

**Political Science Undergraduate Program  
Fall 2023 Course Descriptions**

<b>CRN</b>	<b>Course ID</b>	<b>Title</b>	<b>Instructor</b>	<b>Meeting Time(s)</b>		<b>5/31/2023</b>
<b>FRESHMEN COURSES</b>						
<b>17932</b>	<b>10101 01</b>	<b>Keeping the Republic</b>	<b>David Campbell</b>	<b>MW</b>	<b>3:30-4:20</b>	<b>fulfills American field requirement</b>
		<p>Back in 1787, Benjamin Franklin was asked what kind of government the new American Constitution created. He responded, "a republic, if you can keep it." Today, many people are asking whether the republic-and thus democracy in America-as we know it will survive. Trust is low, polarization is high, and longstanding democratic norms are being shattered left and right. Some scholars have even suggested that the US is on the brink of a new civil war. Others, however, argue that things are not as bad as they seem. This course tackles the big questions about current state of democracy in the United States. Is the US actually a democracy? (And is that different than a republic?) If so, how, when, and why did it become a democracy? Will the US remain a democracy? Finally, what role can YOU play in keeping the republic? This course is designed for students of all backgrounds and majors. Whether you have thought a lot or a little about the state of democracy in America, you are welcome in this class.</p>				
		<b>Co-Req/Friday discussion sections</b>				
		POLS 22101 01 Keep the Rep Discussion F 9:25-10:15	POLS 22101 06 Keep the Rep Discussion F 10:30-11:20			
		POLS 22101 02 Keep the Rep Discussion F 9:25-10:15	POLS 22101 07 Keep the Rep Discussion F 10:30-11:20			
		POLS 22101 03 Keep the Rep Discussion F 9:25-10:15	POLS 22101 08 Keep the Rep Discussion F 10:30-11:20			
		POLS 22101 04 Keep the Rep Discussion F 11:30-12:20	POLS 22101 09 Keep the Rep Discussion F 11:30-12:20			
		POLS 22101 05 Keep the Rep Discussion F 11:30-12:20	POLS 22101 10 Keep the Rep Discussion F 11:30-12:20			
<b>12060</b>	<b>10200 01</b>	<b>International Relations</b>	<b>Susan Rosato</b>	<b>MW</b>	<b>10:30-11:20</b>	<b>fulfills International Relations field requirement</b>
		<p>This course provides an introduction to the study of international relations and will cover several theoretical approaches to and empirical issues in the field of IR. Readings have been selected to highlight both traditional approaches to and more recent developments in world politics. The first half of the course focuses on contending theories of IR, while the second half of the course deals with more substantive issues. Empirical topics and subjects covered include: international security (nuclear weapons, ethnic conflict, and terrorism); international political economy (trade, international finance, and globalization); and 20th Century History (WWI, WWII, and the Cold War). In addition, we will examine several contemporary topics in international organization and law, including the environment, non-governmental organizations, and human rights. We conclude by discussing the future of international relations in the 21st Century.</p>				
		<b>Co-Req/Friday discussion sections</b>				
		POLS 12200 01 IR Discussion F 11:30-12:20	POLS 12200 04 IR Discussion F 10:30-11:20			
		POLS 12200 02 IR Discussion F 11:30-12:20	POLS 12200 05 IR Discussion F 12:50-1:40			

		POLS 12200 03 IR Discussion F 10:30-11:20		POLS 12200 06 IR Discussion F 12:50-1:40		
<b>21557</b>	<b>10400 01</b>	<b>World Politics: An Introduction to Comparative Politics</b>	<b>A. James McAdams</b>	<b>MW</b>	<b>9:25-10:15</b>	<b>fulfills Comparative Politics field requirement</b>
		<p>For anyone concerned about world politics today, this is an excellent, if painful, time to ask difficult questions about how we relate to each other and to the billions of other human beings beyond our respective national borders. In this course, I will encourage you to “think big” about politics, society, and international affairs. To this end, I will introduce you to a single theme that illuminates much of humanity’s current plight: the ongoing and necessarily conflictual evolution of a novel form of political belongingness known as the Modern Nation-State. We will consider a variety of forms of political organization, such as feudalism, liberalism, Leninism, fascism, and anti-colonialism. This course is not focused on any particular country, although we will likely make forays into developments in places like Russia, Ukraine, China, Germany, Afghanistan, North Korea, and the US. We will also consider a variety of topics, such as Protestantism, evolutionary theory, and endemic poverty. Like politics, our course will evolve along with the shocks and surprises of a world in turmoil. There are no prerequisites for this course, although students must be interested in politics and be curious about the human condition. This course also has mandatory discussions sections.</p>				
		<b>Co-Req/Friday discussion sections</b>				
		POLS 12400 01 World Politics Discussion F 9:25-10:15				
		POLS 12400 02 World Politics Discussion F 9:25-10:15				
		POLS 12400 03 World Politics Discussion F 10:30-11:20				
		POLS 12400 04 World Politics Discussion F 10:30-11:20				
<b>15996</b>	<b>10600 01</b>	<b>Political Theory</b>	<b>Dana Villa</b>	<b>MW</b>	<b>2:00-2:50</b>	<b>fulfills Theory field requirement</b>
		<p>This course is an introduction to political theory as a tradition of discourse and as a way of thinking about politics. The course surveys selected works of political theory and explores some of the recurring themes and questions that political theory addresses. This introductory course fulfills the political theory breadth requirement for the political science major.</p>				
		<b>Co-Req/Friday discussion sections</b>				
		POLS 22600 01 Political Theory Discussion F 9:25-10:15		POLS 22600 04 Political Theory Discussion F 10:30-11:20		
		POLS 22600 02 Political Theory Discussion F 9:25-10:15		POLS 22600 05 Political Theory Discussion F 11:30-12:20		
		POLS 22600 03 Political Theory Discussion F 10:30-11:20		POLS 22600 06 Political Theory Discussion F 11:30-12:20		
<b>13951</b>	<b>13181 03</b>	<b>USEM: What is Political Science?</b>	<b>Angela McCarthy</b>	<b>TR</b>	<b>12:30-1:45</b>	

		What exactly is political science? This course has four primary objectives: (1) Students will investigate the role of politics in their daily lives by examining how contemporary and contentious political issues have shaped the world around them. Students will develop their critical thinking skills through debate and critique of current events in politics. (2) To get a better sense of the discipline, students will analyze the academic literature in the major fields of political science including American Politics, International Relations, Comparative Politics, Political Theory, and Political Methodology. Prominent guest lecturers will allow students to meet with scholars in each field and ask questions about their work. (3) Through coursework, students will participate in the research process, develop their writing skills, and present their work to their colleagues. (4) This course is also an opportunity for students to discern their professional and career interests in political science. Throughout the semester, we will answer the much-asked question: "What can I do with a political science degree?" In sum, students will be given a holistic approach to the field and provided the tools they need to evaluate the political world around them.			
<b>21747</b>	<b>13181 05</b>	<b>USEM: US Foreign Policy &amp; the Global War on Terrorism</b>	<b>Steven Landis</b>	<b>TR</b>	<b>11:00-12:15</b>
		This course analyzes the trajectory of US foreign policy since 9/11 with a specific focus on the Global War on Terrorism. It focuses in detail on various aspects of US counterterrorism policy—tactics, approaches, and empirical research that shapes our understanding of the US's successes / failures to date.			
<b>17543</b>	<b>13181 07</b>	<b>USEM: Identity Politics</b>	<b>Mike Hoffman</b>	<b>TR</b>	<b>12:30-1:45</b>
		Identity politics has recently regained attention as a major force in political behavior. In this course, we will examine the features of identity politics that bear on individuals' political preferences and decisions. Using both historical and contemporary examples, we will analyze the role of identity considerations in electoral behavior, protest, and partisanship, among other areas. Some of the identity categories studied will be race, gender, and religious affiliation. The course includes cases both within the American context and international comparisons.			
<b>13650</b>	<b>13181 02</b>	<b>USEM: Debating Great Articles</b>	<b>Dan Lindley</b>	<b>TR</b>	<b>2:00-3:45</b>
		In this course, students will present articles and critique them. This course has several goals: 1. To help you learn to present and critique orally before an audience. 2. To help you learn how to respond on your feet to criticism. 3. To think clearly, aggressively, and critically when reading, writing, and during public interactions. Our articles will be drawn principally from the journals International Security and Security Studies. IS is the leading journal in security studies, and its articles are well known for substance and clarity. You will learn how to write and think if you imitate these articles.			
<b>12008</b>	<b>13181 01</b>	<b>USEM: Homer's Iliad</b>	<b>Sotirios Barber</b>	<b>TR</b>	<b>2:00-3:15</b>

		<p>Homer's Iliad has fascinated challenged readers for the better part of three millennia. No book except the Holy Bible has motivated more scholarly commentary. Our aim this semester is to read this great classic with the care that it deserves. As we do so, we shall confront many issues of how to live and what to believe. These issues are as relevant today as they ever were. As we wrestle with them we shall discover that Homer's greatest virtue lies in the questions that he raises and the debates he provokes. These debates, properly conducted, require clarity of thought and expression on our part. They also demand respect for evidence, textual and otherwise, and a willingness to suspend judgment until all sides receive their due. These virtues, like virtues generally, are improved with exercise. Our exercises will take the form of active class discussion, oral reports, several short papers, and a term paper of 15-20 pages. Students considering this seminar should know that there's a lot more to The Iliad than a good war story and that an active and critical reading of Homer is intellectually demanding. Students considering this seminar should know also that good writing is hard and that good writing is essential to good grades in this course. Register for this course only if you are willing to read carefully and thoughtfully and work hard to improve your writing. Course grades will be based on class participation (discussion, oral reports), the term paper, and on-time completion of all assignments. Class attendance is mandatory; all absences must be formally excused. Term papers are due on the last day of class. No final exam. Email questions to sbarber@nd.edu.</p>				
<b>17544</b>	<b>13181 08</b>	<b>USEM: America and the World</b>	<b>Eugene Gholz</b>	<b>TR</b>	<b>9:30-10:45</b>	
		<p>This course helps you understand the U.S. role in the world. U.S. wealth and military power force its leaders to make choices that no other leaders in the world confront: the United States can potentially make a difference, for good or ill, on a much larger scale than any other country. In this course, you will learn to evaluate the decisions that U.S. leaders have made on a wide range of difficult foreign policy issues, including rising Chinese power, Russian moves in Ukraine, nuclear proliferation to Iran, trade negotiations, terrorist threats, humanitarian disasters in civil wars like Syria and Libya, and long-term global challenges like climate change. We will review each issue in two parts: first, to understand its contours from a selection of general-interest articles (from sources like The New Yorker, The Atlantic, The New York Review of Books, The National Interest, Technology Review, and Foreign Affairs), and then from a scholarly article that highlights a theory or framework that academics might use to interpret the issue. For the last several sessions of the course, we will assess the coherence of U.S. foreign policy decisions – that is, whether the United States follows a “grand strategy” – and we will debate several leading alternative proposals for U.S. grand strategy. By the end of the course, you will develop their ability to think about foreign policy issues, improving your ability to participate in public life as an engaged citizen.</p>				
<b>17542</b>	<b>13181 06</b>	<b>USEM: Rights</b>	<b>Christina Bambrick</b>	<b>TR</b>	<b>2:00-3:15</b>	
		<p>The language of rights pervades American discourse. This may be a virtue if rights consciousness results in a more just society. On the other hand, it may be counterproductive if “rights talk” inhibits dialogue with others or distracts us from considering our duties as well. This class surveys crucial texts and cases that have contributed to the development of the concept of rights, with the ultimate aim of thinking critically about this fixture of modern politics. Informed by these theoretical and historical foundations we take on big questions, and perhaps even come to some answers, concerning the limits, efficacy, and future of rights.</p>				

<b>INTRODUCTORY COURSES</b>						
<b>17609</b>	<b>20101 01</b>	<b>Keeping the Republic</b>	<b>David Campbell</b>	<b>MW</b>	<b>3:30-4:20</b>	<b>fulfills American field requirement</b>
		<p>Back in 1787, Benjamin Franklin was asked what kind of government the new American Constitution created. He responded, "a republic, if you can keep it." Today, many people are asking whether the republic-and thus democracy in America-as we know it will survive. Trust is low, polarization is high, and longstanding democratic norms are being shattered left and right. Some scholars have even suggested that the US is on the brink of a new civil war. Others, however, argue that things are not as bad as they seem. This course tackles the big questions about current state of democracy in the United States. Is the US actually a democracy? (And is that different than a republic?) If so, how, when, and why did it become a democracy? Will the US remain a democracy? Finally, what role can YOU play in keeping the republic? This course is designed for students of all backgrounds and majors. Whether you have thought a lot or a little about the state of democracy in America, you are welcome in this class.</p>				
		<b>Co-Req/Friday discussion sections</b>				
		*10 discussion sections - see POLS 10101 01				
<b>11155</b>	<b>20200 01</b>	<b>International Relations</b>	<b>Rosemary Kelanic</b>	<b>MW</b>	<b>10:30-11:20</b>	<b>fulfills International Relations field requirement</b>
		<p>The study of International Relations (IR) is the study of human organization at its highest and most complex level. The goal of IR scholarship is thus to try to manage this complexity intellectually by devising theories which help us to understand and predict state behavior. The main purpose of this course, therefore, will be to introduce students to the most important IR theories. These theories will then, in turn, be applied to real-world IR events in order to test their utility in helping us to understand the world as it actually is. By the end of the course, therefore, the student will have a grounding in both theoretical and factual aspects of IR analysis.</p>				
		<b>Co-Req/Friday discussion sections</b>				
		POLS 22200 01 IR Discussion F 9:25-10:15				
		POLS 22200 02 IR Discussion F 11:30-12:20				
		POLS 22200 03 IR Discussion F 10:30-11:20				
<b>10124</b>	<b>20400 01</b>	<b>World Politics: Introduction to Comparative Politics</b>	<b>Luis Schiumerini</b>	<b>MW</b>	<b>11:30-1:20</b>	<b>fulfills Comparative Politics field requirement</b>

		<p>Comparative politics is the study of world politics. More technically, it is the subfield of political science that uses the comparative method to study the politics within nations. The focus on politics within nations distinguishes comparative politics from international relations, another subfield of political science concerned with studying politics across nations – e.g. diplomacy, war, trade, international organizations. This course introduces students to big questions in comparative politics that are also of fundamental relevance for the world today. We will examine theories and evidence concerning three themes: States and Political Regimes, Democracy (its emergence, quality and erosion), and Development. The course focuses on substance, but we will also evaluate the quality of the evidence and theoretical logic underpinning influential ideas in comparative politics. Though the course is organized around questions, the readings and lectures will often draw on the experience of individual countries. We will also read widely, covering political science, history, economics, sociology, evolutionary biology and anthropology, and draw on specialized readings as well as clips and pieces aimed at a broader audience.</p>				
		<b>Co-Req/Friday discussion sections</b>				
		POLS 22400 01 World Politics Discussion F 11:30-12:20				
		POLS 22400 02 World Politics Discussion F 11:30-12:20				
		POLS 22400 03 World Politics Discussion F 12:50-1:40				
		POLS 22400 04 World Politics Discussion F 12:50-1:40				
		<b><u>INTERMEDIATE COURSES</u></b>				
<b>21570</b>	<b>30005 01</b>	<b>The United States Congress</b>	<b>Rachel Porter</b>	<b>MW</b>	<b>9:30-10:45</b>	
		<p>This course is a comprehensive introduction to the workings of the contemporary U.S. Congress. We will examine who runs for and who wins seats in Congress, the lawmaking processes in the House and Senate, and the roles of parties and leaders in the two chambers. The purpose of this course is to examine two fundamental questions: (1) what do members of Congress do and why and (2) how do the individual and collective actions of members of Congress explain national policy? We will examine the process of legislating as well as the role of political parties, leaders, and interest groups. Throughout the semester, we will debate the common criticism that “Congress is broken” and consider its effectiveness as an institution. Is policymaking too partisan? Is the public’s disapproval of Congress justified?</p>				
<b>21571</b>	<b>30010 01</b>	<b>American Political Parties</b>	<b>Christina Wolbrecht</b>	<b>MW</b>	<b>11:00-12:15</b>	
		<p>Political parties play many vital roles in American politics: They educate potential voters about political processes, policy issues, and civic duties. They mobilize citizens into political activity and involvement. They provide vital information about public debates. They control the choices--candidates and platforms that voters face at the ballot box. They influence and organize the activities of government officials. Most importantly, by providing a link between government and the governed, they are a central mechanism of representation. These roles--how well they are performed, what bias exists, how they shape outcomes, how they have changed over time--have consequences for the working of the American political system.</p>				

<b>21572</b>	<b>30030 01</b>	<b>American Political Behavior</b>	<b>Spencer Lindsay</b>	<b>MW</b>	<b>3:30-4:45</b>	
		This class will explore how ordinary citizens in the US interact with and understand the political world. Throughout the course, we will discuss how voters process political information and make political decisions and the implications these decisions have on American democracy. Topics will include voter competence, vote choice, social networks and politics, political information, the impact of personality on politics, racial attitudes, political tolerance and the impact of public opinion on American democracy. Through this class, students can hope to gain an understanding of how public opinion works and how the American voter experiences political life.				
<b>14991</b>	<b>30040 01</b>	<b>Introduction to Public Policy</b>	<b>Paul Mueller</b>	<b>TR</b>	<b>9:30-10:45</b>	
		Public policy could be fairly described as applied social science. This course will introduce you to the fundamentals of public policy by (1) understanding how policy is crafted, (2) detailing the linkages between public opinion and public policy, (3) appreciating how political institutions may bound policy outcomes, (4) and exploring the ability of special interests, and other parties, to shape policy outcomes all while introducing you to various tools and frameworks for approaching the study of public policy. These tools will draw from an understanding of human behavior (psychology), markets (economics), governments (political science), and organizations (sociology) and introduce you to policy analysis. We will use a case study approach to delve into current public policy controversies including healthcare, higher education finance, and infrastructure. This course acts as the primary introductory course for the Hesburgh Minor in Public Service, but is designed for students of all majors and interests.				
<b>16222</b>	<b>30048 01</b>	<b>Politics of Public Policy</b>	<b>Ricardo Ramirez</b>	<b>MW</b>	<b>11:00-12:15</b>	
		In the United States, public policy has the potential to be a consequential mechanism to address the most vexing and important social and economic problems: inequality, poverty, mass incarceration, climate change and much more. But policies do not appear out of thin air. They are the product of complex political processes. Even after policies are made, political decisions determine how they are implemented and to what end. In order to evaluate or change policy, we must understand politics. That is the focus of this course. We begin with a review of theoretical approaches to conceptualizing and studying public policy. We then explore key policy actors (the President, interest groups, denizens etc.), as well as core aspects of policy design and implementation. Finally, we closely study contemporary policy arenas. Along the way, students will be challenged to grapple with the paradoxes of policy making and to envision pathways to substantive change. Father Hesburgh famously credited President Lyndon Johnson's commitment to civil rights with "changing the face of America." This class recognizes that dramatic policy change must consider the politics behind that change and politics seeking to maintain the status quo. This course fulfils the capstone requirement for the Hesburgh Program in Public Service.				
<b>21573</b>	<b>30051 01</b>	<b>Urban Politics</b>	<b>Luis Fraga</b>	<b>TR</b>	<b>11:00-12:15</b>	
		This course introduces students to major actors, institutions, processes, and policies of sub-state governments in the United States. Through an intensive comparative examination of historical and contemporary politics in city governments, we will gain an understanding of municipal government and its role within the larger contexts of state and national government.				

<b>21574</b>	<b>30068 01</b>	<b>Topics in Civil Liberties/Civil Rights</b>	<b>Matthew E.K. Hall</b>	<b>MW</b>	<b>2:00-3:15</b>	
		This course explores topics in American constitutional law related to civil liberties and civil rights. The course employs a variety of instructional methods including Socratic method lectures, class debates, and moot court exercises in which students play the role of lawyers and justices arguing a Supreme Court case. Students will explore the social and political struggles that have shaped freedom and equality in the United States, including debates over protest, hate speech, pornography, religious freedom, gun control, abortion, race, gender, and homosexuality.				
	<b>30115 01</b>	<b>Institutions, Inequality, and American Democracy</b>	<b>TBD</b>	<b>MW</b>	<b>9:30-10:45</b>	
		This course explores how economic, social, and political inequality is reflected in various components of the U.S. governing system and how U.S. political institutions shape the distribution of power and economic well-being. We will examine the role of Congress, the presidency, courts, separation of powers, veto points, and federalism in reproducing economic and social inequality. We will also examine how economic and racial inequality is embedded in the design of U.S. political institutions. A core ongoing theme of the course is whether and how U.S. democracy can survive and thrive in the face of a variety of enduring inequalities. The course will include a combination of lectures and discussions. Assessment will be based on a series of short written assignments and/or quizzes as well as a substantial final paper with a collaborative and individual option.				
<b>21575</b>	<b>30118 01</b>	<b>The Politics of Polarization</b>	<b>James Kirk</b>	<b>TR</b>	<b>3:30-4:45</b>	
		This course will examine the causes, current state, and consequences of polarization in American politics. The course will consider various conceptualizations of polarization, including ideological polarization, affective polarization, and asymmetric polarization. Students will also compare polarization at various levels of politics, from the mass public to activists and party elites. Beyond partisan polarization, the course will also address partisan sorting and the ways in which Americans now appear politically polarized across various boundaries including religiosity, education status, and geography. Students will develop a broad understanding of polarization in American politics and grapple with what the future looks like for a polarized America.				
<b>21780</b>	<b>30134 01</b>	<b>Immigration Politics and Policy</b>	<b>Ricardo Ramirez</b>	<b>MW</b>	<b>2:00-3:15</b>	

		Immigration is an issue of increasing importance in the United States. Few issues have generated as much debate and emotion as the immigration policy. The goal of this course is to provide students with an overview of the critical normative and academic questions in political science regarding immigration in the U.S. What factors have affected contemporary and historical immigration policy in the United States? In particular how have economics, demographics, politics, religion, culture, environmental concerns, and ethnic and nationalist interests impacted the nature of immigration politics and policy? How have groups leveraged political influence for desired immigration policy outcomes? We will study the impact of worldwide immigration and population trends on the formulation of American policy. The emphasis will be on an academic understanding of how immigration policy has been affected by domestic and international demographic and political factors.				
	<b>30142 01,2,3</b>	<b>Philanthropy and Common Good</b>	<b>Jon Hannah</b>	<b>M</b>	<b>6:00-8:30</b>	
		This course will explore the roots of philanthropy in American society, the role philanthropy plays within the modern economy, and how philanthropic activity helps us create a better world and strive for the common good. The key component of the course requires students to act as a Board of Directors and use thoughtful analysis to award real grants to deserving nonprofits (a sum up to \$50,000). Students are expected to come to each class prepared to discuss course readings, and to offer ideas and suggestions regarding the grant making process. Each student is also expected to complete two site visits to nonprofit organizations outside of normal class hours. Students will nominate nonprofits for awards and the class will systematically discuss, analyze, and ultimately vote to award the grants.				
<b>13999</b>	<b>30154 01</b>	<b>Education Law and Policy</b>	<b>John Schoenig</b>	<b>MW</b>	<b>2:00-3:15</b>	
		This course focuses on selected legal and policy issues related to K-12 education in the United States. A central theme is the intersection of K-12 schooling and the state, with a particular focus on Constitutional issues of religious freedom and establishment, student speech and privacy, parental choice, educational opportunity, and education reform trends such as charter schools and accountability measures. Questions examined over the course of the semester include: What are the most basic obligations of the state with regard to its regulation of K-12 education? What are the most basic rights of parents in this regard? In what ways does the 1st Amendment protect - and limit - the speech and privacy rights of K-12 schoolchildren? In what ways may the state accommodate K-12 schools with an explicitly religious character? What are the Constitutional requirements with regard to religious speech or expression within K-12 public schools? To what degree is the principle of equality manifest in the form of educational opportunity? How has this changed over time? In what ways have education				
<b>14979</b>	<b>30173 01</b>	<b>Cybercrime and the Law</b>	<b>Eric Tamashasky</b>	<b>TR</b>	<b>5:05-6:20</b>	
		Almost all crimes, or even human interactions, contain a digital component. The fact that "old" laws don't always fit "new" problems is no more apparent than in the area of cybercrimes. This course will include discussion of topics including: the methodology of typical cyber investigations, the application of the Fourth Amendment to digital evidence, and different types of cyber-specific laws enforced today. The course will also focus on the responses of both courts and legislators to the ever-evolving issues presented by computer crimes.				
<b>21576</b>	<b>30301 01</b>	<b>US Foreign Policy</b>	<b>Joseph Parent</b>	<b>MW</b>	<b>2:00-3:15</b>	

		<p>The United States is the most powerful state in the world today. Its actions are important not just for US citizens, but they also affect whether others go to war, whether they will win their wars, whether they receive economic aid, whether they will go broke, or whether they will starve. What determines US foreign policy? What is the national interest? When do we go to war? Would you send US soldiers into war? If so, into which wars and for what reasons? How do our economic policies affect others? Does trade help or hurt the US economy and its citizens? We first study several theories about foreign policy. We then examine the US foreign policy process, including the President, Congress, the bureaucracy, the media, and public opinion. To see how this all works, we turn to the history of US foreign policy, from Washington's farewell address through the World Wars and the Cold War to the Gulf War. We then study several major issue areas, including weapons of mass destruction, trade and economics, and the environment. Finally, we develop and debate forecasts and strategies for the future.</p>			
	<b>30201 01-04</b>	<b>U.S. National Security Policymaking</b>	<b>Dan Lindley</b>	<b>TR</b>	<b>11:00-12:15</b>
		<p>This course serves as a gateway for subsequent coursework in international security. It is a required course in the Notre Dame International Security Center's undergraduate certificate program requirements, but it is also appropriate for, and open to, any Notre Dame students interested in U.S. national security policymaking. It will begin with an account of the history and development of U.S. national security policy from the Founding through the present. Next, it examines the current state of the primary institutions involved in U.S. national security policymaking. Finally, it explores the tools and instruments of military statecraft as applied by the United States. The course culminates with a simulation exercise in which students will role-play key participants in the U.S. national security policymaking process. At a minimum, that students will gain from it the analytical tools, historical knowledge, and current-events background to become more informed citizens, particularly with respect to important national debates about when and how our country should use military force. At a maximum, the course may lead some students to become interested enough in the topic to pursue a career in either the practice or the study of U.S. national security policy. The current draft version of the syllabus is posted at <a href="https://www3.nd.edu/~dlindley/handouts/ND_NDISC_cert_gateway_syl.pdf">https://www3.nd.edu/~dlindley/handouts/ND_NDISC_cert_gateway_syl.pdf</a>.</p>			
	<b>21577 30242 01</b>	<b>The Geopolitics of Energy</b>	<b>Rosemary Kelanic</b>	<b>MW</b>	<b>2:00-3:15</b>
		<p>This course examines how oil and natural gas have shaped international relations from the early twentieth century to the present, with a particular focus on conflict. It begins by introducing students to the fundamentals of global energy production, consumption and trade, and then briefly surveys the political history of oil as it relates to the great powers. The course then moves on to contemporary issues, including the political significance of "fracking" technology, the role of the United States in protecting Persian Gulf oil, and the extent to which Russia's dominant natural gas position might translate into political influence in Europe. These and other topics are examined through numerous theoretical lenses, including theories of resource conflict, economic interdependence, political coercion, and petro-aggression.</p>			
	<b>14061 30304 01</b>	<b>Science and Strategy of Nuclear War</b>	<b>Michael C. Desch</b>	<b>MW</b>	<b>9:30-10:45</b>

		An introductory course, for non-science majors, providing an overview to a broad range of topics and aspects of nuclear weapons and warfare in the 21st century, providing students with both an understanding of the science behind nuclear weapons (including nuclear fission and fusion, effects of shock and thermal radiation, electromagnetic pulses, etc.) as well as an understanding of the strategic aspects of the nuclear revolution. This course is jointly taught and sponsored by the Department of Physics and the Department of Political Science.			
<b>14062</b>	<b>30363 01</b>	<b>Intro to International Development Studies</b>	<b>Paul Perrin</b>	<b>MW</b>	<b>2:00-3:15</b>
		An introduction to the field of international development, with particular focus on the various disciplines that have contributed to and shaped the development discourse. Readings, lectures, and discussions will draw from various disciplines, including economics, political science, sociology, anthropology, environmental and technological sciences, public health, law, and gender studies, among others. We will examine debates on the meaning and measurement of development; alternative approaches to, and methods in, the study of development; and attempts to address some of the main development challenges facing the world today. There will be a central focus on understanding "what works" in development. Working together in teams, students will conceptualize and design an international development project using "real world" constraints.			
<b>22405</b>	<b>30364 01</b>	<b>States, Markets, Development</b>	<b>Andrés Mejía Acosta</b>	<b>TR</b>	<b>11:00-12:15pm</b>
		Market-oriented reforms known as 'neoliberalism' have dominated the reform agenda across the world. These reforms were passed amidst tremendous political contestations and have delivered varying degrees of success. For the developing countries that faced the additional/simultaneous challenges of building 'good' institutions and governance systems, these reforms have resulted in questionable outcomes. Given this, today's emerging economies have been forced to re-assess the benefits of market-oriented reforms, and those with policy space and political will/capacity have embarked on new reform experiments. The module introduces the students to the complexities and challenges of economic reforms in the fast-growing economies by placing politics at the heart of the analysis. The course is comprised of two parts. The first part provides the theoretical and conceptual foundations for examining the processes and outcomes of economic reforms. It discusses the limitations and dangers of designing and implementing reforms without consideration of the broader concept of states and markets or sufficient engagement with politics. This is because policy always produces new winners and losers, and as a result provokes resistance from those who believe they will lose wealth, status, or power. The second part investigates reforms in key areas of the political economy where there have been significant reforms and where distributive tension and conflicts are rampant. These include privatization, trade liberalization, industrial policies, debt and macroeconomic stabilization, tax and fiscal, and social policy reforms, food and nutrition, among others. Given the importance of national and regional contexts when discussing politics, the course draws cases from a wide range of geographical areas including East Asia, Latin American and Sub-Saharan Africa. The module concludes by examining the implications of factoring politics and local contexts into economic reforms for development policy and management and discusses whether new development paradigms and models exist for emerging economies.			
<b>21578</b>	<b>30421 01</b>	<b>European Politics</b>	<b>Andy Gould</b>	<b>TR</b>	<b>9:30-10:45</b>

		In this course on European politics we will examine the literature on three major issues: regional integration, origins of modern political authority, and industrial political economy. We will seek to understand the origin, current functioning, and possible futures for key European institutions, including the EU, nation-states, social provision, unions, and political parties. Readings on the European Union, monetary politics, Germany, France, and Spain will be drawn from both scholarly sources and contemporary analyses of political events.				
<b>21579</b>	<b>30460 01</b>	<b>Globalization in Africa and the US</b>	<b>Jaimie Bleck</b>	<b>TR</b>	<b>9:30-10:45</b>	
		This course will explore contemporary globalization trends across Africa and in the United States. It will focus on the ways that international forces and new technologies are affecting citizens and countries on the African continent as well as in the US. Over the course of the semester, we will share lectures, discussions, and group work with a "sister class" at the University of Pretoria in South Africa. Through case studies and reviews of current events, the course will explore a diverse set of topics including technological change and development, the environment, migration, art and culture, trade, investment and aid, and contentious politics. The course will attempt to highlight the new opportunities for citizens as well as the challenges that remain for countries in the globalized world.				
<b>20718</b>	<b>30470 01</b>	<b>Global Asia Political, Economic, and Social Transformation in the Chinese Century</b>	<b>Karrie Koesel</b>	<b>TR</b>	<b>11:00-12:15</b>	
		Scholars have long speculated about the rise of Asia, but Asia has already risen. Asian economies are driving global growth; Asian governments are some of the largest purveyors of foreign aid and investment; and Asian superpowers like China are shaping and shifting geopolitics. This course, taught by a political scientist and a historian, offers students the opportunity to unpack the complexity and diversity of Asia across time and space. We will explore Asia through political and historical concepts against the background of China's evolving role within the region. At the same time, we will focus on elevating diverse Asian voices to understand how historical concepts and political and economic trajectories have shifted over time and what it means for domestic and global audiences in the 21st century.				
<b>21580</b>	<b>30510 01</b>	<b>Policing in Democracy</b>	<b>Jacob Turner</b>	<b>MW</b>	<b>12:30-1:45</b>	

		What is the role of the police in a democracy? What are their powers? Who makes their rules and provides oversight? Do we even need them? How do citizens respond to the realities of being policed through political activism, day-to-day interactions, and music and literature? While the police are charged with maintaining one of the most fundamental functions of the state, the “monopoly on the legitimate use of physical force”, the answers to these questions vary dramatically around the world and throughout history. Partially driven by recent scandals involving police violence, activists, politicians, public security professionals, and social scientists have been carefully reconsidering their views on policing, recognizing the police as powerful political actors and policing policies as dynamic policy arenas. In this course, we will explore the history of crime fighting and police forces in the modern era, then dive into current debates and research about the organization, mission, and oversight of police forces in contemporary democracies, including social movements advocating for police reform. This course has a global perspective, gaining understanding of local experiences in the United States through comparative study of primarily Latin American, British, and Western European systems.				
<b>22478</b>	<b>30540 01</b>	<b>Ukrainian and Russian Culture</b>	<b>Tetyana Shlikhar</b>	<b>TR</b>	<b>2:00-3:15</b>	
		The claim that Russians and Ukrainians are one people, “a single whole,” has been resounding in Russian mass media, film, and other discourses for the last two decades. Putin took a pronounced colonial turn with his return to the Presidency in 2012, describing Russia as a state-civilization, in which Russians and Ukrainians are joined in “spiritual unity.” History thus serves as a justification for the Russian invasion of Ukraine. This course will look at historical facts and cultural artifacts of Russia and Ukraine to determine the roots of Russia’s current aggression in Ukraine. Among others, the course will discuss the following questions. Is Kyivan Rus part of Russian or Ukrainian history, or neither? Does Ukraine have its own history and culture that is distinct from Russian? Are Ukrainians divided into Russian-speakers (aspiring to join Russia) and Ukrainian-speaking nationalists (aspiring to EU)? The course will examine the origins, points of intersection and divergence of Ukrainian and Russian cultures through the lens of history, art, and literature from the Christianization of Rus (10th century) to the present time. We will look at the history of Russian imperialism, centuries of appropriation of Ukrainian cultural achievements, annihilation of Ukrainian traditions, extermination of Ukrainian intellectuals, and the politics of Russification with the purpose to see how the current events reflect a tendency that has already existed for centuries.				
<b>16134</b>	<b>30553 02</b>	<b>The Political Economy of East Asian Development</b>	<b>Kyle Jaros</b>	<b>TR</b>	<b>12:30-1:45</b>	
		This course examines the late 20th and early 21st century "economic miracles" of several East Asian countries and the political, social, and spatial factors underpinning them. We will explore similarities, differences, and interdependencies in the development trajectories of Japan, South Korea, Taiwan, and mainland China, and will debate how accurate and useful concepts like "the developmental state" and "state capitalism" are in describing the political economy of the region. To what extent has China's economic rise followed the existing playbooks of its East Asian neighbors? What human costs and developmental distortions have accompanied booming industrial and urban growth? And what lessons does East Asia's experience offer for the contemporary developing world?				
<b>21581</b>	<b>30562 01</b>	<b>Women's Rights Movements</b>	<b>Laura Neftaly Lopez-Perez</b>	<b>MW</b>	<b>12:30-1:45</b>	

		<p>From the right to vote to the right to decide, the fight for women's rights has transformed public and private life across the world. This fight, however, has not necessarily been unified, nor has it been without obstacles. In this course, we will explore how movements for women's rights have changed through recent history, and how has it impacted politics around the world. This course will introduce general theories for social movements and collective action while analyzing the most relevant moments of social movements for women's rights in history. Students will be invited to reflect on how traditional theories of social movements lack a gender-perspective, how some of the most important social movements have ignored women as rights subjects. This course looks at the experiences of women's social movements from a comparative perspective. We will delve into analysis of cases from North and Latin America, Southeast Asia, Sub-Saharan Africa and the Middle East.</p>			
15395	30595 01	<b>International Development in Practice: What works in Development</b>	<b>Steve Reifenberg</b>	<b>TR</b>	<b>11:00-12:15</b>
		<p>This class aspires to develop relevant knowledge and practical skills for students interested in engaging in positive change in a complex world. In this course on international development, students will: 1) examine the processes that bring about individual and societal change in an international context;2) explore the roles, complexities, opportunities and constraints of development projects in areas such as poverty reduction, social development, health and education; and, 3) develop practical skills related to project design, planning, management, negotiations, communications, and the evaluation of international development projects. A central theme of the course is to understand what have we learned over the past decades from systematic research and from experience in the field about "what works." The course makes use of cases studies and draws lessons from instructive stories of failure as well as inspirational stories of change. The course focuses significant attention on "bright spots" in development- specific interventions that have made meaningful contributions. The course aspires to help train students to think like creative, effective, and thoughtful development professionals. A central feature of the course will be the opportunity to work throughout the semester as a member of a "Development Advisory Team" directly with an international development organization client who has identified a specific problem or opportunity. Development clients for the class are organizations in Bangladesh, Chile, Haiti, and India, among others.</p>			
15470	30654 01	<b>Catholicism and Politics</b>	<b>Daniel Philpott</b>	<b>TR</b>	<b>9:30-10:45</b>
		<p>Catholicism and Politics poses the question, both simple and complex: How ought Catholics to think about the political order and political issues within it? The first part of the course will survey major responses to this question drawn from Church history: the early church, the medieval church, and the modern church. The second part applies these models to contemporary issues ranging among war, intervention, globalization, abortion, the death penalty, religious freedom, gender issues, and economic development. The course culminates in "Vatican III," where teams of students, representing church factions, gather to discover church teachings on selected controversial political issues.</p>			
21582	30662 01	<b>Church, State, and American Constitutionalism</b>	<b>Vincent Munoz</b>	<b>MW</b>	<b>11:00-12:15</b>

		Class examines philosophical, constitutional, and political questions pertaining to religion and politics, including: Do individuals have a right to religious liberty? If so, how might that right be protected? How does the American Constitution protect the right to religious freedom? What is the proper relationship between church and state? Is religion necessary, good, or bad for liberal democracy? Readings include selections from classical, medieval, and modern political philosophy, leading cases of American constitutional law, and contemporary legal theorist and political scientists.				
<b>21583</b>	<b>30664 01</b>	<b>Liberalism and Conservatism</b>	<b>Patrick J. Deneen</b>	<b>MW</b>	<b>9:30-10:45</b>	
		This course will explore the intellectual foundations of the constellation of ideas that have become the dominant political worldviews in modern American society. The course will focus on European sources of each tradition, as well as developments of each in America. Concepts that will be explored include progress, historicism, pragmatism, liberty, equality, diversity, cosmopolitanism, localism, tradition, prescription, authority, secularism and religion, particularly Catholicism.				
<b>14063</b>	<b>30665 01</b>	<b>Constitutionalism, Law, and Politics II</b>	<b>Christina Bambrick</b>	<b>TR</b>	<b>11:00-12:15</b>	
		This course will examine constitutional law and interpretation in the United States, focusing on the division of powers and the authority of key institutions under the Constitution. We will consider the Court's interpretation of the scope of power granted to Congress, the executive branch, and the federal judiciary, in addition to the powers reserved to the states. We will examine the ways in which constitutional interpretation of powers and authority has changed over time and gain an understanding of where the Court stands on these issues today. In each section we will discuss pivotal moments in interpretation, such as congressional power after the passage of the Fourteenth Amendment, the expansion of the commerce power during the New Deal, and the resurgence of state powers during the Rehnquist Court's federalism revolution. We will also deal with cases currently before the Court, including those that involve the Affordable Care Act, and cases that will likely come before the Court, such as challenges to President Obama's executive changes to immigration policy. This approach will help students to consider how political factors and the changing membership of the Court affect constitutional interpretation.				
<b>22514</b>	<b>30714 01</b>	<b>Core Texts in Citizenship and Constitutional Government I: Classical and Christian Constitutionalism</b>	<b>Susan Collins</b>	<b>TR</b>	<b>2:00-3:15</b>	
		The "Core Texts in Citizenship & Constitutional Government" course sequence offers a select group of students an opportunity to study some of the seminal texts in history and philosophy of constitutional government. Students will study classical texts with Prof. Susan Collins (Fall) and modern texts with Prof. Mary Keys (Spring), including: Plato, Aristotle, the Bible, Augustine, Aquinas, Locke, Rousseau, Tocqueville, and others. Through small seminars, students will engage in a year-long conversation about justice, equality, liberty, and the rule of law. The sequence is designed for students looking for and willing to engage in deep, deliberate, and careful study of core texts of Western constitutionalism. No application required.				

<b>22293</b>	<b>30775 01</b>	<b>The Quest for Constitutional Order in the Middle East</b>	<b>Mahmoud Youness</b>	<b>TR</b>	<b>12:30-1:45</b>	
		<p>The Arab Spring represented a moment of challenge to intransigent repressive structures and aspiration to new democratic constitutional orders. To understand this moment we need to appreciate the complex history of the region. This is a survey course that approaches the intellectual history of Islam from a very specific angle: its encounter with Western political and intellectual thought. We will be looking at the first encounter with Greek political philosophy during the formative period of Arab-Islamic thought, in addition to Early and Late Modern responses to the European military and cultural challenge. The historical/comparative structure of the course makes salient the continuities and discontinuities in the thematic treatment of subjects like reform, representation, forms of government, the role of the community, and the rule of law. Some of the case studies that we will consider include Ottoman administrative and constitutional reforms, Arab nationalism, Lebanese consociationalism, and the Iranian Revolution and its constitutional project.</p>				
<b>17830</b>	<b>30817 01</b>	<b>Digital Forensic Analysis</b>	<b>Mitchell Kajzer</b>	<b>MW</b>	<b>9:30-10:45</b>	
		<p>Digital devices and communications are a part of daily life. From computers to cell phones to online accounts, we generate a significant digital footprint. As such, most civil and criminal investigations contain a nexus to digital evidence. This course will cover the principles of digital forensic analysis, including ElectronicDiscovery and the forensic process of Extraction, Processing, and Analysis. Students will learn and develop skills related to: acquiring smartphone, computer, removable media, and other forensic images; analyzing artifacts, file systems, and registry data; use of multiple methods and verification features to validate findings; and how to generate reports and distribute findings to share digital forensic results quickly and easily. Students will have the opportunity to use commercial digital forensics software to participate in hands-on lectures and practical exercise. This will include conducting digital forensic analysis on a computer, an iOS device, an Android device, and multiple items from cloud accounts. At the conclusion of the course, students will have a firm base knowledge of digital forensics and be able to independently perform digital forensics exams.</p>				
<b>13132</b>	<b>35901 01</b>	<b>Internship</b>	<b>Claudia Francis</b>	<b>TBA</b>	<b>TBA</b>	
		<p>The goal of the internship program is to provide opportunities to integrate coursework with real work experience. Interns are able to explore career options, gain valuable work experience, and build their resume. The Political Science department can help connect students with a variety of organizations in the South Bend community. Students may also receive credit for an internship they have arranged, but must receive approval from the instructor prior to starting the internship. During the semester, students commit 6 hours per week to interning, preferably in two 3-hour blocks of time. During the summer, students commit to interning 20 hours per week for six weeks. Interested students should contact <a href="mailto:Claudia.Francis@nd.edu">Claudia.Francis@nd.edu</a></p>				

16183	35902 01	<b>Exoneration Justice Internship</b>	<b>Claudia Francis</b>	<b>TBA</b>	<b>TBA</b>	
		<p>Under the guidance of law school students and staff lawyers, interns participating in the Exoneration Justice Clinic (EJC) will review correspondence from inmates claiming wrongful convictions based on actual innocence in Indiana prisons and conduct research into the validity of the claims. Interns will also research resources available to assist exonerees upon release from prison to reintegrate into the community. The EJC is located at 806 Howard Street in South Bend. During the semester, interns will work 6-8 hours per week including a mandatory meeting on Thursdays from 12:30-2:00pm (no exceptions/late arrivals). During the summer, interns will work 40 hours per week for 8 weeks. To apply, contact Claudia.Francis@nd.edu</p>				
21585	40064 01	<b>Race and the Constitution</b>	<b>Sotirios Barber</b>	<b>TR</b>	<b>11:00-12:15</b>	
		<p>Was the American Constitution originally a pro-slavery constitution that changed over time to a constitution that outlawed slavery and state-supported racial discrimination? Did the Civil War and subsequent developments through the civil rights acts of the 1960's represent a commitment implicit in constitutional principles from the nation's beginning? Do these constitutional principles embrace active governmental efforts to achieve an equal-opportunity society, including equal educational opportunity and an end to racism, a "private" attitude? Do constitutional principles promise a color-blind society? Or do they promise no more than color-blind governments? This course addresses these questions. Readings will include state documents like the Declaration of Independence and The Federalist Papers, the speeches of American politicians and other public figures, and decisions of the U.S. Supreme Court regarding slavery, public accommodations, education, voting, housing, and employment. Grades will be based on mid-term and final exams. Texts TBA.</p>				
17550	40491 01	<b>Solutions: Science, Politics, and Saving the Planet</b>	<b>Debra Javeline</b>	<b>TR</b>	<b>2:00-3:15</b>	
		<p>Studying environmental politics can be a gloomy pursuit. There are a myriad of devastating problems and a seeming scarcity of scientific and technological fixes. Technical fixes aside, there is the even more problematic scarcity of political fixes. Political institutions often seem to obstruct rather than facilitate environmentally sound policies, and the mass public and political leaders often prioritize competing goals and policies. This course is designed to understand whether the pessimism is warranted and to search for the optimism: What are the best opportunities, scientific and political, for saving the planet? What can realistically be accomplished?</p>				
16058	40801 01	<b>Senior Thesis Research Seminar</b>	<b>Susan Pratt Rosato</b>	<b>MW</b>	<b>12:30-1:45</b>	
		<p>This fall course is for seniors who are currently writing a senior thesis. The course will guide students through the first semester of the thesis-writing process from fine-tuning the research question and methodology to compiling a literature review and organizing the thesis. It will also provide students opportunities to present their work in class. Although the course introduces students to a variety of methodologies and the logic of research it is not intended to teach particular statistical techniques.</p>				

21586	40811 01	<b>Quantitative Political Analysis</b>	<b>Michael Coppedge</b>	TR	11:00-12:15	
		Students in this course will learn to understand the most common statistical techniques used in political science and acquire the skills necessary to use these techniques and interpret their results. A mastery of these techniques is essential for understanding research on public opinion and voting behavior, electoral studies, and comparative research on the causes of democracy. For each topic, students will read works to orient them to key issues and debates. They will learn the reasoning behind the statistical analysis in these readings and create their own spreadsheet programs to execute such analyses. They will then download and clean datasets actually used in the published research, replicate selected analyses from these readings using the statistical package Stata and write short papers evaluating the inferences defended in the published research.				<b>fulfills Methodology Requirement for Departmental Honors</b>
17809	40812 01	<b>Qualitative Political Analysis</b>	<b>Eugene Gholz</b>	TR	12:30-1:45	
		Qualitative Political Analysis introduces the core qualitative methods used in political science. Students will learn about applying the scientific method in qualitative research; the links between theory and evidence; research design appropriate to research questions, including comparing the strengths and weaknesses of qualitative and quantitative research methods; the difference between systematic, evidence-based research and anecdotal work; and important techniques for analysis, inference, and interpretation, including case studies research. This course can help prepare students to write a thesis in political science, but students do not need to plan to write a thesis for the course to be useful in their other studies and in their post-graduate careers. This course also serves as one of the core classes in the political science department's methods specialization, but students who are not pursuing the specialization are also most welcome and will find the course useful. The main goal of the course is to help students build their analytical skills -- to learn how political scientists think but also simply to learn to think better.				<b>fulfills Methodology Requirement for Departmental Honors</b>
		<b><u>JUNIOR SEMINARS</u></b>				
11493	43001 01	<b>Junior Seminar: NGOs in International Relations</b>	<b>Susie Pratt Rosato</b>	MW	2:00-3:15	
		This course examines the politics of non-governmental organizations (NGOs) in international relations. It provides an overview of several theoretical approaches to and empirical studies of non-state actors in world politics. Readings have been selected to highlight both traditional approaches to and more recent developments in the field. The first half of the course focuses on contending perspectives of the role that NGOs play in IR, while the second half of the course deals with contemporary issues and case studies. General topics addressed include: defining an NGO; the influence of NGOs on state behavior; the impact of global civil society on democracy; NGO strategies and tactics for affecting state change; and whether the NGO movement has eroded state sovereignty. Empirical issues discussed include: NGOs and the UN system; environmental activism; women's rights and human rights; development and aid-based organizations; as well as the influence of NGOs on security issues, multinational corporations, and international organizations.				

17677	43001 02	<b>Junior Seminar: Varieties of Democracy</b>	<b>Michael Coppedge</b>	<b>MW</b>	<b>11:00-12:15</b>	
		<p>The world's largest collection of information about the state of democracy all over the world resides at the University of Notre Dame. This course is a guided exploration of the Varieties of Democracy (V-Dem) data. It begins with a survey of the varied ways that philosophers and cultures have thought about democracy. It then explains how these traditions were distilled into a lengthy questionnaire answered by more than a thousand country experts all over the world. The course provides you with the methodological tools you need to explore the data in depth to answer questions such as: What does it mean to be "democratic"? Are there different types of democracy in the world? What are the different ways of being undemocratic? Which countries and regions are most and least democratic in each way? What trends can we observe over the past century? Are there sequences of reforms that lead to successful democratization? As the database is still growing, many students will have the opportunity to contribute to the data collection process. You will also supplement the data with independent research to produce a detailed report evaluating the strengths and weaknesses of the political regime in one country and placing it in comparative and historical perspective.</p>				
14001	43001 03	<b>Junior Seminar: Politics of Islam in Europe</b>	<b>Andrew Gould</b>	<b>TR</b>	<b>2:00-3:15</b>	
		<p>Islam is changing Europe and Europe is changing in response to Islam. With over 20 million Muslims in Europe, Islam is the largest and fastest growing minority religion on the continent. But it is not just religious demography that draws attention. Over the past two decades, assassinations, riots, bombings, plots, and protests have all been connected to Muslims. Moreover, political controversies have emerged over such issues as the wearing of headscarves, the building of mosques and minarets, and the publication of offensive cartoons. The accepted ways of handling these issues seem to have failed. No approach—from secularization to official religions, from American-style multi-culturalism to consociationalism, from ethnic chauvinism to indifference to nationalism—can fully claim to provide a solution. Many critics now contend that new strategies are needed—including renewed emphasis on Christian religion, nativist nationalism, the aggressive use of free speech, and other policies that emphasize differences between some of the cultural, religious, and political traditions of European countries and their recent immigrants. With so much change in previously settled issues, institutions, and scholarly research about religion and politics, this course seeks answers to key questions: Why has there been so much violence and conflict? How are European states crafting public policies to accommodate their Muslim minorities? What features of European states and of European Islam contribute to the current situation? What new directions in politics and policy can be discerned? In sum, this course is about the renewed religious aspects of political conflict in Europe and novel scholarly attempts to understand these changes.</p>				
14002	43001 04	<b>Junior Seminar: Solutions - Science, Politics, and Saving the Planet</b>	<b>Debra Javeline</b>	<b>TR</b>	<b>12:30-1:45</b>	
		<p>Studying environmental politics can be a gloomy pursuit. There are a myriad of devastating problems and a seeming scarcity of scientific and technological fixes. Technical fixes aside, there is the even more problematic scarcity of political fixes. Political institutions often seem to obstruct rather than facilitate environmentally sound policies, and the mass public and political leaders often prioritize competing goals and policies. This course is designed to understand whether pessimism is warranted and to search for optimism: What are the best opportunities, scientific and political, for saving the planet? What can realistically be accomplished?</p>				

15472	43001 05	<b>Junior Seminar: Politics of Climate Change</b>	Jazmin Sierra	TR	11:00-12:15	
		<p>This course explores the key political debates on how to respond to climate change. We study why, within and across countries, actors disagree about the nature, impacts, and policy responses to this challenge. The curriculum is relevant for students who want to understand the political, distributional, and ethical tensions involved in climate change policy. The first part of the course focuses on domestic politics. Climate change policy responses can be broadly divided into adaptation (such as storm barriers and water conservation) and mitigation (cap-and trade policies and emission taxes). What are the distributional tensions built into each policy response? Under what conditions are countries more likely to pursue adaptation or mitigation? Who are the key actors that shape climate change responses and how do these vary across national contexts? The second part of the course focuses on international cooperation. In world politics, the tensions of climate change responses are particularly sharp. Which states should bear the costs of adaptation and mitigation? Should developed countries help developing countries adapt to climate change? Can international institutions provide environmental public goods? Why have states failed to build a comprehensive international climate change regime? Can global non-state actors, such as firms and NGOs, respond more effectively to this challenge?</p>				
15993	43001 06	<b>Junior Seminar: Social Influence in American Politics</b>	Erin Rossiter	MW	3:30-4:45	
		<p>No one experiences politics in a bubble. Family members bring up politics in conversation, friends ask us to join them in the streets to protest, and our social networks share political information (and misinformation) with us online. In this course, students will learn both the good and the bad of when, why, and how the people around us shape our political attitudes and behaviors, such as attitude formation, political participation, the acquisition of political information, and more. Students should conclude the course with an understanding of the social influences in their own lives and decision-making.</p>				
	<b>43640 01</b>	<b>Justice Seminar</b>	<b>Mary M. Keys</b>	<b>TR</b>	<b>3:30-4:45</b>	
		<p>An examination of major theories of justice, both ancient and modern. Readings include representatives of liberal theorists of right, such as John Rawls, as well as perfectionist alternatives. The course also serves as the core seminar for the philosophy, politics, and economics concentration.</p>				
	<b>46902 01-03</b>	<b>Directed Readings</b>		<b>TBA</b>	<b>TBA</b>	
		<p>Students on the dean's list are eligible for independent study on a topic of the student's choice, under the supervision of a faculty member.</p>				
	<b>47905 01-03</b>	<b>Research Apprenticeship</b>		<b>TBA</b>	<b>TBA</b>	

		This variable credit (0 or 1) course offers undergraduates a chance to learn about and participate in the research experience. After several training sessions, students are assigned to a faculty member to work on an ongoing faculty reserach project.				
		<b>SENIOR SEMINARS</b>				
<b>11379</b>	<b>53001 01</b>	<b>Senior Seminar: International Justice</b>	<b>Emilia Powell</b>	<b>TR</b>	<b>12:30-1:45</b>	
		Is there international justice? How did it evolve? How do different societies and communities understand the concept of international law? We will consider the meaning of international law and justice, their execution on the international arena, and the way that these concepts have evolved historically. We will study general principles, sources, subjects, and several substantive areas of international law, including peaceful resolution of disputes, maritime law, territorial sovereignty, and crimes against humanity. Upon completion of this course, students should be familiar with the main features of the international legal order.				
<b>21587</b>	<b>53001 02</b>	<b>Senior Seminar: Monsters of Modern Political Thought</b>	<b>Eileen M. Hunt</b>	<b>TR</b>	<b>2:00-3:15</b>	
		In this humanities seminar on political theory and literature, we will discuss the classics of Enlightenment-era political thought from Hobbes to Shelley that evolved in relation to English and French fantasy, gothic-romantic, science fictional, and adventure-exploration verse epic and novels from the 1648 Peace of Westphalia to the immediate aftermath of the Napoleonic Wars and the 1815 Congress of Vienna. To trace the transmogrification of the concept and trope of the monster in modern European political thought on sovereignty, freedom, rights, revolution, legitimate constitutional government, gender, sexuality, family, race, rank, education, war, peace, conquest, slavery, colonialism, empire, and international relations, we will read texts by Hobbes, Milton, Locke, Defoe, Rousseau, Kant, Burke, Wollstonecraft, and Shelley. We will also cover the related debates in political theory, intellectual history, feminist theory, and literature on these topics.				
<b>13953</b>	<b>53001 03</b>	<b>Senior Seminar: Current Events and Public Opinion</b>	<b>Angela McCarthy</b>	<b>TR</b>	<b>11:00-12:15</b>	
		During this course, we will discuss relevant and contemporary issues in political science. Specifically, we will explore public opinion on the following topics: the economy, global warming, the Second Amendment and gun control/gun rights, immigration, morality politics (LGBTQ+ issues, capital punishment, reproductive rights), sports culture, race relations, and political candidates. Overall, we are concerned with the public's perception of society's prevalent issues and whether public policy reflects mass opinions. We will also discuss how misleading or incorrect information can influence public opinion and what can be done to prevent or impede the spread of misinformation.				

14324	53001 04	<b>Senior Seminar: Political Psychology of Racism</b>	<b>Darren Davis</b>	<b>TR</b>	<b>9:30-10:45</b>	
		This course examines the political psychology of racism in American Politics. Over the past fifty years, political science and psychology have directed a great deal of theoretical and empirical energy toward understanding the causes and consequences of intergroup conflict and prejudice. Drawing upon both disciplines, this seminar explores how the subtle (and not so subtle) aspects of race is played out in politics, Specifically, this course focuses on racial considerations in voting decisions and political participation, the support for racial policies, implicit (and explicit) racial considerations in the selection of political candidates, the formation of social identity and racial attitudes, political cognition and race in the media and political campaigns, and intergroup conflict.				
14322	53001 05	<b>Senior Seminar: Theories of International Relations</b>	<b>Sebastian Rosato</b>	<b>MW</b>	<b>5:05-6:20</b>	
		This seminar provides a survey of major theoretical traditions in the study of international relations.				
14323	53001 06	<b>Senior Seminar: US Foreign Policy &amp; the Global War on Terrorism</b>	<b>Steven Landis</b>	<b>MW</b>	<b>12:30-1:45</b>	
		This course analyzes the trajectory of US foreign policy since 9/11 with a specific focus on the Global War on Terrorism. It focuses in detail on various aspects of US counterterrorism policy—tactics, approaches, and empirical research that shapes our understanding of the US's successes / failures to date. In doing so, we will consider specific branches of government, how they interact, and the motivations of various actors in positions of federal authority that are responsible for crafting US grand strategy. Consideration will also give to the role and impact of extra-government factors on US foreign policy such as: political parties, interest groups, the mass media, and public opinion.				

