

**Political Science Undergraduate Program  
Fall 2019 Course Descriptions**

**CRN      Course ID      Title      Instructor      Meeting Time(s)      8/27/2019**

**FRESHMEN COURSES**

**16592      10100 01      American Politics      Geoffrey Layman      MW      2:00-2:50      fulfills American field requirement**

This course will examine the American political system from the point of view of democratic theory, asking whether, and in what ways, the practice of American politics conforms to conventional understandings of democracy. To answer these questions, we will examine the foundations of American government (the Constitution, federalism, and American political culture), political institutions (Congress, the presidency and the executive branch, and the judiciary), and democratic processes and players (elections, voting, public opinion, political parties, and interest groups).

**Co-Req/Friday discussion sections**

POLS 22100 01 American Discussion F 2:00-2:50	POLS 22100 04 American Discussion F 12:50-1:40
POLS 22100 02 American Discussion F 2:00-2:50	POLS 22100 05 American Discussion F 11:30-12:20
POLS 22100 03 American Discussion F 12:50-1:40	POLS 22100 06 American Discussion F 11:30-12:20

**12700      10200 01      International Relations      Susan Pratt Rosato      MW      11:30-12:20      fulfills International Relations field requirement**

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.

**Co-Req/Friday discussion sections**

POLS 12200 01 IR Discussion F 9:25-10:15	POLS 12200 04 IR Discussion F 10:30-11:20
POLS 12200 02 IR Discussion F 9:25-10:15	POLS 12200 05 IR Discussion F 11:30-12:20
POLS 12200 03 IR Discussion F 10:30-11:20	POLS 12200 06 IR Discussion F 11:30-12:20

**15088      10400 01      World Politics: An Introduction to Comparative Politics      A. James McAdams      MW      9:25-10:15      fulfills Comparative Politics field requirement**

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.

**Co-Req/Friday discussion sections**

POLS 12400 01 Comparative Discussion F 9:25-10:15	POLS 12400 03 Comparative Discussion F 10:30-11:20
POLS 12400 02 Comparative Discussion F 9:25-10:15	POLS 12400 04 Comparative Discussion F 10:30-11:20

<b>11968</b>	<b>13181 01</b>	<b>USEM: The Economics and Politics of Consumption and Happiness</b>	<b>Amitava Dutt</b>	<b>TR</b>	<b>3:30-4:45</b>
		<p>The subject of the course is consumption and the extent to which it makes us happy. The course asks: Does money buy happiness? Is it true, as a bumper sticker proclaims: He who dies with the most toys wins? This seminar will examine views on the meaning of happiness, what the evidence suggests about whether more income and consumption increases happiness, and the causes and effects of increases in consumption at the individual and social levels. Helping to relate our personal lives to scholarly research, the seminar cover a wide range of issues such as: the phenomenon of “keeping up with the Joneses”; the use of social media; the problems of seeking both comfort and stimulation; religion, consumption and happiness; consumption and the environment; consumption, community and politics; and consumer debt and financial crises.</p>			
<b>12622</b>	<b>13181 02</b>	<b>USEM: Democracy and Religion</b>	<b>Andrew Gould</b>	<b>TR</b>	<b>12:30-1:45</b>
		<p>This seminar explores the connections between Catholicism, Islam, and democracy. What have been the effects of each religion on democracy? How have democratic regimes affected religions? What is toleration and what role has it played? We read Robert A. Dahl on democracy; Max Weber on religion; Alfred Stepan on toleration; and contemporary research for empirical evidence of the causal pathways linking Catholicism and Islam to varieties of political regimes.</p>			
<b>15093</b>	<b>13181 03</b>	<b>USEM: Ten Images of Hell in the 21st Century</b>	<b>A. James McAdams</b>	<b>TR</b>	<b>9:30-10:45</b>
		<p>My twentieth-century was a time of sheer hell: wars, genocide, totalitarianism, and terrorism. Will your century be a time of hell as well? In this seminar, we will examine ten images of the human experience that have me equally concerned about the contemporary world, including more war, terrorism, racism and ethnic hatred, populism and authoritarianism, and ecological disaster. My goal is not only to provide you with a glimpse into a new century. I also want to acquaint you with themes relating to the human condition that matter for your own lives. We will explore these themes from diverse perspectives, drawing upon insights from political science, theology, philosophy, history, technology, and the arts. We will read a number of novels, non-fiction works, and articles. We will also utilize other media, including film, the fine arts, and music. I have designed this seminar to be accessible to all Notre Dame students, regardless of their anticipated majors. This is a seminar for students who like to read, reflect, write, and debate.</p>			
<b>15426</b>	<b>13181 04</b>	<b>USEM: Sustainable Agriculture</b>	<b>Susanne Wengle</b>	<b>TR</b>	<b>2:00-3:15</b>
		<p>As global awareness of environmental crisis and resource constraints heightens, pressures for the development of “sustainable” agro-industrial practices are intensifying. In its most general form sustainability means integration of long term economic profitability with positive social (labor, community), health, safety and environmental impacts. The USDA, for example, relies on a tripartite definition of sustainability that includes long-term farm profits, environmental stewardship and quality of life for farmers and communities. This class introduces students to various approaches to thinking about agricultural sustainability. We will explore several arenas in which sustainability efforts are made (including soil, water and energy conservation, labor practices, animal welfare) and explores sustainability models that are practiced by different types of producers. Students are expected to explore sustainability efforts through a case study they develop themselves in a semester long writing assignment.</p>			

15707	13181 05	<b>USEM: Political Theory of Homer's Iliad</b>	<b>Sotirios Barber</b>	<b>TR</b>	<b>2:00-3:15</b>
<p>Homer's Iliad has fascinated readers for the better part of three millennia. No book except the Bible has attracted more scholarly attention. Our aim this fall will be to read this classic with the care that it deserves. As we do so we shall confront a view of the world and humankind whose differences and similarities with our own will involve us in many puzzles. As we wrestle with these puzzles we will fall into friendly disagreements, discovering in the process that a great virtue of the Iliad lies in the debates it provokes. These debates, properly conducted, require clarity of thought and expression on our part, along with 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, and our exercises will take the form of active class discussion, assigned oral reports, five short papers on problems as they arise in the readings, and a term paper of 15-20 pages on a topic selected by the student and approved by the instructor. 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 officially excused. Term papers are due no later than the last day of class. No final exam. Course texts are: Richmond Lattimore, <i>The Iliad of Homer</i> and Diana Hacker, <i>A Pocket Style Manual</i></p>					
15706	13181 06	<b>USEM: Islamic Legal Tradition</b>	<b>Emilia Powell</b>	<b>TR</b>	<b>12:30-1:45</b>
<p>This seminar offers an introduction to the Islamic legal tradition. How are law and justice interpreted in Muslim societies? Do laws Muslim societies differ from those of other societies? Nearly a quarter of the earth's total population is Muslim, and the Islamic legal tradition continues to offer a prominent alternative organizing principle in Muslim societies, affecting numerous states' approach to law. To understand the mechanisms and philosophy of Islamic law, students will consider the meaning of Islamic justice, its embodiment in domestic legal systems in states of the Middle East, Africa, and Asia/Oceania. We will examine the role of Islamic jurisprudence in the shaping of the Islamic legal tradition, and how a faith-based concept of law relates to modern governance. The aim of this seminar is to acquire a better understanding of the Islamic legal tradition through focusing on constitutions, documentary films, and photography.</p>					
16593	13181 07	<b>USEM: Politics of Conspiracy Theories</b>	<b>Rosemary Kelanic</b>	<b>TR</b>	<b>9:30-10:45</b>
<p>Just because you're paranoid doesn't mean they aren't after you." This course explores the politics of conspiracy theories in the United States and abroad, ranging from relatively lighthearted topics like the Roswell UFO incident to much more serious themes, such as the "stab in the back" myth that fueled anti-Semitism in post-WWI Germany and the assertion that the U.S. government secretly orchestrated the 9/11 terrorist attacks. What political purposes might conspiracy theories serve? Who believes these theories, and why? While many conspiracy theories bear little resemblance to reality, history demonstrates that governments do keep secrets – and have lied to their publics – in the name of national security. How, then, do we distinguish fiction from fact, political propaganda from truth? And what are the ramifications for democratic accountability and governance?</p>					

**20983 13181 09 USEM: Debating Great Daniel Lindley TR 2:00-3:15**  
**Articles in International Relations**  
 The subject matter of this course is international relations, with a focus on security studies and foreign policy. For each class, we read one classic article (or other readings), such that by the end students have a good grasp of international relations. The fun wrinkle is the format. In each class, students will present articles and critique them. Thus, 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 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. In addition to the presentations and critiques, there are several writing assignments. The intellectual goals and classwork should help prepare students for almost any non-fiction academic and career path. And the readings provide an excellent foundation for further studies in international relations.

**21124 13181 10 USEM: Elections in Africa Jaimie Bleck TR 2:00-3:15**  
 This university seminar will explore current issues and trends in African elections. Students will participate in real-time analysis of politics in three African countries: Botswana, Mozambique, and Sudan. These countries span the range of Africa's regimes – from one of its most celebrated democracies to a country struggling with a recent coup and violence against protestors. The course will utilize primary source materials from these countries including candidate speeches, online newspapers, election monitoring reports as well as social media sources such as Twitter, Facebook, and Instagram.

**INTRODUCTORY COURSES**

**11493 20100 01 American Politics Geoffrey Layman MW 2:00-2:50 fulfills American field requirement**  
 This course will examine the American political system from the point of view of democratic theory, asking whether, and in what ways, the practice of American politics conforms to conventional understandings of democracy. To answer these questions, we will examine the foundations of American government (the Constitution, federalism, and American political culture), political institutions (Congress, the presidency and the executive branch, and the judiciary), and democratic processes and players (elections, voting, public opinion, political parties, and interest groups).

**Co-Req/Friday discussion sections**

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**11537 20200 01 International Relations Jazmin Sierra TR 12:30-1:45 fulfills International Relations field requirement**  
 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.

**10141 20400 01 World Politics: Introduction to Comparative Politics Luis Schiumerini MW 2:00-2:50 fulfills Comparative Politics field requirement**

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.

**Co-Req/Friday discussion sections**

POLS 22400 02 Comparative Discussion F 2:00-2:50

POLS 22400 03 Comparative Discussion F 12:50-1:40

**15826 20600 01 Political Theory Dana Villa MW 12:50-1:40 fulfills Theory field requirement**

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.

**Co-Req/Friday discussion sections**

POLS 22600 01 Political Theory Discussion F 12:50-1:40

POLS 22600 04 Political Theory Discussion F 11:30-12:20

POLS 22600 02 Political Theory Discussion F 12:50-1:40

POLS 22600 05 Political Theory Discussion F 2:00-2:50

POLS 22600 03 Political Theory Discussion F 11:30-12:20

POLS 22600 06 Political Theory Discussion F 2:00-2:50

**INTERMEDIATE COURSES**

**16598 30010 01 American Political Parties Christina Wolbrecht MW 11:00-12:15 fulfills American field requirement**

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. This class explores the contribution of political parties to the functioning of American democracy.

**13799 30022 01 Public Opinion & Political Behavior Darren Davis MW 9:30-10:45 fulfills American field requirement**

"A principle tenet underlying democratic governance is the belief that public opinion or the ""will of the people"" should dictate governmental behavior. To the extent this belief is a realistic consideration; difficult questions remain concerning the capacity for citizens to develop reasoned opinions and how to conceptualize and measure opinion. This course explores the foundations of political and social attitudes and the methodology used to observe what people think about politics.

The course is structured around four key questions:

1. How reliable is the methodology of public opinion polling?
2. How do people acquire, organize, and change their political beliefs and attitudes?
3. What factors in the political world influence and shape public opinion, including the effects of the media, political events, and social forces?
4. What are the main lines of cleavage in American public opinion? How polarized is the American public and on what issues is there a consensus?"

20507	30040 01	<b>Introduction to Public Policy</b>	<b>Joshua Kaplan</b>	<b>TR</b>	<b>11:00-12:15</b>	<b>fulfills American field requirement</b>
<p>The economist Mancur Olson wrote, "The best thing a society can do to increase its prosperity is to wise up." This course is an introduction to the fundamentals of understanding and analyzing public policy. The course is designed to help you: 1. understand public policy's core assumptions about human behavior, markets, and governments, 2. become familiar with the economic, statistical, and qualitative tools of policymaking and policy analysis, 3. gain a better understanding of policymaking in the context of divided government, and 4. learn to write for public policy. The course serves as the gateway for the Hesburgh Minor in Public Service or can be used to fulfill an American politics breadth requirement or intermediate-level course for the Political Science major. However, it is designed for students of all majors and interests.</p>						
16600	30047 01	<b>The Policy-Making Process</b>	<b>Ricardo Ramirez</b>	<b>MW</b>	<b>12:30-1:45</b>	<b>fulfills American field requirement</b>
<p>The course examines the public policy-making process at the federal, state, and local levels. Students will explore a specific policy problem affecting the South Bend metropolitan area. The goal will be to write and present a policy brief to local decision-makers in public policy.</p>						
19748	30051 01	<b>Urban Politics and Policy</b>	<b>Luis Fraga and Amir Sadeh</b>	<b>MW</b>	<b>11:00-12:15</b>	<b>fulfills American field requirement</b>
<p>This course introduces students to major actors, institutions, processes, and policies of substate 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. Among the issues we will examine are representation, race and ethnicity, neighborhood development, and governing the multicultural metropolis.</p>						
19751	30068 01	<b>Topics in Civil Liberties and Civil Rights</b>	<b>Matthew Hall</b>	<b>TR</b>	<b>2:00-3:15</b>	<b>fulfills American field requirement</b>
<p>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.</p>						
19754	30071 01	<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>
<p>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.</p>						
19758	30073 01	<b>Constitutional Law: Powers and Institutions</b>	<b>Rick Garnett</b>	<b>TR</b>	<b>3:30-4:45</b>	<b>fulfills American field requirement</b>
<p>This course will examine constitutional law, history, theory, practice, and interpretation in the United States. We will focus on the Constitution's structural features, including popular sovereignty, judicial review, separation of powers, and federalism. Students will engage perennial debates and questions as well as present-day controversies.</p>						

<del>19759</del>	<del>30125 01</del>	<del><b>Constitutional Conflicts in Representative Democracy</b></del>	<del>Maryann Kwakwa</del>	<del>TR</del>	<del>3:30-4:45</del>	<del>fulfills American field requirement</del> Course was cancelled
19547	30134 01	<b>Immigration Politics and Policy</b>	Ricardo Ramirez	MW	9:30-10:45	fulfills American field requirement
		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.				
20350	30142 01	<b>Philanthropy: Society and the Common Good</b>	Jon Hannah	TR	12:30-1:45	fulfills American field requirement
		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.				
20349	30143 01	<b>Higher Education Policy</b>	Paul Mueller	TR	9:30-10:45	fulfills American field requirement
		Americans now hold nearly \$1.5 trillion in higher education related debt. How did we get there? Why did we get there? Were there alternative approaches? This course is designed to examine those questions and more by studying the historic underpinnings of American higher education, developing an understanding of current trends in American higher education, and placing the American higher education system in a more global context. Students will learn about the evolution of American higher education from a training ground of ministers and teachers to today's modern research university. We will explore the development of state higher education systems through the land grant program and the continued popular support (or lack thereof) of higher education in this country. We will pay particular attention to the three As of higher education: Accessibility, Affordability, and Accountability, and how they relate to public policy.				

<b>15833</b>	<b>30154 01</b>	<b>Education Law and Policy</b>	<b>John Schoenig</b>	<b>MW</b>	<b>3:30-4:45</b>	<b>fulfills American field requirement</b>
<p>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?</p>						
<b>20351</b>	<b>30173 01</b>	<b>Cybercrime and the Law</b>	<b>Eric Tamashasky</b>	<b>TR</b>	<b>11:00-12:15</b>	<b>fulfills American field requirement</b>
<p>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.</p>						
<b>12920</b>	<b>30201 01</b>	<b>U.S. Foreign Policy</b>	<b>Joseph Parent</b>	<b>MW</b>	<b>11:00-12:15</b>	<b>fulfills International Relations field requirement</b>
<p>For better or worse, no state influences the world more than the United States. This course investigates how American primacy came to be, what its consequences are, and what will drive U.S. foreign policy in the future. The class has three main aims: 1) Sharpen students' use of social science to evaluate claims and understand the world, 2) improve students' ability to attack and defend arguments, and 3) ground students in a broad base of knowledge about American foreign policy history and perennial problems.</p>						
<b>19761</b>	<b>30210 01</b>	<b>U.S. National Security Policymaking</b>	<b>Daniel Lindley and Eugene Gholz</b>	<b>TR</b>	<b>9:30-10:45</b>	<b>fulfills International Relations field requirement</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>						



15834	30222 01	<b>International Criminal Justice</b>	<b>Luc Reydam</b>	<b>MW</b>	<b>2:00-3:15</b>	<b>fulfills International Relations field requirement</b>
<p>This course critically examines the phenomena of international judicial intervention and criminalization of world politics; the actors, ideas, and rationales behind the international criminal justice project; the operation of international criminal justice in a world of power politics; its accomplishments, failures, and financial costs; and the future of international criminal justice. The course includes Skype conferences with a war crimes investigator, a war crimes analyst, a defense counsel, a victim representative, a State Department official, and a staff member of the Coalition for the International Criminal Court.</p>						
19764	30224 01	<b>Comparative Law</b>	<b>Emilia Powell</b>	<b>TR</b>	<b>11:00-12:15</b>	<b>fulfills International Relations field requirement</b>
<p>The purpose of this course is to introduce students to the main legal systems around the world. We will focus on the major legal traditions (present and past) such as the indigenous law, civil law, common law, Islamic law, Hindu law, and Asian law. We will concentrate on the history of each legal system, sources of law, and their main characteristics. In addition to the domestic legal systems, we will also examine the main features of international law, its history and sources. The course begins with a general discussion of what law is, how it develops, and where it comes from. Later sections of the course center on sources, features, and defining characteristics of each domestic legal tradition. Finally, we will analyze international law. Upon completion of this course, students should be familiar with the main features of major legal families present in the world today and in the past.</p>						
15096	30271 01	<b>Political Economy of International Development</b>	<b>Amitava Dutt</b>	<b>TR</b>	<b>2:00-3:15</b>	<b>fulfills International Relations field requirement</b>
<p>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.</p>						
15992	30304 01	<b>The Science and Strategy of Nuclear War</b>	<b>Michael Desch and Daniel Bardayan</b>	<b>MW</b>	<b>9:30-10:45</b>	<b>fulfills International Relations field requirement</b>
<p>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.</p>						
17382	30314 01	<b>Civil War Peace Agreement</b>	<b>Madhav Joshi</b>	<b>MW</b>	<b>12:30-1:45</b>	<b>fulfills International Relations field requirement</b> <b>Course was cancelled</b>
<p><del>This course examines the process of moving from armed conflict to a negotiated peace agreement in divided societies. This course explores the underlying causes that led to armed conflict and how those root issues and armed conflict related issues were addressed in the contemporary peace agreement, implementation, and how the implementation success contributes a peacebuilding success. The course utilizes the Peace Accords Matrix database—world's most extensive database on negotiation and implementation of contemporary civil war peace agreements. Throughout the semester, cases like Syria, Myanmar, South Sudan, etc. will be referenced and discussed.</del></p>						

13800	30351 01	<b>Global Activism</b>	<b>Luc Reydam</b>	<b>MW</b>	<b>9:30-10:45</b>	<b>fulfills International Relations field requirement</b>
<p>This course is about transnational networking, mobilizing, and campaigning for or against social change. Equal attention is paid to conceptual and substantive issues. Conceptual issues include framing, strategies, and actors. Among the substantive issues examined are human rights, women's rights, gay rights and gay marriage, climate change, and global gun control. We are particularly interested in the emergence over the last two decades of a 'global right wing' and the globalization of the culture wars.</p>						
15993	30363 01	<b>Intro to International Development Studies</b>	<b>Terence Johnson</b>	<b>MW</b>	<b>2:00-3:15</b>	<b>fulfills International Relations field requirement</b>
<p>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.</p>						
19766	30406 01	<b>Elections and Social Protest in Latin America</b>	<b>Guillermo Trejo</b>	<b>MW</b>	<b>11:00-12:15</b>	<b>fulfills World Politics field requirement</b>
<p>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.</p>						
15097	30421 01	<b>European Politics</b>	<b>Andrew Gould</b>	<b>TR</b>	<b>11:00-12:15</b>	<b>fulfills World Politics field requirement</b>
<p>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 politics in the European Union, Germany, France, Portugal, and other countries will be drawn from both scholarly sources and contemporary analyses of political events.</p>						
19767	30441 01	<b>Middle East Politics</b>	<b>Michael Hoffman</b>	<b>MW</b>	<b>11:00-12:15</b>	<b>fulfills World Politics field requirement</b>
<p>The Middle East is simultaneously one of the most strategically important regions in the world and one of the least understood. This course provides an introduction to the politics of the region from a thematic perspective. It addresses a variety of topics, including democracy, development, sectarianism, oil, and conflict. Students will be assigned readings from both historical scholarship and contemporary analysis of regional issues. When applicable, cases from across the region will be used to illustrate the themes of the course.</p>						

15098	30492 01	<b>Contention in China</b>	Victoria Hui	MW	3:30-4:45	fulfills World Politics field requirement
		<p>Why do pro-democracy efforts in China repeatedly fail? If Chinese leaders aim to build a harmonious society, why are there routine contentious protests by workers, peasants, religious followers, middle-class property owners, lawyers, and minorities? How do the marginalized and disadvantaged fight against social injustices in China? Why is there no organized democracy movement despite the prevalence of sporadic protests? Is Confucianism preventing Chinese development towards a more democratic society? This course examines key contentious episodes in modern China, from the 1911 Revolution through the Cultural Revolution and the Tiananmen Movement to more scattered rightful resistance and minority protests in recent years.</p>				
20237	30530 01	<b>The Politics of the Irish Constitution 1937-2019</b>	Gary Murphy	TR	5:05-6:20	fulfills World Politics field requirement
		<p>This course will explore the politics of constitutional change in Ireland over the period from the enactment of the Irish Constitution (Bunreacht na Eireann) in 1937 to the present day, encompassing issues such as the place of Northern Ireland, the place of Europe, electoral reform, the presidency, democratic accountability, institutional reform, the role of women and children, the relationship between church and state, divorce, abortion and same-sex marriage. These issues raise increasingly important theoretical and political questions about the relationship, and the tensions, between the institutions of representative democracy - especially the Constitution - and participatory democratic politics in a modern state. Case histories will be used to illustrate the theoretical issues involved</p>				
15716	30653 01	<b>Politics and Conscience</b>	Mary Keys	MW	2:00-3:15	fulfills Theory field requirement
		<p>Against a backdrop of large-scale society, mass movements, and technological bureaucracy, the invocation of "conscience" recalls the individual human person as a meaningful actor in the political sphere. But what is conscience, and what are its rights and responsibilities? What is it about conscience that ought to command governmental respect? Are there limits to its autonomy? What role should conscience play in questions of war and peace, law-abidingness and civil disobedience, citizenship and political leadership? And how does the notion of conscience relate to concepts of natural law and natural rights, rationality and prudence, religion and toleration? This course engages such questions through readings from the Catholic intellectual tradition (Augustine, Thomas Aquinas, Thomas More, Francisco de Vitoria, Desiderius Erasmus, John Henry Newman, Karol Wojty'a/John Paul II, and Joseph Ratzinger/Benedict XVI) and other writers of the history of ethical-political thought (Cicero, Seneca, John Locke, Mahatma Gandhi, Jan Pato'ka, and Alexandr Solzhenitsyn). We consider also various contemporary reflections on conscience expressed in films, essays, letters, plays, short stories, speeches, and declarations, beginning with Martin Luther King, Jr.'s "Letter from a Birmingham Jail" and Václav Havel's speech "Politics and Conscience." This class serves as both the capstone course for the interdisciplinary minor Philosophy in the Catholic Tradition and an upper-level elective for Political Science majors and Peace Studies minors. Its format combines lecture and seminar-style discussion.</p>				
19298	30656 01	<b>Human Rights and Human Wrongs</b>	Ernesto Verdeja	TR	9:30-10:45	fulfills Theory field requirement
		<p>This course will examine theories of human rights and their applications and implications for international politics.</p>				
15994	30665 01	<b>Constitutionalism Law and Politics II</b>	Vincent Phillip Muñoz	TR	12:30-1:45	fulfills Theory field requirement
		<p>In "Constitutionalism, Law &amp; 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.</p>				

20099	30705 01	<b>Why the Church?</b>	<b>James Philpott and Peter Casarella</b>	<b>MW</b>	<b>9:25-10:15</b>	<b>fulfills Theory field requirement</b>
		<p>Studies show that teen and young adults are leaving the Church in large numbers and that the ones who stay don't grasp Church teachings. Seeking to "meet them where they are," the course begins with an examination of contemporary trends in the religious lives of millennials, with a particular focus on Catholics. It proceeds to examine the major reasons why millennials are leaving the Catholic Church, as reported by a recent Pew Forum study and engage students in arguments for and against the Church's positions. We will also look at the case for the Church through beauty and the witness of the saints, modes of engagement that are argued to be particularly persuasive to the millennial generation.</p>				
19770	30722 01	<b>Ancient Politics of Law</b>	<b>Jonathan Gendelman</b>	<b>MW</b>	<b>12:30-1:45</b>	<b>fulfills Theory field requirement</b> <b>Course was cancelled</b>
		<p>The rule of law is always under stress and always faces political pressure and ethical dilemmas. The premise of this course is that we can benefit from learning how ancient Greek democracies used theater as a way get perspective on those pressures in self-critical ways. Greek tragedy served as a method by which the Greeks "re-barbarized" themselves in order to consider why they had legal institutions to begin with. This class will focus on the role that the concept of law plays in ancient Greek theater and historiography. Readings include plays such as Aeschylus' Oresteia, Sophocles' Antigone, and Euripides' Hippolytus and Bacchae, as well as the histories of Herodotus (who describes the difference between Persian and Spartan attitudes to law, freedom, and slavery) and Thucydides (who depicted the total breakdown of law during civil strife. The course will also feature films that do for contemporary America what tragedy did for the Greeks. The genres of the Western movie, such as The Man Who Shot Liberty Valance, and film noir pose many of the same questions that the ancient tragedies investigated and, in so doing, help us think about why we have the institutions we have.</p>				
19771	30723 01	<b>Political Lessons of Rome</b>	<b>Colleen Mitchell</b>	<b>TR</b>	<b>3:30-4:45</b>	<b>fulfills Theory field requirement</b>
		<p>Rome grew from a small city along the Tiber into one of the world's largest and most powerful empires. Its collapse shook the ancient world, but to this day Rome's legacy—its language, history, art, literature, architecture, and politics—endures. In this course, we will seek to understand why the Eternal City has played such an important role in the history of political thought and why Rome is still important for contemporary times. We will begin by reading ancient Roman sources themselves and learning about Roman history, religion, and values. In so doing, we will analyze Roman political innovations as the city changed from a monarchy, to a republic, to an empire. Afterward, we will explore how Rome has been understood in the Western tradition by reading treatments of Rome by thinkers like Augustine, Machiavelli, Shakespeare, Rousseau, Montesquieu, the Founding Fathers, and Mussolini. We will conclude the course by examining contemporary depictions of Rome in film and television in order to determine what Rome means for us today.</p>				
20919	30813 01	<b>Simulating Politics and Global Affairs</b>	<b>Thomas Mustillo</b>	<b>TR</b>	<b>12:30-1:45</b>	<b>fulfills Methodology Requirement for Departmental Honors</b>
		<p>Politics, markets, and the environment are all spheres of development that are fundamentally shaped by the action and interaction of many individuals over time. For example, the Arab Spring protests, the shortage of medicines in Caracas, and the rising water temperatures of the Baltic Sea are all system-level outcomes arising from the individual actions of thousands or even billions of people. In these spheres, leadership is often weak or non-existent. Scientists call these "complex systems." Complexity is difficult to study in the real world. Instead, scientists often approach these phenomenon using computer simulations (sometimes called agent-based models, social network models, and computational models). The goal is to build computer models of development that link the actions and interactions of individuals to the system-level outcomes. This class will use the perspective, literature, and tools of complexity science to approach core questions in the field of development.</p>				
14316	35901 01	<b>Internship</b>	<b>Carolina Arroyo</b>	<b>TBA</b>	<b>TBA</b>	
		<p>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. Permission required.</p>				

20802	40152 01	<b>America's Strengths, America's Challenges: An Opportunity to Learn from Senator Joe Donnelly</b>	Joseph Donnelly	M	9:25-10:15	
		<p>Are you interested in learning about the real world of politics and policy? If so, this is the class for you. In this class, a small group of students will meet regularly with Joe Donnelly, who served both as a senator from Indiana (2012-18) and a member of the House of Representatives for Indiana's 2nd district (2006-2012). Senator Donnelly will engage in dialogue with class members about his time in elected office and the future of American public policy.</p>				
17505	40472 01	<b>Soviet and Post-Soviet Russia</b>	Debra Javeline	TR	11:00-12:15	<b>fulfills Comparative Politics field requirement</b>
		<p>This course will examine the political system of the Soviet Union, why it lasted and why it collapsed. It will then examine the transition from Soviet rule to the contemporary Russian political system and the various problems of transition.</p>				
17506	40490 01	<b>Sustainability: Principles and Practices</b>	Debra Javeline and Donna Glowacki	TR	12:30-1:45	<b>fulfills Comparative Politics field requirement</b>
		<p>This interdisciplinary course explores the challenges of environmental sustainability through social, economic, scientific, and theological lenses. Taught jointly by professors from the natural sciences, humanities, and social sciences, the course aims to instill broad, integrative and critical thinking about contemporary global environmental problems whose solutions will depend on multidisciplinary approaches. This gateway course to the Minor in Sustainability is open to all students interested in a deep exploration of these critical issues. Students considering the Minor in Sustainability are encouraged to take this course during their sophomore year. Requirements include a field trip and two hours of community volunteer work.</p>				
16604	40805 01	<b>Thesis Research Design and Methods</b>	Susan Pratt Rosato	MW	12:30-1:45	<b>fulfills Methodology Requirement for Departmental Honors</b>
		<p>This course is designed to provide students with the tools to accomplish original research in political science, and is designed for students who are preparing to write a senior thesis. Students will learn the skills necessary for an original research project, including how to formulate an empirical question, how to gather and analyze relevant data or evidence, and how to interpret this analysis. During this course, students will create an original research proposal for which they will compile a bibliography, gather and analyze relevant data, write a research outline, and present their research to fellow students.</p>				
16605	40810 01	<b>Quantitative Political Analysis</b>	Michael Coppedge	TR	9:30-10:45	<b>fulfills Methodology Requirement for Departmental Honors</b>
		<p>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. Mastery of these techniques is essential for understanding research on public opinion and voting behavior, electoral studies, 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 a statistical package, and write short papers evaluating the inferences defended in the published research.</p>				

**11538 43640 01 Justice Seminar Mary Keys and Paul Weithman TR 3:30-4:45**

This course is the required core seminar for the concentration in Philosophy, Politics and Economics (P.P.E). It is an intensive seminar, limited to 16 students. The Justice Seminar undertakes a critical examination of major theories of justice, using both contemporary works (e.g., John Rawls' A Theory of Justice and Kenneth Arrow's seminal papers on voting theory) and historical classics (e.g., Aristotle's Politics and the Lincoln Douglas debates). The course aims at tight critical analysis, both written and oral, of key problems arising out of the ongoing search for an adequate theory of justice. This is a course for students who relish intellectual interchange on such questions and for this reason it is run as a true seminar, focusing on student work. Each day the seminar will discuss a six page critical analysis of the day's reading prepared and antecedently distributed by a student. Other students will write short critical commentaries on the student paper. The course is team taught by Professor Keys and Professor Weithman. Instructor's permission is required to enroll. See the class website at: [https://www.nd.edu/~pweithma/justice\\_seminar/](https://www.nd.edu/~pweithma/justice_seminar/)

#### **JUNIOR SEMINARS**

**11969 43001 01 Junior Writing Seminar: Guillermo Trejo MW 2:00-3:15**  
**Transitional Justice in Latin America**

At the end of a long period of authoritarian rule or a protracted civil war, societies and governments are confronted with the question of whether to ignore past human rights violations and move on or to expose and punish perpetrators of violence by seeking truth and justice. This course is an introduction to three of the most widely used transitional justice mechanisms: Truth commissions, trials and amnesties. We assess the adoption of these mechanisms through the historical experience of six Latin American countries: Guatemala, Peru, Chile, Argentina, Colombia and Mexico. Our goal is to understand what these mechanisms are, how they work, and the long-term impact they can have on building peaceful societies – with low human rights' violations and low criminal violence – and on developing a democratic rule of law. In this course we adopt a social-scientific approach, combining history, political science, sociology and law. Besides covering academic works (both quantitative and qualitative), we will discuss Truth Commission reports and reports by international institutions and NGOs.

**11970 43001 02 Junior Writing Seminar: Sebastian Rosato MW 2:00-3:15**  
**Realism and Its Critics**

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.

15835 43001 03 **Junior Writing Seminar: Politics of Climate Change** Jazmin Sierra TR 11:00-12:15

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?

15836 43001 04 **Junior Writing Seminar: The Divided States of America** David Campbell MW 3:30-4:45

In the wake of the 2016 presidential election, it might appear that America is a house divided against itself. The seminar seeks to understand both the causes and consequences of America's divisions, and ask whether this "house divided" can continue to stand. We will start with J.D. Vance's bestselling memoir *Hillbilly Elegy*, which provides a first-hand account of both the economic and cultural tensions that have fueled the estrangement of many working-class Americans. From there, our class will explore both class and culture as causes of division, and examine the rise of populism as a political response. Students who take this course should expect to question their assumptions about what does, and does not, pull Americans apart—as well as what brings them together.

16607 43001 05 **Junior Writing Seminar: Faith, Freedom, and Fanaticism: Religion and World Politics** Robert Dowd, C.S.C. TR 11:00-12:15

In this course we will explore the intersection of religion and politics; how religious ideas and institutions emerge, shape, and are shaped by societal conditions, political interests, and political systems. With a special focus on Christianity and Islam, the course will address the following questions: What is religion and what does it do for people? How and why are religious institutions created and sustained? Why do many citizens in some countries expect religious leaders to play a prominent role in politics while many citizens in other countries do not? How and why do religious institutions come to support religious freedom? How can we know when violence is motivated by religion and what explains religiously motivated or justified violence? During the second half of the semester we will address religion as it pertains to special topics, such as (1) populism, nationalism, and responses to migrants/refugees, (2) gender, fertility, and reproductive health, (3) gay rights and marriage, (4) inequality, consumption and sustainability, and (5) extremism and terror.

16606 43001 06 **Junior Writing Seminar: Debating Great Articles in International Relations** Daniel Lindley TR 2:00-3:15

Course was cancelled

In this course, students present articles and critique them. These articles are among the most influential and/or topical articles the fields of international relations and security studies have to offer. Presenting and critiquing are great skills for almost any major and future career. This is also excellent preparation for additional course work in international relations. Specifically, 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 aggressively and critically when reading, writing, and during public interactions.
- To see the full syllabus, please see my website: <https://www3.nd.edu/~dlindley/>

## SENIOR SEMINARS

11822	53001 01	<b>Senior Writing Seminar: Globalization in Africa</b>	<b>Jaimie Bleck</b>	<b>TR</b>	<b>3:30-4:45</b>
<p>This course is designed to offer an inside look into the processes of globalization in Sub Saharan Africa. This course will focus on the ways that international forces and new technologies are affecting citizens and countries on the continent as well as the way that African countries and actors are influencing the rest of the world. We will explore a diverse set of topics including technological change and development, immigration, art and culture, investment and foreign aid, and China's role in Africa. The course will attempt to highlight the new opportunities for citizens as well as the challenges that remain for African countries in the globalized world.</p>					
15717	53001 02	<b>Senior Writing Seminar: Political Economy of Globalization</b>	<b>Susan Pratt Rosato</b>	<b>MW</b>	<b>9:30-10:45</b>
<p>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.</p>					
15718	53001 03	<b>Senior Writing Seminar: Classics of International Relations</b>	<b>Joseph Parent</b>	<b>MW</b>	<b>3:30-4:45</b>
<p>This course assesses abidingly relevant texts on conflict and cooperation to deal with current problems. We will examine war and peace, education and leadership, power and principle, and ethics and economics through the works of Thucydides, Xenophon, Machiavelli, Adam Smith, and others.</p>					
16610	53001 04	<b>Senior Writing Seminar: Authoritarian Politics: Dictators, Despots and Democrats</b>	<b>Karrie Koesel</b>	<b>MW</b>	<b>9:30-10:45</b>
<p>This seminar explores the nature and types of authoritarian regimes, as well as the strategies despots and dictators use to maintain themselves in power. We will examine how these strategies create incentives for those in power to act for or against the common good, and thus evaluate some important arguments for and against various forms of non-democracy. In particular, we will focus on whether dictatorships produce more prosperity than democracies, whether some cultures are prone to dictatorship, and whether some authoritarian regimes make more intelligent policy decisions than democracies.</p>					



**16608 53001 05 Senior Writing Seminar: Law, Courts, and Government Compliance: Protecting Human Rights** Aníbal Pérez-Liñán MW 3:30-4:45

Under what conditions do governments comply with, or breach the law? This seminar will focus on the problem of legal compliance. Because national and international courts lack effective means of enforcement, governments often defy or ignore court rulings. We will analyze why governments comply with court orders or fail to do so, and how courts can become more effective. We will also introduce methodological tools to analyze and predict government compliance. Students in the seminar will have the opportunity to participate in a collective research project to analyze decisions of the Inter-American Court of Human Rights. Those interested in other courts will be able to use the tools acquired in the seminar to analyze government compliance with their rulings.

**16609 53001 06 Senior Writing Seminar: Political Psychology of Racism** Darren Davis TR 9:30-10:45

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.