

POLI 1400

Introduction to Comparative Politics

Fall 2019

Lectures: MW 1:30 to 2:20 pm
1505 Seamans Center

Prof. Frederick Solt

Office: 324 Schaeffer Hall

Office Hours: MW 2:30 to 4:00 pm and by appointment

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1 Introduction and Class Goals

Comparative politics is the field that uses evidence to answer questions about the workings of domestic politics by comparing the experiences of different countries. Our study of the topic begins with countries relatively similar to the one most of you know best, the United States. We will investigate why wealthy democracies have pursued such different social and economic policies, the policies that have the most direct impact on the wellbeing of their citizens. In doing so, we will also learn how political institutions differ across democracies and the effects that these differences have on politics. During the second half of the course, we will turn to recently democratizing countries to study how authoritarian regimes maintain power, the circumstances in which they give way to democracy, and the problems often faced by new democratic governments in the developing world. Throughout the course, we will consider how comparison allows us to draw conclusions about political processes.

The class has the following learning goals:

1. Students will demonstrate an understanding of how countries' politics and political institutions differ in countries around the world;
2. Students will demonstrate knowledge of political explanations for the differences in public policies across wealthy democracies;
3. Students will demonstrate an understanding of how authoritarian regimes maintain power, the circumstances in which they give way to democracy, and the problems often faced by newly democratic governments in the developing world;
4. Students will demonstrate an ability to use comparisons to critically analyze arguments about political processes.

To evaluate how well you have met the above learning goals, this class uses multiple methods of evaluation. First, you will be evaluated on your participation in your weekly sections, where you will discuss readings on recent political issues in the countries we examine. Second, you will serve as a discussion leader in your section once during the term. Third, you will complete six short, closed-book, online quizzes that each evaluate your understanding of the politics of a single particular country. Fourth, there will be an in-class midterm exam that evaluates your knowledge of the politics, institutions, and public policies of the advanced industrial democracies. Finally, there will be a final exam during exam week that will require you to demonstrate your knowledge of politics in newly democratized countries. These quizzes are also meant to help you to assess your own knowledge of the material as we go; for each quiz, you may complete an optional assignment to improve your understanding and raise your grade. Each of these are discussed in greater detail below.

2 Evaluation

2.1 Attendance and Participation

To learn, you have to show up. Although attending every lecture will not by itself guarantee you a good grade, missing even a few lectures is likely to hurt your performance in the course. In a previous year, I took lecture attendance and found that a students' exam scores declined, on average, by 3 percentage points (that's like the difference between a solid A- and a solid B+) for *each* lecture they had missed. Don't put yourself at a disadvantage: attend *all* of the lectures.

Attending section meetings is equally as important, and section instructors will take attendance each time sections meet. Absence from section meetings is excused only if it is to attend a university sanctioned event. You must provide a memo from the official university sponsor indicating your presence at this event. In addition, you will be excused for emergencies like severe illness, in which case you are **required** to [self-report illness to the Registrar's office](#). **There are no exceptions to this policy.** This policy is in the

College's Academic Handbook and assures that those who are absent for medical reasons are excused. Finally, you will be excused for grave family emergencies with appropriate documentation. If you must miss a section meeting for any of these reasons, you must let your section instructor know in advance. All other absences are unexcused. You will lose three points from your participation grade for each section meeting you miss.

Beyond showing up, most people learn best when they are actively engaged with the material. For this reason, you must complete all reading assignments and be ready to share your thoughts about them with your classmates. Each set of readings for section is accompanied by several questions. Read the questions before starting the readings and again afterwards. Then spend some time trying to answer these questions on your own before attending your section meeting. This will help to ensure that you are prepared to contribute to the discussion with your classmates.

Beyond section meetings, the Q&A discussion board on the course's [ICON](#) page provides an additional opportunity for participation. Posting a question about course content is worth 2 Q&A point; posting a helpful answer (in the instructor's opinion) to a classmate's question is worth 3 Q&A points. Note that you can post a question even if you know the answer; these questions can still be helpful to others. Just write "IKT" (I Know This) at the end, so I know you know. Every 5 Q&A points you earn will increase your Section Participation grade by one point.

2.2 Discussion Leadership

Each student (along with one or more classmates) will be responsible for leading one discussion section during the semester. To lead discussion effectively, you will need to prepare a list of questions that will encourage your classmates' participation. The questions included in the meeting description are suggestive; you may use them as a starting point or discard them as you choose. You will provide your section instructor with your list of questions at least two hours before the class meeting. The date each student will lead discussion will be determined after the first section meeting.

2.3 Quizzes

Six times during the semester, you will be asked to complete a short, closed-book quiz on recent material through the course webpage on [ICON](#). The quiz format will be eight to twelve multiple-choice items. You may take the quiz at any time in the twenty-four hours after the end of our lecture. Quizzes are timed and will take no more than ten minutes to complete (if you are registered with [Student Disability Services](#) and need accommodation for quizzes, please let me know). To ensure that you are prepared for quizzes, I recommend that you review what you have learned after every lecture and section meeting. You will find that devoting fifteen minutes or so, either later that day or during the next, to looking back over the points that were covered will be very helpful to keeping up with material. Note, too, that the Q&A discussion board on the course's [ICON](#) page gives you an opportunity to raise questions you have about the material we have covered. Your lowest quiz grade will be

dropped. *One time this semester*, if you miss a quiz, you may email me¹ within two days and I will reopen the quiz for you, no questions asked. Otherwise, there are no makeup quizzes.

After each quiz, there is an optional assignment you may complete to improve your grade. It consists of three steps:

1. Using the search boxes on one of the newspaper webpages listed below, find a news article about the politics of the country that illustrates a point covered in lecture. When running a search, use as many search terms as necessary to find results that are relevant. For example, if your search for articles mentioning “Indonesia” yields 327 hits, including local sports scores, try adding “elections” or “democracy” (or both), until you have a manageable number to look through. Remember that not every article you find searching this way will exemplify a point from class. Choose carefully. The six newspapers you may consult are:

Chicago Tribune

<http://www.chicagotribune.com/>

New York Times

<http://nytimes.com/>

Los Angeles Times

<http://www.latimes.com/>

The Guardian (London)

<http://www.guardian.co.uk/>

BBC News

<http://news.bbc.co.uk/>

Reuters

<http://www.reuters.com/>

2. Write a very short paper—one to two paragraphs, not in any circumstances to exceed one page—that explains how the article demonstrates the point from class. What is

¹When emailing a professor, it’s always best to (1) identify yourself by full first and last name, (2) identify the course you are taking, (3) address them as “Professor So-and-so” unless they have specifically invited you to call them something else, and (4) if in doubt, err on the side of formality. I suggest the following:

Dear Professor Solt,

I’m a student in your POLI 1400 class. I missed the quiz on Germany that ended this morning at 9:20. This is the first quiz I’ve missed. Will you reopen it for me, please?

Best regards,

Joseph Ramone

the relationship between the point from lecture and the events reported? How does what you've learned help you better understand what the journalist is describing?

3. You must include link to the article you used; put it at the end of your paper. Submit your paper via the course's [ICON](#) page before 5pm on Friday, December 13, the last day of the semester before exam week. I strongly recommend, however, that you do it as soon after the quiz as possible, while you still have the material fresh in your mind.

Successful completion of this optional assignment will add four points (out of ten) to your grade for that quiz, up to the maximum quiz grade of ten.

2.4 Exams

The midterm exam will be held during our lecture meeting on Wednesday, October 23, The date and time of the final exam will be announced by the Registrar early in the semester; this exam will focus on material from the second half of the course. Both exams will consist of multiple-choice questions and a few short essays that will probe your understanding of the material in more depth. *Do not* miss either of these exams. If you miss for reasons other than those enumerated above in the discussion of attendance, whether or not you will have the opportunity to make up the exam will be solely in my discretion.

2.5 Grading Policy and Procedures

Your grade will be calculated on the following basis:

Section Participation	18%
Section Leadership	7%
Quizzes	25% (five quizzes, 5% each)
Midterm	25%
Final	25%

Note that grades will not be changed except for clerical or mathematical errors. Note, too, that the various extra-credit opportunities in this course do not play well together in ICON (it can handle them separately, but not together), so *I* will be calculating the final grades. In other words, you should rely on the ICON gradebook only for grades on individual assignments, not for the overall totals.

Grades Used for the Class

The following grades will be assigned at the end of the class:

A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

3 Textbooks and Required Materials

There are no required books for this course. All readings are accessible online at the links included below on the PDF version of this syllabus or, if starred, on [ICON](#).

4 Class Schedule

Section Meeting: 8/26 (M) Introductions; 8/27 (T) & 8/28 (W) No meeting this week; 8/29 (Th) Introductions

M Aug 26 Introduction to the Course

W Aug 28 No class (Solt in Seoul, South Korea, for Conference on Political Economy of Inequality)

Section Meeting: 9/2 (M) No meeting this week; 9/3 (T) & 9/4 (W) Introductions; 9/5 (Th) See below

M Sept 2 Labor Day: no class, of course

1 United Kingdom

Readings: *Lijphart, Arend. 1999. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. New Haven: Yale University Press, pp. 9-21, and [Curtice, John, and Stephen D. Fisher](#). 2011. "The United Kingdom Election of 2010." *Electoral Studies* 30(1):234-237.

W Sept 4 Institutions and parties

Section Meeting: Starting Th 9/5. The Scottish Independence Referendum. In 2011, the Scottish National Party won a majority of the seats to the Scottish Parliament, allowing it to move forward with its campaign pledge to hold a referendum on independence from the United Kingdom. This referendum was held September 18, 2014: with 85% turnout, the side opposing independence won with 55% of the vote. Why did many prefer an independent Scotland? Why did others oppose this? What have been the consequences of this referendum? Readings:

1. *Scottish National Party. 2012. *Choice: An Historic Opportunity for Our Nation*. On ICON [here](#).
2. *"Och aye the No: Scotland ponders whether independence and separation are the same thing." *The Economist*, Oct 20, 2012.
3. Cook, James. "What now for 'the vow'?" *BBC News*, Oct 1, 2014.
4. "New powers for Scotland: key points from the Smith commission." *The Guardian*, Nov 27, 2014, and Brooks, Libby. "Nicola Sturgeon: Smith commission fails to deliver 'powerhouse parliament'." *The Guardian*, Nov 27, 2014.
5. Macwhirter, Iain. "Power over income tax only will doom Scotland to a downward spiral." *The Herald Scotland*, Nov 30, 2014.
6. "English devolution—the options." *BBC News*, Nov 3, 2014.

M Sept 9 Social and economic policy

W Sept 11 From Thatcher to New Labour

M Sept 16 The Road to Brexit

W Sept 18 What Brexit?

QUIZ 1: At a time of your choice between 9:20am on Wednesday, September 18 (right after lecture) and 9:20am the following day, you must take the quiz online via [ICON](#). The quiz is closed book: do not refer to any materials or references and do not consult with anyone else. It is time-limited and will take you less than 10 minutes.

Section Meeting: Starting Th 9/19. Negotiating Brexit. On June 23, 2016, UK voters narrowly approved a referendum to leave the EU. How exactly this is to be accomplished is, now more than two years later, still unclear. What are the gains and risks involved in leaving the EU? How should the May government proceed to maximize the former and minimize the latter? Readings:

1. [“Brexit: Your Simple Guide to Leaving the EU.” *BBC News*, Jan 7, 2019.](#)
2. [Bateman, Tom. “The A-Z of Brexit.” *BBC News*, Dec 31, 2016.](#)
3. [Grant, Charles. “Britain is heading for the hardest of hard Brexits, but Theresa May can limit the damage.” *The Guardian*, Dec 8, 2016.](#)
4. [*Stubb, Alexander. “Which is the best Brexit option: soft, hard, or cliff edge?” *Financial Times*, Dec 14, 2016.](#)
5. [McKinstry, Leo. “Soft Brexit is fake—it amounts to no EU exit at all.” *The Daily Express*, Jan 1, 2017.](#)
6. [Owen, Glen. “PM’s New Year pledge to heal Brexit wounds.” *The Daily Mail*, Jan 1, 2017.](#)
7. [Matheson, Chris. “There is No Leftwing Justification for Brexit. We Must Fight It to the Last.” *The Guardian*, Jan 7, 2019.](#)

2 Sweden

Reading: Berg, Linda, and Oscarsson, Henrik. 2014. “The Swedish General Election 2014.” *Electoral Studies* 38:91-93; and Ramesh, Tandeep. “Private Healthcare: The Lessons From Sweden.” *The Guardian*, Dec 18, 2012.

M Sept 23 Institutions and parties

W Sept 25 Social policy

Section Meeting: Starting Th 9/26. Proportional Representation. In the 2016 elections, Democratic Party candidates for the Senate received 11 *million* more votes than their Republican Party counterparts, but took just 12 seats out of the 34 elected. In 2012, Democratic candidates for the House of Representatives received over a half million more votes than their Republicans, and yet the Republicans retained a substantial majority of the seats in the chamber, 234 to 201. Could results like these ever happen in Sweden? How did they happen here? In what ways, for better and for worse, do you think politics would be different in the United States if Congress were elected using proportional representation? Readings:

1. *Giroux, Greg. "Republicans Win Congress as Democrats Get Most Votes." *Bloomberg News*, Mar 18, 2013.
2. *Lind, Michael. "A Radical Plan to Change American Politics," *The Atlantic Monthly* Aug 1992, pp. 73-83. (Start reading at the 'Proportional Representation' heading in the first column of page 75.)
3. *Amy, Douglas. "An Electoral System in Which Every Vote Counts," *Chronicle of Higher Education* Jan 12, 1996.
4. *Salam, Reihan, and Rob Richie. "How to Make Congress Bipartisan," *The New York Times* July 7, 2017.
5. Thernstrom, Abigail. "Destabilizing Idea." Testimony during hearings on "H.R. 1173/States' Choice of Voting Systems Act," U.S. House of Representatives Committee on the Judiciary, Subcommittee on the Constitution, Sept 23, 1999, pp.62-69.

M Sept 30 Economic policy

W Oct 2 Postmaterialism

QUIZ 2: At a time of your choice between 9:20am on Wednesday, October 2 (right after lecture) and 9:20am the following day, you must take the quiz online via [ICON](#). The quiz is closed book: do not refer to any materials or references and do not consult with anyone else. It is time-limited and will take you less than 10 minutes.

Section Meeting: Starting Th 10/3. The Politics of Immigration. The Swedish government has long pursued immigration and asylum policies that are among the most open in the world, a point of pride for many Swedes. Like all policies in all countries, however, this approach has both supporters and opponents. Its opponents has recently coalesced behind the Sweden Democrats, which entered the Riksdag for the first time after the 2010 election. The Sweden Democrats then more than doubled their vote in 2014, winning enough seats to become pivotal in the Riksdag. How has the party sought to make opposition to Sweden's immigration policies respectable? To what extent has it succeeded? What factors do you think account for its recent electoral success? Readings:

1. *OECD. 2012. *Settling In: OECD Indicators of Immigrant Integration*, Key Indicators: Sweden. Spreadsheet.
2. "Jimmie Akesson: Swedish immigration is 'extreme.'" *Hardtalk*. Jan 25, 2011. A 3 minute video of the Sweden Democrats' leader on the BBC.
3. Brown, Andrew. "Swedish elections: The impact of immigration." *The Guardian*, Sept 18, 2010.
4. Bartlett, Jamie, Jonathan Birdwell, and Jack Benfield. 2012. *Populism in Europe: Sweden*. Pp. 14-19; 22-24; 42-47.
5. Olsson, Karin. "Beware Sweden Democrats wielding scaffolding poles." *The Guardian*, Nov 16, 2012. Note: Rated R for quoting the crude language of a senior Sweden Democrat caught on video.
6. "A brief history of immigration in Sweden." *The Guardian*, Dec 11, 2014.
7. "Support for Nationalists Up Despite Refugee Cuts." *The Local*, Dec 17, 2015.

3 Germany

Readings: “Germany’s Political Parties CDU, CSU, SPD, AfD, FDP, Left Party, Greens: What You Need to Know.” *Deutsche Welle*, Oct 23, 2017.

M Oct 7 Institutions & parties

W Oct 9 Social policy

Section Meeting: Starting Th 10/10. The 2015 Refugee Crisis and Its Aftermath. Fleeing wars and violence in Syria, Afghanistan, Iraq, and elsewhere, well over a million refugees arrived in Europe in 2015. Though by European Union law, refugees were to make claims for asylum in the first EU country they entered—and they were to remain there while those claims were considered—the need was too great for the countries at the EU’s southern and eastern edges to meet. Most refugees preferred to continue on to Germany or other more prosperous northern European countries in any event. Eventually, Chancellor Angela Merkel announced an expansive refugee policy, and Germany took in 1.1 million displaced people that year. What were her political motivations? What were the political consequences for the CDU and CSU? For Germany’s other political parties? The migrant crisis has subsided since then—a far smaller, and declining, number of refugees arrived in Europe over the past three years. To what extent have these political consequences subsided as well? Readings:

1. Hutton, Will. “Angela Merkel’s Humane Stance on Immigration is a Lesson to Us All.” *The Guardian*, Aug 29, 2015.
2. “Two Weeks in September: The Makings of Merkel’s Decision to Accept Refugees,” *Der Spiegel*, Aug 24, 2016. Longer, so skim it, but do really *read* page 4.
3. Stanley-Binker, Issac. “The Refugee Crisis Once Threatened to Sink Angela Merkel’s Career. How Did the German Chancellor Weather the Storm?” *Washington Post*, Sept 21, 2017.
4. Mudde, Cas. “What the stunning success of AfD means for Germany and Europe.” *The Guardian*, Sept 24, 2017, and “How the Alternative for Germany Has Transformed the Country.” *Der Spiegel*, Sept. 21, 2018.
5. Hill, Jenny. “Surging Greens Shake Up German Coalition Politics.” *BBC News*, Nov 26, 2018, and “The Surprising Strength of Germany’s Green Party.” *Deutsche Welle*, Dec 10, 2018.
6. Delcker, Janosch. “Angela Merkel’s Ticking Bavarian Time Bomb.” *Politico*, Dec 18, 2017.

M Oct 14 Economic policy

W Oct 16 Postmaterialism

QUIZ 3: At a time of your choice between 9:20am on Wed, October 16 (right after lecture) and 9:20am the following day, you must take the quiz online via [ICON](#). The quiz is closed book: do not refer to any materials or references and do not consult with anyone else. It is time-limited and will take you less than 10 minutes.

Section Meeting: Starting Th 10/17. Midterm Review.

Review & Midterm

M Oct 21 Three (other) countries

W Oct 23 MIDTERM EXAM. Don't miss it.

Section Meeting: Starting Th 10/24. Midterm exam review and analysis.

4 Indonesia

M Oct 28 Authoritarianism in Indonesia

Reading: Liddle, R. William. 2000. "Indonesia in 1999: Democracy Restored." *Asian Survey* 40(1):32-42.

W Oct 30 Crisis & actors

Section Meeting: Starting Th 10/31. No meetings this week.

M Nov 4 Democratic transition

QUIZ 4: At a time of your choice between 9:20am on Monday, November 4 (right after lecture) and 9:20am the following day, you must take the quiz online via [ICON](#). The quiz is closed book: do not refer to any materials or references and do not consult with anyone else. It is time-limited and will take you less than 10 minutes.

5 Mexico

W Nov 6 Authoritarianism in Mexico

Reading: Klesner, Joseph L. 2002. "Presidential and Congressional Elections in Mexico, July 2000." *Electoral Studies* 21(1):140-147.

Section Meeting: Starting Th 11/7. The 2014 Elections in Indonesia. With regard to democratic transitions via pact, Terry Lynn Karl has argued that, "what at the time may appear to be temporary agreements often become persistent barriers to change, barriers that can even scar a new regime with a permanent 'birth defect'," one that can prevent the further development of democracy in a country. She points specifically to electoral laws, models of economic development, and the spheres accorded civilian and military leaders as examples. What, if any, scars of Indonesia's democratic transition are evident in the country's current politics? How has the country moved beyond the agreement that permitted democracy?

Readings:

1. *"Indonesia's 2014 Elections: Let the Games Begin." *The Economist*, Sept 7, 2013.
2. "Indonesia's Police, Military Pledge Neutrality Ahead of General Elections in 2014." *Antara News*, Dec 25, 2013. Antara is the former propaganda mouthpiece of the military government. Although it is now at least nominally independent of the government, it remains under state ownership and many observers point to continued close government ties.
3. Aspinall, Edward, and Marcus Mietzner. 2014. "Indonesian Politics in 2014: Democracy's Close Call." *Bulletin of Indonesian Economic Studies* 50(3): 347-369.
4. Kapoor, Kanupriya, and John Chalmers. "After Political Storm, Indonesia President Faces Economic Clouds." *Reuters*, Sept 3, 2017.

M Nov 11 Crisis & actors

W Nov 13 Democratic transition.

Section Meeting: Starting Th 11/14. Mexico's 2018 Election. Mexico's 2012 presidential election could be seen as blasts from the past: the PRI's candidate was declared the winner, and the PRD's candidate insisted that he had really gotten more votes. But in 2018, Andrés Manuel López Obrador, who as the PRD's candidate was denied the presidency in 2012 and in 2006, won on the ticket of a new party he founded called the Movement for National Regeneration, or Morena, with 53% of the vote in a four-way race. Morena won decisive majorities in the Senate and (with allied parties) the Chamber of Deputies as well—with candidates recruited from the PRI, PAN, and PRD, alongside some political newcomers. After this election, what has changed since Mexico's democratic transition? What has stayed the same? What do you think would have to happen for Mexican politics to become more democratic in the future? What would it look like if Mexican politics became *less* democratic? Readings:

1. "A Mexican Populist Rises to Face Trump's America." *Washington Post*, Feb 16, 2017.
2. Agren, David. "Mexico is a Democracy, But the Ghosts of One-Party Rule Live On." *Washington Post*, Nov 27, 2017.
3. Zavala, Misael and Alberto Morales. "The Ten Proposals of AMLO's Pre-campaign." *El Universal*, Dec 14, 2017.
4. Phillips, Tom, and David Agren. "Mexico Election: Historic Landslide Victory for Leftist Amlo." *The Guardian*, Jul 1, 2018.
5. Martinez, Marcos. "Mexico's López Obrador Pledges 'Radical' Change." *BBC News*, Dec 1, 2018.
6. *García Magos, Alejandro. "López Obrador in Democratic Mexico: Democratic Deconsolidation in Sight?" *Oxford Research Encyclopedias: Latin American History*, Jul 2018.

M Nov 18 Democratic transition, cont.

QUIZ 5: At a time of your choice between 9:20am on Monday, November 18 (right after lecture) and 9:20am the following day, you must take the quiz online via **ICON**. The quiz is closed book: do not refer to any materials or references and do not consult with anyone else. It is time-limited and will take you less than 10 minutes.

6 Sudan

W Nov 20 Authoritarianism in Sudan

Fall Break, Nov 23-Dec 1 No class, of course. No section meeting Nov 21.

M Dec 2 Crisis & actors

W Dec 4 Transition outcome

QUIZ 6: At a time of your choice between 9:20am on Wednesday, December 4 (right after lecture) and 9:20am the following day, you must take the quiz online via [ICON](#). The quiz is closed book: do not refer to any materials or references and do not consult with anyone else. It is time-limited and will take you less than 10 minutes.

Section Meeting: Starting M 12/2. With Sudan’s Transitional Military Council and representatives of the Forces of Freedom and Change signing a ‘Political Agreement’ in July 17 and a ‘Constitutional Declaration’ on August 17, the country appears to be set on a path towards democracy. In fact, according to these documents, this path is agreed to take 39 months. What will Sudan look like during this transition period? Based on what you have learned, and assuming things continue to go to plan, what will Sudan’s democracy look like afterwards?

Readings:

1. “Political Agreement on Establishing the Structures and Institutions of the Transitional Period Between the Transitional Military Council and the Declaration of Freedom and Change Forces.”
2. “‘Our Revolution Won’: Sudan’s Opposition Lauds Deal With Military,” *Al Jazeera*, July 5, 2019. Also archived [here](#).
3. “Four Protesters ‘Killed by Live Ammunition’ in Sudan’s Omdurman,” *Al Jazeera*, Aug 1, 2019. Also archived [here](#).
4. Lynch, Justin. “Women Fueled Sudan’s Revolution, But Then They Were Pushed Aside,” *The Independent*, Aug 4, 2019. Also archived [here](#).
5. Reeves, Eric. “Op-ed: The Constitutional Charter and the Future of Sudan,” *Dabanga*, Aug 7, 2019. Also archived [here](#).
6. Bearak, Max. “Sudan’s Military, Civilians Sign Power-Sharing Deal, Setting Up Elections in 2022.” *Washington Post*, Aug 17, 2019. Also archived [here](#).

Section Meeting: Starting M 12/9. Semester Review.

Review

M Dec 9 Four (other) countries

W Dec 11 Review and wrap-up

5 Further Course Information

Absences and Attendance

Absences and Attendance Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing the absence policies for their courses, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, unavoidable circumstances, or University authorized activities (<https://clas.uiowa.edu/students/handbook/attendance-absences>). Students may use this absence form to communicate with instructors: <https://clas.uiowa.edu/sites/default/files/ABSENCE%20EXPLANATION%20FORM2019.pdf>

Academic Integrity

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

Accommodations for Disabilities

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at <https://sds.studentlife.uiowa.edu/>.

Administrative Home of the Course

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: <https://clas.uiowa.edu/students/handbook>.

Communication and the Required Use of UI Email

Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2). Complaints Students with a complaint about a course should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to CLAS in 120 Schaeffer Hall. For more information, see <https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>.

Final Examination Policies

The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals. Visit <https://registrar.uiowa.edu/final-examination-scheduling-policies>.

Nondiscrimination in the Classroom

UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (diversity.uiowa.edu).

Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see <https://osmrc.uiowa.edu/>.

Student Resources

I encourage interested students to make use of [the Writing Center](#) and [the Speaking Center](#).