

**Syllabus | Spring 2020**  
**INTL 4330 | Post-Industrial Democracies**

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**Instructor:**

Dr Jennifer J White

**Class Time:**

MWF, 12:20-13:10

**Office Hours:**

Wednesdays, 15:45-17:45 or by appointment

**Class Location:**

MLC 267

**Appointment Scheduling during Office Hours:**

[jenx.youcanbook.me](http://jenx.youcanbook.me)

**E-Mail:**

[jenx@uga.edu](mailto:jenx@uga.edu)

**Office:**

216 Dept of International Affairs ([building #0031](#))

**E-Mail Office Hours:**

Mondays, 16:45-18:00

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**Course Description:**

“The political economy, institutions, and cultures of the major capitalist countries in Europe, East Asia, and North America. State-society relations and formal and informal political institutions, such as political parties, interest groups, electoral systems, and democratic representation.”

Prerequisite: INTL 3200 or INTL 3300 or permission of department

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**Raison d’Être of the Course:**

Modern democracy began in Europe, and has expanded across the globe to become the most widely-chosen form of government. The early adopters of democracy – in Western Europe and North America, then East Asia – have been at the democracy game for some time now, and yet despite being “consolidated democracies,” these systems still face challenges. Further, although these systems have been in place for well over a century, they have been shaped by different histories and political cultures, and have thus adopted different institutional configurations that have led to a variety of political, economic, and social outcomes – and indeed different ways of addressing the common challenges many face today.

We shall therefore discuss what “democracy” means, how it evolves, and its different varieties. In these discussions, we shall consider the political institutions, cultures, and economics that underpin advanced, post-industrial democratic nations. As we discuss these concepts, we shall also explore issues that currently challenge these systems – in Europe and beyond – such as political violence, migration, the development of extremist/nationalist groups, and the effects of international institutions.

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**Course Objectives:**

In this course, we shall work to:

- develop a clearer understanding of the **politics of advanced, post-industrial democracies**, and the similarities and differences among these different systems
- explore the **political institutions, culture, and economy** of advanced democratic countries to understand how these factors affect political outcomes
- **compare** these systems and countries in particular to the case of the United States, which we shall use as a base reference
- engage in **critical assessments** of the differences and similarities we find, asking whether or not changes in a country's political institutions may provide **viable answers** to some of the current political problems and controversies that many modern democracies face today (such as immigration policy and migration flows, political violence, and political extremism)
- develop sharper **critical thinking skills** that will enable you to better understand and assess the value of news articles, research papers, and other content on the political and economic affairs of advanced democracies and other systems
- use theoretical tools from the course to **explain, predict, or prescribe policy reform** and political behavior as a researcher or practitioner in the field of politics
- be able to **comprehend and communicate theoretical concepts and findings** with more effective written and verbal communication skills

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**Texts:**

We shall use **three** main texts for the course (two required and one recommended):

**TWO REQUIRED:**

**Crepez, Markus.** *European Democracies*. New York: Routledge, 2017. (9<sup>th</sup> Edition)  
**ISBN:** 978-1-138-9324-9 (Noted as “MC” in the course schedule below.)

**Weston, Anthony.** *A Rulebook for Arguments*. (5<sup>th</sup> Edition) Indianapolis: Hackett Publishing Company, Inc. 2018.  
**ISBN:** 978-1-62466-654-4 (**Required**; listed as “AW” in the course schedule below.)

**ONE OPTIONAL:**

**Dahl, Robert Alan.** *How Democratic Is the American Constitution?* Castle Lectures in Ethics, Politics, and Economics. New Haven: Yale University Press, 2001.  
**ISBN:** 978-0300095241 (Noted as “RD” in the course schedule below.)  
**Available as an e-book through the UGA Library**  
**(Galileo Password required for off-campus access):**  
<http://ebookcentral.proquest.com/lib/ugalib/detail.action?docID=3420181>

There will also be selected readings from other texts, some of which are listed in the course schedule below, and some which will be determined later. All of these readings will be posted on the course's site on the eLC. **Please NOTE:** *The readings that will be posted on the course Web site are for use by students in this course ONLY! Please do not share these copyrighted materials with others, else I shall receive a nasty “cease and desist order” from the publishers. Not fun.*

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**My Expectations of You:**

Our course will focus primarily on European democracies (where the more advanced, post-industrial democracies are found), and we may not be able to cover adequately a theme or area of the world that is of interest to you. There will be, however, opportunity for you to delve more deeply into particular areas that might interest you in the group project (described below).

**It is *essential* that you come to class prepared.**

Each day's assignments must be completed before class, and each student must be ready to conduct a quality discussion or ask questions on the day's material. Also, lectures will not be mere repetition of the reading material, and students will be expected to come to class ready to *expand* on the readings and assignments. In effect, we shall be building the lectures together, so each student must be engaged in the class.

**Ask questions if anything is unclear.**

**To encourage you to think critically and creatively**, not all assignments are specified in exacting, exhaustive detail (nor is life, for that matter). I shall give you guidelines on each assignment, and we shall undertake activities in class to prepare you for the assignments, **but it is up to you to verify that you understand the assignments and can complete them successfully**. Let me repeat that: if you do not understand something or if things are unclear, *you must communicate with me*. This will, in turn, be part of your participation/communication grade – do not wait until after an assignment is due or until the end of the semester to register your confusion over something we have done in class.

**What You Can Expect from Me:**

I shall strive to offer you a fair, manageable workload that will address the essential concepts and knowledge of the study of modern, advanced democracies. I shall also connect what we discuss with current events to help you gain a greater understanding of our course concepts and certain events happening in the world. ***Please note that our discussions of current events will be related to the topic(s) we are discussing in the course; if you're not making the connections, let's please chat about that!***

You can book a specific time during my **office hours** to see me at [jenx.youcanbook.me](http://jenx.youcanbook.me). Appointments can be scheduled in 15-minute increments; if you think you might need a longer visit than 15 minutes, please book more than one time slot. If you will be unable to meet with me after having scheduled a time, please delete the appointment at [jenx.youcanbook.me](http://jenx.youcanbook.me), so others may be able to schedule at that time.

You should indeed feel free to ***communicate with me*** on any question or issue you are having in the course. This is ***your*** course: you should be active in what you're learning and with regard to what you wish to learn. If something isn't working or isn't clear, please speak up – don't just wait to give feedback on the course eval at the end of the semester (I can't really adjust anything about the course then!).

**Ground Rules:**

1. First and foremost: **communicate**. If anything occurs that might affect your ability to participate or do the work for the class, please let me know. I have had many students who have felt overwhelmed yet waited too long to speak to me (or did not communicate at all) about the situation: if I know that you are facing challenges, I can work with you or help you find assistance so that you can successfully manage the course.
2. **When e-mailing me**, please **state the course and time in the subject line**. If the message is of an urgent nature, please specify this in the subject, too.

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3. For **my in-person office hours**, please schedule an appointment at [jenx.youcanbook.me](http://jenx.youcanbook.me). Appointments are scheduled in 15-minute increments; if you think you might need a longer visit than 15 minutes, please book more than one time slot. If you will be unable to meet with me after having scheduled a time, please delete the appointment at [jenx.youcanbook.me](http://jenx.youcanbook.me), so others may be able to schedule at that time.
4. The use of laptops, cell phones, iPods, or any other electronic device **will not be allowed during class, unless I have given explicit permission beforehand**. We shall be doing this old-school, ladies and gentlemen. Also note that I will **not** continuously reprimand you for using your e-device: I shall simply give you a zero for participation on the day(s) that you choose to ignore this ground rule. Alternatively, I may just single you out to sing "Never Gonna Give You Up" in front of the class (an in-class Rick-Roll). You might not want to be that person.. **Note:** Please give our guest speakers the courtesy of having your full attention; anyone who **dares** to use an electronic device when we have a guest speaker, will get a **zero** for their **semester** participation/communication grade.
5. **You may accrue up to three (3) unexcused absences without penalty**. If you are absent for more than three class meetings without a valid (per University policy) written excuse, your participation grade will be lowered by one letter grade per unexcused absence.
6. **If you are absent on a day when an assignment is due in class, you must notify me in advance that you shall be absent AND provide an acceptable excuse per University policy in order to make up the assignment**. In general, if you know you will be absent (e.g., for religious observance, an extra-curricular event, or illness), I would appreciate an e-mail notification ahead of time, if possible. I worry about you.
7. **Be sure you know what the heck plagiarism is** (see [www.merriam-webster.com/dictionary/plagiarize](http://www.merriam-webster.com/dictionary/plagiarize)). **Work submitted for this course must be your own work; all necessary citations must be properly provided when you cite anyone or anything else:** All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for knowing these standards **before** performing any academic work, and we shall discuss points of academic ethics and plagiarism in class. For more information, see: [honesty.uga.edu/ahpd/culture\\_honesty.htm](http://honesty.uga.edu/ahpd/culture_honesty.htm). **To reiterate:** any incidents of plagiarism or intellectual fraud (see [www.merriam-webster.com/dictionary/fraud](http://www.merriam-webster.com/dictionary/fraud)) will be treated as the **most serious offense**, and you **really** don't want to go to a University hearing over this – it's scary AF. If you need help determining what constitutes plagiarism and how to avoid committing this most egregious intellectual sin, please consult me or our kickin'-est SPIA Librarian, Elizabeth White ([elwhite1@uga.edu](mailto:elwhite1@uga.edu), no relation).
8. **Writing:** There will be a fair amount of writing in this course (journal reflections, research outlines, simulation debriefing report). Writing is an *essential* means of communicating and establishing ideas, and the ability to write clearly and convincingly will serve you well no matter the career path you may take. I will not deduct points from your grades for bad grammar or typos *unless* these hinder the comprehension or flow of your paper's presentation (that is, too much poor grammar or too many typos will lower your paper's grade). **Proof reading** and visits to the **UGA Writing Center** ([writingcenter.english.uga.edu/](http://writingcenter.english.uga.edu/)) or our **SPIA Librarian, Elizabeth White** ([elwhite1@uga.edu](mailto:elwhite1@uga.edu)) **are strongly encouraged**.
9. **Late work:** I shall accept late work on an individual basis: that is, ***I may accept late work, I may not***. Do not depend on my acceptance of late work. For me even to consider *any* submission of late work, you must communicate to me **before** the deadline that the assignment will be late. If you have not informed me before the deadline, I shall not accept any late submission.

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10. **Back up your work!** Purchase an inexpensive USB drive or use an on-line storage site like Dropbox and use this storage back-up frequently! If your laptop crashes right before an assignment is due, you want to be sure to have something to turn in. (And this back-up routine is an incredibly good habit to get into for your work in all of your classes!)
  11. Our discussions may touch upon ideas or topics on which we may not all agree – in fact, this will probably be the case. Each student is expected to be courteous and respectful of the viewpoints and ideas of all others in the class, although disagreements are certainly acceptable. ***In discussions make an effort to provide either a theoretical or empirical basis for your comments. This is a major part of becoming a good critical thinker, which is one of the goals of this course.***
  12. **Keep track of your own grades and absences through the semester** (set up an Excel sheet – that can help). Do not ask me what you earned on an assignment from six weeks ago – you should know. Owing to time constraints, I cannot give you details on these matters until the end of the semester when I begin to calculate grades. **Be pro-active: track for yourself.**
  13. This syllabus is a general plan; **it may be necessary for me to amend any part of the syllabus as we proceed through the course.** (Let’s face it: it will likely happen.) Announcements will generally be made in class and on the course Web site, so you should be sure to attend each class, and to **check the course Web site on ELC often.**
  14. **Letters of recommendation:** I receive many requests for letters of recommendation from students. To guarantee that I can complete each request and do so as well as possible, I limit the number of **new** requests for such letters to ten (10) each semester. If I have written a letter for you in the past, your request will not be included in the limit of those ten. If you plan to make such a request, *please give me at least **three (3) weeks’ notice before the deadline.*** I take these very seriously, and would like to write you as strong a letter as I can – this takes time! 😊
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**Class Agenda**

**For each class**, students are expected to have **completed the readings listed for that day** in the course schedule. Generally, the first two days of the week will be focused on the textbook readings, and Fridays will be dedicated to discussion of the material, current events, or an activity. The week's schedule will be different around holidays and during presentation weeks.

Students are also expected to **be familiar with current events** related to advanced democracies, and we shall have discussions of these events and how they bear on our studies to that point each week. As this is a course in which you are expected to sharpen your critical thinking skills, you should try to **check out at least two (2) news sources** at least a couple of times a week (no – your Facebook/Snapchat feed does **not** count) and thoughtfully assess each source and its presentation of the information. This may be most easily accomplished on-line, by going to the “world news” section of a reputable news source. Here are just some to try:

- The New York Times ([www.nytimes.com](http://www.nytimes.com))
- NPR ([www.npr.org](http://www.npr.org), also carried on WUGA on-line and at 91.7FM)
- The BBC ([news.bbc.co.uk](http://news.bbc.co.uk))
- The Washington Post ([www.washingtonpost.com](http://www.washingtonpost.com))
- The Wall Street Journal ([www.wsj.com](http://www.wsj.com))
- The CBC – Canadian Broadcasting Corporation ([www.cbc.ca/news](http://www.cbc.ca/news))
- The Guardian ([www.guardian.co.uk](http://www.guardian.co.uk))
- The Irish Times ([www.irishtimes.ie](http://www.irishtimes.ie))
- Le Monde ([www.lemonde.fr](http://www.lemonde.fr) – in French)
- Der Spiegel ([www.spiegel.de](http://www.spiegel.de)– in German)
- The Christian Science Monitor ([www.csmonitor.com](http://www.csmonitor.com))
- Try **Google News** (<http://news.google.com/nwshp?hl=en&tab=wn>), and choose “World” to see the world's news in the country of your choice. There are many English news sources (e.g., Canada, New Zealand, Australia, South Africa), as well as other languages.
- **Paywall pains? Free access** to world news sources (newspapers, news Web sites – including all of the sources listed above) is available through the UGA Library at the **Factiva** database: <https://global-factiva-com.proxy-remote.galib.uga.edu/sb/default.aspx?lnep=hp> (use your MyID to log in from off-campus)

**Reading Assignments**

This course includes a significant reading load (approximately 100 pages per week). To get through this material as efficiently as possible, you may find it more effective to approach the reading in this manner: Read the introduction and then conclusion to identify the author's main argument(s). Then scan section headings (or the first sentence in each paragraph) to see how the author develops and supports the main argument. Finally, reserve detailed reading for those sections that clarify the argument or provide supporting evidence. Give yourself time to *think* about the reading, challenging its arguments or coming up with additional evidence that you believe supports the presented arguments.

We shall discuss these readings thoroughly, and to prepare for the class discussions, you should always consider the following: What is the author's main point or argument? What evidence does s/he offer to support this view? Is the argument and evidence compelling? Can I think of arguments / evidence that support / undermine this? Why is this piece on the syllabus? How does it relate to previous readings? How can I use this piece in an essay?

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**Grading**

Participation/Communication	→	15%
Mid-Term	→	20%
<b>Quizzes</b> – On-Line??	→	20%
Leading Class Presentation/Discussion on Reading (Group)	→	10%
Journal Reflections	→	10%
Constitution Project	→	
Group Presentation (Peer-Reviewed)	→	5%
Peer Review of Other Group Presentation (Group)	→	5%
Constitution (One Document per Group)	→	5%
Constitution Research Outline (Individual)	→	10%
 <b><u>Total:</u></b>		 <b><u>100%</u></b>

**Grading Scale:**

Grading for the course will be deemed as follows:

>=94	A	87-89	B+	80-83	B-	74-76	C	60-69	D
90-93	A-	84-86	B	77-79	C+	70-73	C-	<60	F

Grading will be based on several group and individual projects; a mid-term; quizzes (at least two); journal reflections (to be assigned during class and completed on the eLC course Web site); a final; and participation/communication. Exact details of the assignments will be given in class well in advance of each assignment's due date.

**Group Projects:**

1. Students will work in groups to research a region that favors independence from the larger state in an advanced democracy. The group will present its research and the constitution draft, and answer questions from the class at the end of the presentation.
2. Students will work in these same groups to present one of the readings and lead discussion.
3. The group will also submit its constitution draft (one group grade for the overall constitution).
4. Note that the constitution presentation will be peer-graded (students not presenting will be given a rubric to assess those presenting).

**Individual Projects:**

1. Each student will write a brief reflection on various topics related to the course in a journal in class or to be submitted to the eLC course Web site. The prompts for these journal entries will be given in class and posted on eLC. There will be approximately four (4) such essay reflections required. I shall not assign a letter grade to these reflections; if you complete them on time and show appropriate effort, you receive full credit for the reflection (late journals will **NOT** be accepted without prior notification and an acceptable excuse).
2. Each student will be responsible for writing an individual report **outline** on her/his work on the case (for or against) independence as part of the group project. We'll discuss what an outline is..

Details concerning these projects will be discussed in class well in advance of the respective due dates. **Additional assignments** may also be given during class, either to be completed in class or turned in during the next class session or on eLC.

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**Participation/Communication:**

As one of the objectives of the course is to develop better critical thinking skills and to be able to communicate concepts and ideas more effectively, participation is not a marginal part of your final grade. Silently attending lectures and completing all assignments on time earns you a C- or 70% (so keep this in mind with regard to how late you get in the night before we have class). A higher grade is contingent on **active participation**. I define participation broadly, for example: raising questions or expressing confusion about the material; interacting with me outside of the classroom; posting interesting articles on the eLC course Web site that relate to our course material; responding to posts on eLC. If you are concerned about participation, contact me and we can discuss strategies to raise your grade, but **do not wait until the end of the semester to do this**, as it will be too late by then!

If you have a question or comment about the course or an assignment, or if you would like to discuss some issue from class in greater detail, come see me. Also feel free to come to chat about current events, your plans, or anything else related to our mutual efforts. I will of course try to meet students on an appointment basis for those who cannot visit me during my office hours, and I shall **hold “happy hour” office hours throughout the semester**, but I **cannot guarantee** my availability outside of my office hours.

**Communication, too, is important. I seriously cannot stress this point enough.** If something does not make sense to you, if I am going too fast in lecture, if you need help studying for quizzes or in completing assignments – **all of these issues will be solved to our much greater mutual satisfaction if you simply communicate them to me BEFORE the end of the semester!** This is YOUR class and YOUR learning; so, if something is not working for you (or is working really well), TELL ME! This will allow me to make adjustments to the class that will likely benefit all students. **Communicating, then, is part of your participation in the course, and hence, part of your grade.**

In addition, as mentioned in the ground rules, if you feel overwhelmed or are having any difficulties that affect your performance in the class, tell me about this, too: I may be able to connect you with resources that can help you manage things better. **Nothing – nothing – is more important than your well-being!**

**Contested Grades:**

If you have a concern about the grade you received for a test or assignment, you must submit a **written** explanation of the problem along with the test or assignment in question **within one week** of receiving the graded assignment. In addition, you will need **to grade the assignment yourself and present evidence and an argument in support of that grade**. I shall consider your petition and assign a “new” grade. Note, however, that this process may result in the same grade, a higher grade, or indeed a **lower grade for that assignment**. You are allowed this one appeal for each graded assignment; the re-grade will then stand. If the issue is merely a matter of an error in calculation on my part, you need not submit a written request for this correction, but you need to notify me of this error **within one week** of receiving the graded assignment back from me. *Capisce?* Please ask if you do not understand this policy or if you have questions about it.

**Late Work**

As a reminder of the ground rules: Outside of an accepted University excuse, under **unusual** circumstances, and on a **case-by-case** individual basis, I **may** accept late work *if you have communicated to me before the due date that the work is to be late*. For **all** submitted work, it is **your responsibility** to ensure that I receive your work – not mine. If eLC is not working for you or you’re having connection issues, find another way to get me your assignment on time. If, for any reason, you are unsure if your work has been received by me, it is up to you to follow up. I do reserve the right to refuse late work.



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**Class Schedule**

The course syllabus presents a general plan for the course. Depending upon political events that may yet unfold, I may add or substitute readings that may be of particular relevance. All readings outside of our textbooks will be available on the eLC course Web site (and marked with a \*\*). Bear in mind, however, that deviations from this schedule may well be necessary, and I'll announce these in class and post on eLC.

Note that we shall have a number of "Free Fridays" on which we shall not have class (but an assignment or quiz for you to complete at home will be assigned). These days are marked below as "NO CLASS" days. *If you note any errors (likely) below or anywhere in the syllabus, please let me know.*

**Schedule of Assignments and Classes:**

**Readings marked with asterisks (\*\*) can be found on eLC. Changes to this schedule may be necessary.**

**"RD" => Ronald Dahl text | "MC" => Markus Crepaz text | "AW" => Anthony Weston text**

**8 January: NO CLASS!**

**10 January: Introduction: Getting to Know You...**

**In Class:** Conceiving of "Post-Industrial Democracy"

**13 January: Critical Thinking and "Democracy"**

**Main Readings:**

Paul, Richard, and Linda Elder. "Critical Thinking: Concepts and Tools." (Dillon Beach, CA: The Foundation for Critical Thinking, 2006). \*\*

RD – Chapters 1 & 2, Appendix A \*\*

**15 January: Modern Democracy**

**Main Readings:**

MC – Chapter 1

**In Class:**

Journal Reflection #1

**17 January: NO CLASS!**

**20 January: NO CLASS – Martin Luther King, Jr Holiday**

**22 – 24 January: Parties**

**Main Readings:**

MC – Chapter 2

Manifesto Project ([manifesto-project.wzb.eu](http://manifesto-project.wzb.eu)) \*\*

AW – Introduction - Chapters 6 (inclusive)

**27 – 29 January: Parties & Electoral Systems**

**Main Readings:**

MC – Chapter 3

Duverger and His Law (TBA) \*\*

**31 January: NO CLASS!**

**Due: Quiz #1 (2/2)**

- (NOTE: The UK is *supposed* to exit formally from the European Union on 1/31 – or 31/1, if you're European..)

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**3 - 5 February: Legislatures and Executives**

**Main Readings:**

MC – Chapter 4

Allen, Christopher S. "The Case for a Multi-Party U.S. Parliament? American Politics in Comparative Perspective," in Christian Soe, editor, *Annual Editions: Comparative Politics 2007-08*. \*\*

**7 February: NO CLASS!**

**Due:** Journal Reflection #2 (2/9)

**10 - 12 February: Courts & Referenda (Referendums?)**

**Main Readings:**

MC – Chapter 5

MC – Chapter 6

Brexit Day (2/12)! <https://www.bbc.com/news/uk-politics-32810887>

**14 February: NO CLASS!**

**Due:** Quiz #2 (2/16)

**17 - 19 February: Political Economy in Post-Industrial Democracies**

**Main Readings:**

MC – Chapter 11

Vogel – Chapter 6 in Streeck & Thelen (Japan) \*\*

**21 February: NO CLASS!**

**Due:** Quiz #3 (2/23)

**24 – 28 February: Immigration and the Welfare State & Political Culture**

**DUE:** Sign-Up for Group Project (2/28)

**Main Readings:**

MC – Chapter 8

**In Class:**

Film (TBA)

**2 March: Mid-Term Review**

**DUE:** Sign-Up for Reading Presentation Dates

**4 March: MID-TERM EXAN!**

**6 March: NO CLASS!**

**9 – 13 March: NO CLASS! SPRING BREAK!!**

**16 – 20 March: Political Culture & Social Movements (Class Presentations of Readings)**

**Main Readings:**

MC – Chapter 9

MC – Chapter 7

The "Alt-Right" and Radicalization (TBA) \*\* (Class Presentation – 03/18)

**\*\* Friday, 20 March: DEADLINE TO WITHDRAWAL \*\***

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**23 – 25 March: The European Union, Brexit, and European Identity**

**Main Readings:**

MC – Chapter 10

AW – Chapters 7 – 9 (inclusive); Appendix I

*Tentative Guest Speaker: Elizabeth White, SPIA Reference Librarian*

**27 March: NO CLASS!**

**Due:** Journal Reflection #3

**30 March – 1 April: Policy Outcomes in Advanced Democracies – Comparisons & Challenges – Gender/Racism/Segregation (Class Presentations of Readings)**

**Main Readings:**

MC – Chapter 12

Gender/Racism/Segregation (TBA) \*\* (Class Presentation – 04/01)

**3 April: NO CLASS!**

**6 – 10 April: Challenges – Social Movements & Suffrage**

**Due:** Individual Research Outlines (4/8)

**Main Readings:**

Social Movements/Suffrage (TBA) \*\*

**In Class:**

Film (TBA) \*\*

**13 – 15 April: Nationalism, Ethnicity, and Power-Sharing in Deeply Divided Societies (Class Presentations of Readings)**

**Main Readings:**

MC – Chapter 13 & 14 (Class Presentation – 04/15)

**17 April: NO CLASS!**

**Prepare Presentations**

**20 April: CLASS PRESENTATIONS!**

**In Class:**

Group Constitution Presentations! (peer-reviewed; up to two groups per day)

**22 April: NO CLASS! EARTH DAY!!**

**24 & 27 April: CLASS PRESENTATIONS!**

**In Class:**

Group Constitution Presentations! (peer-reviewed; up to two groups per day)

**28 April: Wrap-Up and Review (Note: Today counts as a Monday in the UGA universe..)**

**LAST DAY OF CLASS!**

**Due:** Constitution Drafts (one per group)

**Main Readings:**

MC – Chapter 15

**1 May:**

**Due:** Journal Reflection on Constitution-Building