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Title IX. Carleton is committed to fostering an environment free of sexual misconduct. Please be aware all Carleton faculty and staff members, with the exception of Chaplains and SHAC staff, are "responsible employees." Responsible employees are required to share any information they have regarding incidents of sexual misconduct with the Title IX Coordinator. Carleton's goal is to ensure campus community members are aware of all the options available and have access to the resources they need. If you have questions, please contact Laura Riehle-Merrill, Carleton's Title IX Coordinator, or visit the [Sexual Misconduct Prevention and Response website](#).

The Writing Center. The Writing Center is a space with peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the [writing center website](#). You can reserve specific times for conferences by using their [online appointment system](#).

SCHEDULE OF CLASS MEETINGS AND ASSIGNMENTS

Wednesday, January 5. Introduction

- “John Snow and the 1854 Broad Street Cholera Outbreak,” *HarvardX*, April 19, 2017 (8:29), <https://www.youtube.com/watch?v=INjrAXGRda4>.
- *Review*: Paul N. Edwards. “How to Read a Book, v5.0,” University of Michigan School of Information, <https://pne.people.si.umich.edu/PDF/howtoread.pdf>.

Friday, January 7. What States Are, Where They Come From, Why They Matter

- Gianfranco Poggi, “The Nation-State,” in *Comparative Politics*, 5th ed., edited by Daniele Caramani (Oxford University Press, 2020): 69-85.
- “Lawless Lands,” *Reveal* podcast (51:00), <https://www.revealnews.org/episodes/lawless-lands>.
 - Full audio also available on Moodle. You can use PocketCasts to play it on your phone.

Monday, January 10. Strong and Weak States

- Miguel Angel Centeno, Atul Kohli, and Deborah J. Yashar, “Unpacking States in the Developing World: Capacity, Performance, and Politics” (selections), in *States in the Developing World*, edited by Miguel Angel Centeno, Atul Kohli, and Deborah J. Yashar (Cambridge University Press, 2017): 1-27.
- “Country Dashboard,” *Fragile States Index*, <https://fragilestatesindex.org/country-data>.
 - Each student will be assigned one country and must come to class prepared to present it and discuss it with their peers.
- Lionel Beehner and Joseph Young, “The Failure of the Failed States Index,” *World Policy*, July 17, 2012, <http://worldpolicy.org/2012/07/17/the-failure-of-the-failed-states-index>.

Wednesday, January 12. Library Instruction

- TBD

Friday, January 14. Citizen Experiences of the State

- Gabrielle Kruks-Wisner, “The Pursuit of Social Welfare: Citizen Claim-Making in Rural India,” *World Politics* 70, no. 1 (2018): 122-163.
- “According to Need: Housing Finally,” *99 Percent Invisible* podcast (48:11), December 15, 2020, <https://99percentinvisible.org/episode/according-to-need-chapter-5-housing-finally>.
 - Also available on PocketCasts (<https://pca.st/tll9vji2>), Apple Podcasts (<https://apple.co/32CsKZU>), or Spotify (<https://sptfy.com/76z2>).

Topic Selection for Group Project Due This Weekend

Monday, January 17. Democracy and Authoritarianism

- Philippe C. Schmitter and Terry Lynn Karl, “What Democracy Is... and Is Not,” *Journal of Democracy* 2, no. 3 (1991): 75-88.
- Natasha Lindstaedt, “Authoritarian Regimes,” in *Comparative Politics*, 5th ed., edited by Daniele Caramani (Oxford University Press, 2020): 103-116.
- “Remembering Desmond Tutu,” *Fresh Air*, December 29, 2021, <https://www.npr.org/2021/12/28/1068495591/remembering-desmond-tutu>.
 - Also available on PocketCasts (<https://pca.st/20i9n8jg>), Apple Podcasts (<https://apple.co/3eRHPJS>),

or Spotify (<https://spoti.fi/3q1XHjr>).

Wednesday, January 19. Explaining Regime Change: Economic Forces

- Christian Welzel, “Modernization and Democracy: An Emancipatory Nexus,” *Annals of Comparative Democratization* 16, no. 3 (2018): 18-25.
- Daron Acemoglu and James A. Robinson, “Our Argument,” in *Economic Origins of Dictatorship and Democracy* (Cambridge University Press, 2006): 15-47.

Friday, January 21. Explaining Regime Change: Political and Social Forces

- Jan Teorell, “Explaining Democratization” (selections), in *Determinants of Democratization: Explaining Regime Change in the World, 1972–2006* (Cambridge University Press, 2010): 17-24.
- Elisabeth Jean Wood, “An Insurgent Path to Democracy: Popular Mobilization, Economic Interests, and Regime Transition in South Africa and El Salvador,” *Comparative Political Studies* 34, no. 8 (2001): 862-888.

Short Essay Due This Weekend

Monday, January 24. Democratic Backsliding and the Rise of Illiberalism

- Stephan Haggard and Robert Kaufman, “The Anatomy of Democratic Backsliding,” *Journal of Democracy* 32, no. 4 (2021): 27-41.
- “Viktor Orban's ‘Illiberal Democracy,’” *BBC Newsnight*, April 26, 2018, <https://www.youtube.com/watch?v=QrftUpWOsc> (13:52).
- “Countries and Territories: Global Freedom Scores,” *Freedom House*, <https://freedomhouse.org/countries/freedom-world/scores>.
 - Each student will be assigned one country and must come to class prepared to present it to their peers and discuss whether they agree with its scores and classification.

Wednesday, January 26. Populism

- Carlos de la Torre, “Global Populism: Histories, Trajectories, Problems, and Challenges,” in *Routledge Handbook of Global Populism*, edited by Carlos de la Torre (Routledge, 2019): 1-27.
- “Hugo Chávez's 14 Years as Venezuelan President,” *The Guardian*, October 5, 2012, <https://www.youtube.com/watch?v=SwNmYaaindU> (4:52).
- “The Philippine President's War on Drugs,” *CNN*, May 6, 2017, <https://www.youtube.com/watch?v=il4a5NUXMqY> (2:34 + browse the comments section).

Friday, January 28. Debate I

- No required readings.

Why Question for Group Project Due This Weekend

Monday, January 31. Populism and Political Communication

Virtual talk and workshop with Luciana Beccassino, political communication and marketing consultant, expert on the political communications of populism in Latin America

- “How Populist Are You?” *The Guardian*, <https://www.theguardian.com/world/ng-interactive/2018/nov/21/how-populist-are-you-quiz>.
 - Take the quiz and reflect on the questions and your results.

Wednesday, February 2. Populism, Illiberalism, and the State

- Michael W. Bauer, B. Guy Peters, Jon Pierre, Kutsal Yesilkagit, and Stephan Becker, “Introduction: Populists, Democratic Backsliding, and Public Administration,” in *Democratic Backsliding and Public Administration: How Populists in Government Transform State Bureaucracies* (Cambridge University Press, 2021): 1-17.
- João Nunes, Deisy Ventura, and Gabriela Spanghero Lotta, “Brazil: Jair Bolsonaro’s Strategy of Chaos Hinders Coronavirus Response,” *The Conversation*, April 23, 2020, <https://theconversation.com/brazil-jair-bolsonaros-strategy-of-chaos-hinders-coronavirus-response-136590>.
- Jessica A. J. Rich, “While Brazil’s President Fights Social Distancing, its Public Health System is Fighting the Pandemic,” *The Washington Post*, May 4, 2020.

Friday, February 4. Democratic Institutions: Introduction

- David Samuels, “Democratic Political Regimes” (selections), in *Comparative Politics*, 2nd ed. (Pearson, 2018): 63-82.
- Each student will be assigned one country. Read that country’s profiles in both of the following databases and come to class prepared to present it to your peers and discuss what may explain its electoral system and subnational units’ level of self-rule and shared rule.
 - “Electoral Systems – Annexes – Case Studies,” *ACE Project*, <https://aceproject.org/ace-en/topics/es/annex/esy/default>.
 - “Country Profiles,” *Regional Authority Index*, v. 3.1, <https://garymarks.web.unc.edu/data/regional-authority-2>. Read the “Institutional Depth and Policy Scope” carefully and skim the rest.

Monday, February 7. Mid-Term Break

Wednesday, February 9. Institutions for Divided Societies

- Caroline A. Hartzell and Matthew Hoddie, “Art of the Possible: Power Sharing, Democratic Transition, and Democratization in Post-Civil War States,” in *Power Sharing and Democracy in Post-Civil War States: The Art of the Possible* (Cambridge University Press, 2020): 74-92.
- International Crisis Group, “Wading into Democratic Politics,” in *A Fight by Other Means: Keeping the Peace with Colombia’s FARC* (Latin America Report 92), November 30, 2021: 15-21.
- “Muhasasa, the Political System Reviled by Iraqi Protesters,” *Al Jazeera*, December 4, 2019, <https://www.aljazeera.com/news/2019/12/4/muhasasa-the-political-system-reviled-by-iraqi-protesters>.

Friday, February 11. Debate II

- No required readings.

**Proposal and Literature Review for
Group Project Due This Weekend**

Monday, February 14. Explaining Institutional Change and Continuity

- Kent Eaton, “Designing Subnational Institutions: Regional and Municipal Reforms in Postauthoritarian Chile,” *Comparative Political Studies* 37, no. 2 (2004): 218-244.
- “Locked In,” *Mapped Out* podcast, WPR Reports, October 27, 2021, <https://www.wpr.org/mappedout/wisconsin-2011-map-cemented-republicans-majority-and-shaped-decade-policy> (23:08).
 - Also available on PocketCasts (<https://pca.st/wmrgdxat>), Apple Podcasts (<https://apple.co/3qvvDDW>), or Spotify (<https://spoti.fi/3sIeD01>).

Wednesday, February 16. States, Markets, and Economic Performance

- Naazneen H. Barma, “Economic Development: From Orthodoxy to Heterodoxy,” in *The Political Economy Reader: Contending Perspectives and Contemporary Debates*, edited by Naazneen H. Barma and Steven K. Vogel (Routledge, 2022): 441-454.
- “India, Farming, and the Free Market,” *NPR Planet Money*, April 16, 2021, <https://n.pr/3HouxRk> (22:49).
 - Also available on PocketCasts (<https://pca.st/n7jox0nl>), Apple Podcasts (<https://apple.co/3sMwse8>), or Spotify (<https://spoti.fi/3pIWpcY>).
 - For an update, see “India's farmers faced down a popular prime minister and won. What will they do now?” *NPR All Things Considered*, November 26, 2021, <https://n.pr/3HmskWs>.

Friday, February 18. States, Regimes, Institutions, and Natural Resources

- William Gochberg and Victor Menaldo, “The Resource Curse Puzzle Across Four Waves of Work,” in *The Palgrave Handbook of the International Political Economy of Energy* (Palgrave Macmillan, 2016): 505-525.
- “The Necessary Evil,” *How We Survive* podcast, American Public Media, November 18, 2021, <https://www.marketplace.org/shows/how-we-survive/the-necessary-evil> (32:26).
 - Also available on PocketCasts (<https://pca.st/7yrb7i1o>), Apple Podcasts (<https://apple.co/3n8eQGj>), or Spotify (<https://spoti.fi/3HnrKYs>).

2022 Wynia Memorial Lecture: Lessons from Brazil’s Fight against Corruption

Professor Matthew M. Taylor (American University)

4:30 PM - 6:00 PM - Anderson 121

Monday, February 21. Social Policy in the Global North

- Kees van Kersbergen and Philip Manow, “The Welfare State,” in *Comparative Politics*, 5th ed., edited by Daniele Caramani (Oxford University Press, 2020): 376-394.
- UN Women, “COVID-19 and the Care Economy,” Policy Brief No. 16, <https://www.unwomen.org/en/digital-library/publications/2020/06/policy-brief-covid-19-and-the-care-economy>.
- “World Social Protection Data Dashboards,” *International Labour Organization*, <https://www.social-protection.org/gimi/WSPDB.action?id=19>.
 - Each student will be assigned one country and must come to class prepared to present it to their peers and discuss what may explain its social protection profile.

Wednesday, February 23. Social Policy in the Global South

- Melani Cammett and Lauren M. MacLean, “Introduction,” in *The Politics of Non-State Social Welfare*, edited by Melani Cammett & Lauren MacLean (Cornell University Press, 2014): 1-15.

- “What’s Changed Since COVID-19: Country Cases,” *Social Protection* podcast, October 29, 2021, <https://socialprotection.org/learn/podcasts/ep-6-whats-changed-covid-19-country-cases> (31:46).
 - Also available on PocketCasts (<https://pca.st/vy1ud1md>), Apple Podcasts (<https://apple.co/3ziV7s3>), or Spotify (<https://spoti.fi/3pGIDaD>).

Friday, February 25. Debate III

- No required readings.

Additional Office Hours Today in Preparation for Next Week’s Group Presentations

Monday, February 28. Civil Society

- Ashutosh Varshney, “Ethnic Conflict and Civil Society,” *World Politics* 53, no. 3 (2001): 362-398.
- Cristina Buzaşu and Paweł Marczewski, “Confrontation Versus Cooperation in Polish and Romanian Civil Society,” *Global Civil Society in the Shadow of Coronavirus*, edited by Richard Youngs (Carnegie Endowment for International Peace, 2020): 41-46.

Wednesday, March 2. Group Presentations

Friday, March 4. Group Presentations

Group Project Briefs Due This Weekend

Monday, March 7. Social Movements

- Erica Chenoweth, “Political Mobilization and Institutions,” in *Routledge Handbook of Comparative Political Institutions*, edited by Jennifer Gandhi and Rubén Ruiz-Rufino (Routledge, 2016): 362-376.
- Kai Thaler, “Violence Is Sometimes the Answer,” *Foreign Policy*, December 5, 2019, <https://foreignpolicy.com/2019/12/05/hong-kong-protests-chile-bolivia-egypt-force-police-violence-is-sometimes-the-answer>.

Wednesday, March 9. Political Violence

- David Samuels, “Political Violence,” in *Comparative Politics*, 2nd ed. (Pearson, 2018): 247-274.
- “Healing Wounds of Rwanda's Genocide Through Reconciliation,” *PBS NewsHour*, May 28, 2014, <https://www.youtube.com/watch?v=G422U9faPSg> (8:54).
- “Uppsala Conflict Data Program,” Department of Peace and Conflict Research, Uppsala Universitet, <https://ucdp.uu.se>.
 - Each student will be assigned one country and must come to class prepared to present it to and discuss it with their peers.

Friday, March 11. Non-Political Violence?

- Angélica Durán-Martínez, “States, Trafficking, and Violence,” in *The Politics of Drug Violence: Criminals, Cops and Politicians in Colombia and Mexico* (Oxford University Press, 2018): 1-33.
- “The Reality of Legalizing Cocaine, Heroin, and Ecstasy,” *VICE*, February 10, 2021, <https://www.youtube.com/watch?v=haT4FrOYPtk>.

Final Exam Due March 16 by 6:00 PM