

## **Political Science Undergraduate Program Spring 2015 Course Descriptions**



**24081 13181 04 USEM: The Greatest War Story Ever Told Michael Desch TR 11:00-12:15**

The Greek historian and erstwhile general Thucydides modestly claimed to have written his history of the Peloponnesian War between Athens and Sparta in the waning years of the Fifth Century B.C. "not as an essay which is to win the applause of the moment, but as a possession for all time." (I, 22) He succeeded with the pen (or stylus) where he failed with the sword leading generations of thinkers and practitioners to study this work with a fervor and intensity usually reserved for Holy Scripture. Indeed, Secretary of State George C. Marshall once told a Princeton graduating class that "I doubt seriously whether a man can think with full wisdom and deep convictions regarding certain of the basic international issues today who has not at least reviewed in his mind the period of the Peloponnesian Wars and the fall of Athens." That is the purpose of this seminar. Specifically, I have two objectives: 1) to help students (and myself) gain an in-depth understanding of one of the formative conflicts in the Western tradition through a careful reading of the key primary and select secondary texts. 2) to encourage students (and myself) to glean more general lessons about war and statecraft, particularly as they apply to the contemporary United States, like Athens, a democratic imperial power.

**24992 13181 05 USEM: Political Philosophy of Homer's Iliad Sotirios Barber TR 2:00-3:15**

Close textual analysis to uncover the web of philosophic, political, and theological issues of one of mankind's great literary classics. Special emphasis on strengthening the student's analytic and writing skills. Grade based on class participation, five short papers, oral reports, and a 15 to 20 page term paper. No midterm or final exam.

**27281 13181 06 USEM: Religion and Politics in the United States Geoffrey Layman TR 3:30-4:45**

Religion plays and almost always has played a powerful role in American politics. In this course, we will try to understand the causes and consequences of that role by examining the historical and contemporary effect of religion on political culture, political coalitions, individual political behavior, and public policy in the United States. We will assess the religious landscape in the U.S. from a historical and a contemporary perspective, the "culture wars" and the rise of the Christian Right in American politics, the political orientations and political influence of American Catholics, the evolution of the relationship between church and state in the U.S., the political orientations of a host of religious and ethnic minority groups, and the impact of religion on American political culture and political behavior. To conclude, we will assess the normative consequences of the role that religion plays in American politics by asking whether it threatens democratic government or breathes life into it.

## **INTRODUCTORY COURSES**

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|---|-----------------|---|---|-----------|--------------------|---|
| <b>21751</b>  | <b>20100 01</b> | <b>American Politics</b>  | <b>Benjamin Radcliff</b>                      | <b>MW</b> | <b>3:30-4:45</b>   | <b>fulfills American field requirement</b>                |
| This course examines the American political system from the point of view of democratic theory. While we will cover the usual range of topics for an introductory course, particular attention will be devoted to understanding whether, or in what ways, the practice of American politics conforms to conventional understandings of democracy. The course thus stresses theoretical understanding and critical appraisal rather than description. No conventional text book will be used: instead, students will be asked to read a series of more challenging books (and some shorter pieces) on individual topics. Course requirements include a substantial paper.  |                 |   |   |           |                    |   |
| <b>21722</b>  | <b>20200 01</b> | <b>International Relations</b>                                      | <b>Tanisha Fazal</b>                          | <b>MW</b> | <b>10:30-11:20</b> | <b>fulfills International Relations field requirement</b> |
| This course provides students with an understanding of historical and current events in world politics. As such, the course has three central objectives: to introduce various theoretical frameworks for analyzing international political and economic events, to provide an overview of substantive topics in international relations, and to supply a basic understanding of contemporary international events. We explore substantive issues such as cooperation and conflict in international relations, the causes of war, nuclear proliferation, regional free trade agreements, the causes and effects of economic globalization, and the role of international law and institutions. Discussion sections use historical case studies and current events to illustrate concepts introduced in lectures. This introductory course fulfills the international relations breadth requirement for the political science major. |                 |   |   |           |                    |   |
| <b>Co-Req/Friday discussion sections</b>  |                 |   |   |           |                    |   |
| POLS 22200 01 IR Discussion F 9:25-10:15  |                 |   | POLS 22200 04 IR Discussion F 10:30-11:20     |           |                    |   |
| POLS 22200 02 IR Discussion F 9:25-10:15  |                 |   | POLS 22200 05 IR Discussion F 11:30-12:20     |           |                    |   |
| POLS 22200 03 IR Discussion F 10:30-11:20   |                 |   | POLS 22200 06 IR Discussion F 11:30-12:20     |           |                    |   |
| <b>21712</b>  | <b>20400 01</b> | <b>World Politics:<br/>Introduction to<br/>Comparative Politics</b> | <b>Andrew Gould</b>                           | <b>TR</b> | <b>12:30-1:45</b>  | <b>fulfills Comparative Politics field requirement</b>    |
| This course teaches students how to think comparatively about politics. We study how nation-states emerged as the dominant form of political organization, explain the differences among various states, and explore diverse responses to economic, cultural, and military globalization. The empirical material is drawn from around the globe. This introductory course fulfills the comparative politics breadth requirement for the political science major.  |                 |   |   |           |                    |   |
| <b>21714</b>  | <b>20600 01</b> | <b>Political Theory</b>   | <b>Dana Villa</b>                             | <b>MW</b> | <b>12:50-1:40</b>  | <b>fulfills Theory field requirement</b>                  |
| 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.  |                 |   |   |           |                    |   |
| <b>Co-Req/Friday discussion sections</b>  |                 |   |   |           |                    |   |
| POLS 22600 01 Theory Discussion F 12:50-1:40  |                 |   | POLS 22600 04 Theory Discussion F 10:30-11:20 |           |                    |   |
| POLS 22600 02 Theory Discussion F 12:50-1:40  |                 |   | POLS 22600 05 Theory Discussion F 11:35-12:25 |           |                    |   |
| POLS 22600 03 Theory Discussion F 10:30-11:20   |                 |   | POLS 22600 06 Theory Discussion F 11:35-12:25 |           |                    |   |

## **INTERMEDIATE COURSES**

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| <b>29434</b> | <b>30039 01</b> | <b>Black Politics in Multiracial America</b> | <b>Dianne Pinderhughes</b> | <b>TR</b> | <b>11:00-12:15</b> | <b>fulfills American field requirement</b> |
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This course undertakes a broad examination of black politics in multiracial America. Racial issues have provoked crises in American politics; changes in racial status have prompted American political institutions to operate in distinctive ways. The course examines the interface of black politics with and within the American political system. How successful have blacks been as they attempted to penetrate the electoral system in the post civil rights era. What conflicts and controversies have arisen as African Americans have sought to integrate the American system of power. Now that the laws have been changed to permit limited integration, should African Americans integrate politically, that is should they attempt to 'deracialize' their political appeals and strategy, with an effort to "crossover politically;" are some approaches such as those of President Barack Obama "not black enough?" What internal political challenges do African Americans face; some such as the increasing importance of class and socioeconomic factors, as well as gender and sexuality may reshape the definition of the black community. What intellectual challenges and strategic choices are they facing as the American population has grown increasingly multiracial. Finally, in light of these demographic changes in American life and American politics, how stable will past patterns of political participation, and political organizations and institutions of African American politics remain.

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| <b>27283</b> | <b>30068 01</b> | <b>Topics in Civil Liberties and Civil Rights</b> | <b>Matthew Hall</b> | <b>MW</b> | <b>2:00-3:15</b> | <b>fulfills American field requirement</b> |
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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.

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| <b>29435</b> | <b>30071 01</b> | <b>Gay Rights and the Constitution</b> | <b>Sotirios Barber</b> | <b>TR</b> | <b>11:00-12:15</b> | <b>fulfills American field requirement</b> |
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This course will review decisions of the U.S. Supreme court regarding the constitutional rights of homosexuals. It will assess the Court's decisions in light of (1) background theories of constitutional interpretation; (2) the principles of the American Founding; and (3) present day moral arguments for and against gay rights. Readings will consist of Supreme Court cases, selections from the Ratification debate and the philosophic writings that influenced the Founding, and the writings of present-day moral philosophers on both sides of the issues. Grades will be based on mid-term and final exams, with an optional term paper for one quarter of the course grade. Course texts will be announced. Address questions to Professor Barber at flaxbar@msn.com.

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| 30031   | 30136 01 | <b>Latinos in the Future of America: Building Transformative Leadership</b> | Luis Fraga    | MW | 11:00-12:15 | fulfills American field requirement |
| This course will examine the opportunities and challenges facing Latino communities today as they simultaneously transform and are transformed by their continuing growth in U.S. society. Through a careful examination of the biographies of leaders in Latino communities, we will examine what role they have each played in empowering Latino communities to advance in business, arts, education, community organizing, entertainment, medicine, religion, law, academia, politics, and other areas. The course will coincide with the Transformative Latino Leadership Speaker Series sponsored by the Arthur Foundation through the Institute for Latino Studies. Students in the class will have the opportunity to interact with invited leaders in several setting including the classroom, meals, receptions, and university-wide events. The primary course requirement is a research essay about the life and career of a chosen leader.  |          |   |               |    |             |                                     |
| 24697   | 30154 01 | <b>Education Law and Policy</b>   | John Schoenig | MW | 2:00-3:15   | fulfills American field requirement |
| 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 reform trends such as charter schooling and increased accountability changed the policy landscape of K-12 education? |          |   |               |    |             |                                     |
| 25911   | 30157 01 | <b>Healthcare and the Poor</b>  | David Betson  | TR | 2:00-3:15   | fulfills American field requirement |
| The relationship between health and poverty is complex and challenging. The inability of the poor to maintain adequate nutrition, shelter and have access to preventative medical care can contribute to their poor health status. But even if one isn't poor, one illness or hospitalization can test their ability to meet both their ability to meet the financial burden of their medical care as well as their other needs. In either case, individuals have to face difficult choices between their health and other material needs. This course examines the consequences of the health risks the poor face and the difficulties that they have in obtaining medical care whether they are uninsured, seek "charitable" care, or utilize public programs such as Medicaid. The course will also examine the impact of the Affordable Care Act that will require all individuals to have at least a minimal level of health care coverage.  |          |   |               |    |             |                                     |

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| 30032 | 30169 01 | <b>The Promise of &amp; Unintended Consequences of Brown v. Board of Education</b>   | Stuart Greene    | TR | 3:30-4:45   | fulfills American field requirement                |
|       |          | In this class, we will trace Brown v. Board to Roberts v. Boston and Plessy v. Ferguson, examine the context of Black literate traditions in the 19th and 20th centuries, and the promise of Brown as a landmark decision that sought racial justice in education. Education policies during the War on Poverty emphasized equity through increased funding and initiatives for social and educational programs that contributed to closing the achievement gap between Black and white students. But these initiatives have been short-lived, and we will examine a shift from equity in public policy to accountability. Equally important to our understanding of school desegregation and its unintended consequences is the Chicano struggle for Civil Rights in education, including Mendez v. Westminster, Alvarez v. Lemon Grove, the student walkouts for education reform in East Los Angeles 1968, the development of ethnic studies programs which have received national attention in the Tucson Public Schools.  |                  |    |             |  |
| 24993 | 30201 01 | <b>U.S. Foreign Policy</b>   | Dan Lindley      | TR | 9:30-10:45  | fulfills International Relations field requirement |
|       |          | 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. |                  |    |             |  |
| 26714 | 30203 01 | <b>On War</b>  | Sebastian Rosato | MW | 11:00-12:15 | fulfills International Relations field requirement |
|       |          | This course is about the causes and conduct of war. As regards causes, the focus is on evaluating the strengths and weaknesses of the most prominent explanations for the outbreak of major war, including balance of power, regime type (democracy/autocracy), civil/military relations, and the personality traits of individual leaders. As regards conduct, the emphasis is on considering the effect of broad political, social, and economic factors (nationalism, democratization, industrialization, military professionalization) on how wars are and have been fought. Particular historical emphasis is placed on the causes and conduct of great power wars (especially the two World Wars), although other wars will be discussed.  |                  |    |             | POLS MAJORS ONLY                                   |

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| <b>27285</b> | <b>30206 01</b> | <b>Civil Wars</b> | <b>Tanisha Fazal</b> | <b>MW</b> | <b>2:00-3:15</b> | <b>fulfills International Relations field requirement</b> |
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Why has civil war erupted in Syria, but not Jordan? Why has the Syrian regime targeted civilians so brutally? How will the fractured nature of the rebels affect the possibilities for peace? Would international intervention prolong the war or bring it to a close quickly? We will address these questions and others in this class, which is an undergraduate survey of recent literature on civil wars. We will focus particularly on: developing an operational definition of civil war; understanding causes of civil war; examining strategies of violence employed in civil war; and, civil war termination. Current events, such as those in Syria, will be brought into the class throughout the semester via discussion and simulation.

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| <b>30033</b> | <b>30226 01</b> | <b>Issues in Global Politics</b> | <b>Patrick Regan</b> | <b>TR</b> | <b>12:30-1:45</b> | <b>fulfills International Relations field requirement</b> |
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This is a course designed around developing an understanding of some of the foundational elements of world politics by focusing closely on a few contemporary issues. The objective is not only to develop knowledge about these issues per se, but rather to craft a way of thinking about how issues like these come to the fore, and how they might be resolved. Our focus will be on three issues of contemporary importance: 1) terrorism, particularly of the Islamic variety we see today, 2) wars of independence and internal struggles, and 3) environmental cooperation/climate change. In each case the current issue tends to have antecedents, such that these are only examples of a much broader set of cases. Our focus on these will hopefully shed light on the multitude of other issues.

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| <b>26715</b> | <b>30266 01</b> | <b>Political Economy of Globalization</b> | <b>Susan Pratt-Rosato</b> | <b>TR</b> | <b>11:00-12:15</b> | <b>fulfills International Relations field requirement</b> |
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This course examines the intersection of politics and economics in an increasingly global world. Economic interdependence has increased dramatically over the past fifty years. While this has raised living standards in many countries, it has also given rise to new social, economic, and political tensions. This course offers an analytical framework for evaluating the consequences of globalization and provides an overview of several theoretical approaches to and empirical issues in today's global economy. The course is divided into three main sections. The first part of the course focuses on understanding what is meant by 'globalization' as well as an introduction to several contending theories of globalization. The second part of the course will focus on managing globalization, and will evaluate different options available to states, institutions, and other actors. The final section of the class will be devoted to empirical issues associated with globalization. Topics discussed include: the environment, corruption, human rights, non-governmental organizations, democratization, and regional trading blocs.

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| <b>24364</b> | <b>30271 01</b> | <b>Political Economy of International Development</b> | <b>Amitava Dutt</b> | <b>MW</b> | <b>2:00-3:15</b> | <b>fulfills International Relations field requirement</b> |
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This course looks at why some countries are more economically developed than others, and why some are developing more than others, using a political economy perspective. It discusses alternative meanings and measures of development. It then examines alternative views on the constraints to development, at different levels of analysis, individual, sectoral, national and global. In so doing it analyzes economic factors, and their interaction with broader political, social and cultural factors, and explores both problems internal to countries and to those arising from international interactions and globalization. Finally, it critically examines different strategies and policies for development.

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| <b>29436</b> | <b>30363 01</b> | <b>Introduction to International Development Studies</b> | <b>Steve Reifenberg</b> | <b>TR</b> | <b>9:30-10:45</b> | <b>fulfills International Relations field requirement</b> |
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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.

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| <b>30034</b> | <b>30406 01</b> | <b>Elections and Social Protest in Latin America</b> | <b>Guillermo Trejo</b> | <b>MW</b> | <b>2:00-3:15</b> | <b>fulfills World Politics field requirement</b> |
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Elections and social protest are the two most important means of political participation in Latin America today. Every year, millions of Latin Americans go to the ballot box to elect their representatives, but millions also march to their country's capitals to oust elected politicians or simply to demand public goods or policy changes. Are Latin American citizens taking to the streets to contest market-oriented reforms, as it is often portrayed? Or do they take to the streets because elections don't work in Latin America's dysfunctional democracies? Are Latin American voters electing leftist politicians to move the economies away from neoliberal policies? Do the rich vote for the Right and the poor for the Left? In this course we want to understand who votes, who protests, and why they do it. We also want to understand the relationship between elections and protest. The course first provides a general overview of democratization, economic reforms, electoral behavior and social protest in Latin America. We then analyze electoral and social dynamics in six countries: Mexico, Bolivia, Chile, Argentina, Venezuela, and Guatemala. The in-depth analysis of these countries will provide you with a solid understanding of markets, democracies, voters and protesters in Latin America and will give you skills on how to assess public opinion surveys.

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| <b>29437</b> | <b>30415 01</b> | <b>The Rise and Fall of Democracies and Dictatorship</b> | <b>Scott Mainwaring</b> | <b>MW</b> | <b>12:30-1:45</b> | <b>fulfills World Politics field requirement</b> |
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Winston Churchill famously said in a speech in the House of Commons in 1947, "Democracy is the worst form of government except for all those others that have been tried." For generations, social scientists have studied what makes democracy emerge and then survive or break down. And because some dictatorships have huge consequences for their own populations and the world, social scientists have also devoted considerable attention to analyzing the emergence, survival, and breakdown of authoritarian and totalitarian regimes. This course will examine these issues. The first part of the course will examine different theoretical approaches to understanding why democracies and dictatorships emerge and then survive or fall. The second and longer part will focus on the emergence, survival, and fall of democracies and dictatorships in Europe and Latin America, mostly in the 20th century.

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| <b>28915</b> | <b>30457 01</b> | <b>Introduction to Modern African Politics</b> | <b>Robert Dowd</b> | <b>MW</b> | <b>3:30-4:45</b> | <b>fulfills World Politics field requirement</b> |
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The objective of the course is to develop a better understanding of politics in sub-Saharan Africa since the late 1950s. While there will be some reference to countries in North Africa, for the most part this course focuses on countries south of the Sahara. We will devote special attention to understanding the variation in democratization since the early 1990s and to assessing the future prospects for accountable and responsible government in the region. Another important goal of the course is to develop thoughtful positions on important policy issues that face African leaders and those responsible for policy toward Africa in other countries, especially the United States.

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| <b>30035</b> | <b>30475 01</b> | <b>Contemporary India: Politics, Society, and the Economy</b> | <b>Amitava Dutt</b> | <b>MW</b> | <b>11:00-12:15</b> | <b>fulfills World Politics field requirement</b> |
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India, the second-largest country in the world in terms of population, is widely known as a study in contrasts. It is the largest democracy in the world, it has the third-highest level of gross domestic product by some measures, it is one of the highest growing economies and, as a member of the BRICS, it is considered to be an emerging economic powerhouse. Yet it also has the world's largest concentration of the poor according to some measures, deep socio-economic cleavages, and conflicts that often erupt in violence. After providing a brief historical background, this course examines these contrasts by analyzing recent developments in the politics, society and the economy. Among the topics covered, often in comparative perspective, are the nature of democracy, economic growth, human development, poverty and income inequality, caste, gender and the rise of religious fundamentalism.

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| <b>29438</b> | <b>30487 01</b> | <b>Rise and Fall of World Communism</b> | <b>A. James McAdams</b> | <b>MW</b> | <b>9:25-10:15</b> | <b>fulfills World Politics field requirement</b> |
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For most of the twentieth century, communist states, like the Soviet Union and China, represented the greatest political, ideological, and military challenges to the western world. But now, most of these states are gone; of those that still exist, only one (which one?) can credibly live up to the bloody examples set by Josef Stalin and Mao Zedong. In this course, we will draw upon an eclectic mix of approaches from political science, history, sociology, and political philosophy to make sense of both the rise and the demise of the communist phenomenon. Rather than focusing on only one country or region, we will consider an array of different cases. These will include not only the Soviet Union and China but also such fascinating examples as Cuba, Vietnam, East Germany, Poland, Romania, Yugoslavia, and--my favorite--North Korea. There are no prerequisites for this course, although I do hope you will be inclined to view world communism as one of the most intriguing political movements of all time.

#### **Co-Req/Friday discussion sections**

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| POLS 32487 01 Communism Discussion F 9:25-10:15  | POLS 32487 03 Communism Discussion F 9:25-10:15  |
| POLS 32487 02 Communism Discussion F 10:30-11:20 | POLS 32487 04 Communism Discussion F 10:30-11:20 |

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| <b>30343</b> | <b>30498 01</b> | <b>Political Struggles As Seen in Biographies</b> | <b>Victoria Hui</b> | <b>MW</b> | <b>3:30-4:45</b> | <b>fulfills World Politics field requirement</b> |
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This course examines political struggles from the perspectives of participants through a series of biographical sketches. What do people fight for? Why do people risk imprisonment and death to participate in political struggles? How do people justify violence and nonviolence? Why do people commit violence in the name of religion (Christianity, Islam, Judaism, Buddhism)? How do leaders emerge and how do they mobilize support? The political struggles covered span the US, Latin America, the Middle East, Poland, South Africa, India and China. Books include Jessica Stern, Terror in the Name of God: Why Religious Militants Kill; Michael Scheuer, Osama Bin Laden; Jon Lee Anderson, Che Guevara; Jon Lee Anderson, Guerrillas: Journeys in the Insurgent World; Lech Walesa, The Struggle and The Triumph: An Autobiography; Dennis Dalton, Mahatma Gandhi: Nonviolent Power in Action, Nelson Mandela, Long Walk to Freedom; and Yiwu Liao, The Corpse Walker: Real-life Stories, China from the Bottom Up.

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| <b>29439</b> | <b>30502 01</b> | <b>Data Analysis for Human Rights</b> | <b>Guillermo Trejo</b> | <b>TR</b> | <b>2:00-3:15</b> | <b>fulfills World Politics field requirement</b> |
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This course will prepare you to analyze quantitative and qualitative data in the area of human rights and will position you to write analytic reports for international institutions, governments, and NGOs. Our focus will be on different forms of victimization that result from state repression and from organized crime violence. Whereas in the past states and insurgent groups were the main source of violence in the developing world, these days organized criminal groups are a prominent source of civilian victimization. We will first introduce you to the most influential cross-national datasets on state repression and criminal violence for the entire world. We will then move to assess subnational datasets of state repression and criminal violence in Mexico, Colombia and Brazil. Because we are interested in hearing the victims' individual voices, we will introduce you to victimization surveys from Mexico, Colombia and Brazil. Finally, to acquire more fine-grained information about victims, we will expose you to research using two techniques: focus groups and in-depth interviews with victims. Throughout the course we will explain how the different datasets were generated and with our guidance you will have a chance to personally retrieve and analyze the information. To fulfill these goals, we will divide up our time between the classroom and the computer lab. This course is open to sophomores, juniors and seniors and requires no prior knowledge of statistics.

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| <b>30341</b> | <b>30566 01</b> | <b>Voting Behavior, Campaigns, and Elections around the World</b> | <b>Rodrigo Castro Cornejo</b> | <b>MW</b> | <b>3:30-4:45</b> | <b>fulfills World Politics field requirement</b> |
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Why do people vote the way they vote? This course will focus on voting behavior and the influence that candidates, political issues and campaigns have on vote choice. It will have a special focus on Latin America but also consider experiences in the U.S., Western Europe and Africa. The first part of the course will introduce students to topics on survey research and public opinion to understand instruments with which political scientists measure political attitudes and voting behavior. We will also examine why electoral competition differs across different countries and consider factors such as party identification, ideology, religion, class, economic voting and the role of the media. Throughout the course, we will see that electoral competition in other countries frequently varies from what we usually experience in the U.S. Hence, our intuition about democratic politics may not automatically travel to these other contexts. We will also attempt to examine how clientelism, vote-buying, corruption and crime influence voting behavior around the world. In the second part of the course, we will study the impact of political campaigns on voters' behavior. We will pay attention to campaign strategies such as negative campaigning and get-out-the-vote (GOTV) mobilization. The course project will consist on analyzing a political campaign with a special focus on electoral polls, campaign strategy, and candidates.

|       |          |  |                 |     |             |                                   |
|-------|----------|--|-----------------|-----|-------------|-----------------------------------|
| 29440 | 30615 01 | <b>American Political Thought</b>  | Lori Molinari   | MW  | 11:00-12:15 | fulfills Theory field requirement |
|       |          | This course will provide a survey of American political thought from colonial times to the present. The course will consist of readings from primary texts, and it may cover such themes as the religious origins of America, the idea of self-government, the principles of the Revolution, the debate over the constitution, the Jeffersonian and Hamiltonian visions for America, Jacksonian democracy, individualism, slavery and states rights, "manifest destiny," the rise of industrial capitalism, progressivism and the welfare state, the struggle for women's rights, the Cold War, the civil rights movement, 1960s radicalism and conservative responses to it, the contemporary divide between left and right, and the rise of the national security state. |                 |     |             |                                   |
| 26720 | 30620 01 | <b>Modern Political Thought</b>  | Dana Villa      | MW  | 3:30-4:45   | fulfills Theory field requirement |
|       |          | This course traces the evolution of modern political thought from the civic humanism of the Renaissance (Machiavelli) through the social contract theories of the seventeenth and eighteenth centuries (Hobbes, Locke, Rousseau). We will conclude with a consideration of the more historically and culturally sensitive thinkers of the early nineteenth century (Constant, Tocqueville, and (Hegel). Along the way we will be especially concerned with the emergence of republicanism, liberalism, historicism and rights-centered individualism as distinct and still prevalent modes of political thinking.  |                 |     |             |                                   |
| 29441 | 30664 01 | <b>Liberalism and Conservatism</b>   | Patrick Deneen  | MW  | 9:30-10:45  | fulfills Theory field requirement |
|       |          | 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.  |                 |     |             |                                   |
| 29442 | 30665 01 | <b>Constitutionalism, Law and Politics II: American Constitutionalism</b>  | Vincent Muñoz   | MW  | 3:30-4:45   | fulfills Theory field requirement |
|       |          | In "Constitutionalism, Law & Politics II: American Constitutionalism," we shall study fundamental texts of the American constitutional and political tradition in an attempt to answer questions such as: What is the purpose of government? What is the meaning of political equality? What is political liberty and how is it best secured? Since we lack the time for a comprehensive survey of American political thinkers, we shall examine select statesmen and critical historical periods, focusing on the Founding era, Lincoln and the slavery crisis, and the Progressive era and New Deal.   |                 |     |             |                                   |
| 29443 | 30702 01 | <b>Roman Law and Governance</b>  | Tadeusz Mazurek | MWF | 9:25-10:15  | fulfills Theory field requirement |
|       |          | An introduction to the nature and influence of Roman law, one of the most celebrated and distinctive elements of ancient Roman culture. The course surveys the development of Roman civil and criminal law from the very early and enigmatic Twelve Tables to the very late and amazingly great Digest of Justinian. Topics covered include legal procedures, the creation of law, and Roman jurisprudence, all of which are studied in the broad context of Roman government and administration. The lasting effects of Roman law on modern legal systems are also considered.  |                 |     |             |                                   |



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| <b>28916</b> | <b>30815 01</b> | <b>Designing and Analyzing<br/>Public Opinion Surveys</b> | <b>David Campbell</b> | <b>TR</b> | <b>9:30-10:45</b> | <b>fulfills Methodology<br/>Requirement for Departmental<br/>Honors</b> |
|--------------|-----------------|---|-----------------------|-----------|-------------------|---|

Are you interested in producing your own research rather than just consuming the work of others? Are you interested in learning how public opinion research is done? Would you like to learn the marketable skillset of designing and analyzing public opinion surveys? Would you like to take a class that is student-driven? If so, this is the class for you. Students will develop their own research questions, execute an actual survey of Notre Dame students, and then analyze the results - thus answering their own questions. Along the way, they will learn how to draw a representative sample of a population, the craft of writing informative survey questions, the fundamentals of analyzing survey data, and methods for effectively presenting quantitative data. Students will preferably have been previously exposed to quantitative methodology (i.e. a class in statistics and/or research methodology), but this is not a formal requirement. The only prerequisite is a willingness to learn.

#### **WRITING SEMINARS (POLS MAJORS ONLY)**

|              |                 |   |                      |           |                    |  |
|--------------|-----------------|---|----------------------|-----------|--------------------|--|
| <b>24017</b> | <b>33002 01</b> | <b>Sophomore Seminar:<br/>Southern Politics</b> | <b>Joshua Kaplan</b> | <b>MW</b> | <b>11:00-12:15</b> |  |
|--------------|-----------------|---|----------------------|-----------|--------------------|--|

This course has two objectives. The first is to study the role of the South in national politics as a way to understand American politics more generally. The second is to use studies of Southern politics as a way to understand American political science and the study of politics more generally. The course also includes segments on the role of the South in various aspects of American politics, including the South and the New Deal, the influence of southerners in Congress, and the role of the South in Presidential elections. This semester we will pay special attention to the implications of the 2008 and 2010 elections for the future of the party system. The course will also help you develop your own research skills, in part by this introduction to the political science of the South, and also through assignments that encourage you to pose questions about American politics and consider ways to answer them. The course fulfills a seminar requirement for the Political Science major. Department approval is required.

#### **INTERNSHIPS/CAREERS/RESEARCH**

|              |                 |                   |                        |            |            |  |
|--------------|-----------------|-------------------|------------------------|------------|------------|--|
| <b>20309</b> | <b>35901 01</b> | <b>Internship</b> | <b>Carolina Arroyo</b> | <b>TBA</b> | <b>TBA</b> |  |
|--------------|-----------------|-------------------|------------------------|------------|------------|--|

The goal of the internship program is to provide opportunities to integrate academic learning with the world beyond the classroom. Internships are available throughout the Notre Dame area with a variety of government offices, non-profit agencies and NGO's. Interns work with professionals in their area of interest, explore career options and gain real work experience. Students will need a resume and a cover letter to apply for an internship. Interns are required to work at least 6-8 hours per week. All internships are unpaid. Internship credits do not fulfill the Political Science major requirements.

**28917 40261 01 Politics of International Trade Alexandra Guisinger TR 2:00-3:15**

If global free trade is theoretically optimal for the economy, why does free trade foster so much concern politically? Spanning events from the 1700's to the present day, this lecture course will discuss the politics of free trade in four different issue areas: 1) global trade and national security; 2) winners, losers, and the domestic politics of trade policy; 3) global trade and the development of democracy; and 4) the rise of international institutions and the decline of sovereignty. The syllabus will draw on classic readings in international relations and comparative politics, and students will be exposed to the variety of methods used by political scientists to analyze these questions: qualitative descriptions, quantitative analysis, formal models, etc. While the course does not require any background in economics, basic economic models of trade will be covered in the introductory sections. Students will be evaluated by both examinations and short papers.

### **JUNIOR SEMINARS**

**30328 43002 01 Junior Seminar: Politics of Latin America Timothy Scully T 7:00-945**

This course is a seminar on Latin America. It is intended to be a multi-disciplinary introduction to critical issues within contemporary Latin American culture, society, politics, and economy. An assumption is that many of the traditional boundaries between different disciplines in the social sciences and the humanities are drawn somewhat arbitrarily, and that the "realidad latinoamericana" can, and even should, be approached from a number of different angles. Thus, we will trespass traditional disciplinary boundaries from time to time. The first part of the course is organized around a number of key analytic lenses which we will explore sequentially with an aim to gaining a deeper appreciation of contemporary Latin America. We will begin with a discussion of the utility of "culture" as a tool for understanding Latin America. We will follow this with an exploration of religion and religious expression in Latin America, followed by different country responses to the "social question" and the emergence of the urban and rural working classes. We will then look carefully at current debates surrounding political and economic institution building in Latin America, and conclude the first part of the course with a look at important exogenous factors, in particular the influence of the United States on Latin America's political and economic development. In the second part of the course, we will look specifically at country-cases in comparative perspective, in particular Chile, Mexico, and Brazil. In selecting these cases, we have made a conscious decision to sacrifice breadth for greater depth. An effort will be made throughout the discussion of the cases to make broader comparisons with a wider range of Latin American cases.

**22272 43002 02 Junior Seminar: Realism and its Critics Sebastian Rosato MW 2:00-3:15**

This course provides an examination of the realist paradigm of international relations. The first part of the course will be devoted to an analysis of several variants of realism (classical, structural, defensive, offensive) with an emphasis on identifying and criticizing their central assumptions and causal logics. The second part of the course will focus on various social scientific, historical and moral critiques of realism as well as realist counterarguments to those critiques. The final part of the course will apply realism's insights to the contemporary international system.

**22268 43002 03     Junior Seminar: Political Psychology of Racism     Darren Davis     TR     12:30-1:45**

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.

**28919 43002 04     Junior Seminar: The Political Economy of International Financial Crises     Alexandra Guisinger     TR     9:30-10:45**

The current financial crisis has restarted debate about the causes and consequences of banking, currency, and other financial crises. This seminar will discuss various theoretical explanations, with a focus on the political mechanisms which may serve to either prevent or promote the spread of crises. Readings will primarily cover historical crises, with the current crises fodder for seminar discussion. Students are expected to have taken either International Political Economy and/or courses in macroeconomics as readings assume a basic understanding of common macroeconomic principles. Requirements include active participation in seminar discussion, weekly response papers, and three 8-10 page papers.

**28918 43002 05     Junior Seminar: Politics and Happiness     Benjamin Radcliff     TR     5:05-6:20**

Political and social theorists have long speculated on how the political organization of society affects the quality of human life. This course examines the fundamental question of how political factors affect material and subjective conditions of life. The class utilizes material from philosophy and literature, as well as the emerging social science of subjective well-being.

## **SENIOR SEMINARS**

**29446 53002 01      Senior Seminar: Sean McGraw      MW      11:00-12:15**  
**Development and the  
Nation State, Lessons  
from Europe**

Why do some nations manage to secure and consolidate democracy while others slide into dictatorship or fascism? What factors and ideas conditioned the development of the modern state? How do nations manage the political challenges generated by rapid economic development? These are major issues facing many nations today but also ones that the countries of Western Europe confronted in past centuries. The object of this seminar is to consider what can be learned about democratization and processes of political change from the historical experience of four European nations, Britain, France, Germany and Italy. It concentrates on the character of each nation's response to the common problems associated with the transition from feudalism, the democratic revolutions, industrialization, and the arrival of mass politics. The seminar provides an overview of modern European history, useful as background for further work on Europe or in social and political theory, covers analytical issues in political development, and explores the construction of modern politics.

**22274 53002 02      Senior Seminar: Political Susan Pratt Rosato      MW      12:30-1:45**  
**Economy of Globalization**

This course will explore the concept of globalization and its consequences. In particular, we will focus on several key debates that have arisen regarding the effects and management of globalization. Students will also have the opportunity to research a topic within the study of globalization of their own choosing for their final project in the course. The course is divided into three parts. The first part of the course focuses on understanding what is meant by 'globalization' as well as an introduction to several contending theories of globalization. The second part of the course will focus on managing globalization, and will evaluate different options available to states, institutions, and other actors. The final section of the class will be devoted to empirical issues associated with globalization. Topics discussed include: the environment, corruption, terrorism, human rights, non-governmental organizations, democratization, and regional trading blocs.

**22956 53002 03      Senior Seminar: Peri Arnold      MW      9:30-10:45**  
**Presidents and War**

Do presidents legitimately possess war power? A political scientist from Mars, observing presidents since 1945 might conclude that there is a presidential war power. But does the Constitution vest in the president the power to decide on war? Through readings, discussion, and research papers, the seminar will examine controversies and claims over presidents' decisions to initiate war, and their implications for constitutional checks and balances, for presidential effects on institutions and policies, and, finally, for presidential leadership in other contexts, such as domestic crises.

**23705 53002 04 Senior Seminar: Political Debra Javeline TR 11:00-12:15  
Protest**

Why do people protest? Is it because they are deprived and unable to redress their grievances through "normal" politics, or is it because they are distinctly not deprived and have the time and money to protest? What is the state role in facilitating or hindering protest? Do organizations facilitate or hinder protest, and does it matter if the organization is formal or informal, national or local, professionalized or indigenous? Does it matter how an issue is "framed" for it to generate protest? Do incentives matter, and if so, what kind? This seminar will address these and other questions related to the emergence of protest movements worldwide, including the American civil rights movement.