

**Political Science Undergraduate Program
Spring 2020 Course Descriptions**

| <u>CRN</u> | <u>Course ID</u> | <u>Title</u> | <u>Instructor</u> | <u>Meeting Time(s)</u> | |
|--------------------------------|------------------|--|---------------------------|--|---|
| as of 1/17/2020 | | | | | |
| <u>FRESHMEN COURSES</u> | | | | | |
| 22437 | 10100 01 | American Politics | David Campbell | TR 9:30-10:45 | fulfills American field requirement |
| | | <p>This course is fundamentally about democracy: how we know one when we see one. We will take the United States as an extended case study, the lens through which we will examine the challenges that accompany democratic governance. We will thus explore American politics from both the top down (the institutional landscape that shapes the way American government operates) and the bottom up (the attitudes and behavior of individual Americans). Along the way, we will be guided by the central question of whether America has too much democracy, or too little.</p> | | | |
| 22438 | 10200 01 | International Relations | Susan Pratt Rosato | MW 11:30-12:20 | fulfills International Relations field requirement |
| | | <p>This course provides an introduction to the study of international relations and will cover several theoretical approaches to end empirical issues in the field of IR. Readings have been selected to highlight both traditional approaches to and more recent developments in world politics. The first half of the course focuses on contending theories of IR, while the second half of the course deals with more substantive issues. Empirical topics and subjects covered include: international security (nuclear weapons, ethnic conflict, and terrorism); international political economy (trade, international finance, and globalization); and 20th Century History (WWI, WWII, and the Cold War). In addition, we will examine several contemporary topics in international organization and law, including the environment, non-governmental organizations, and human rights. We conclude by discussing the future of international relations in the 21st Century.</p> | | | |
| | | Co-Req/Friday discussion sections | | | |
| | | POLS 12200 01 IR Discussion F 11:30-12:20 | | POLS 12200 04 IR Discussion F 10:30-11:20 | |
| | | POLS 12200 02 IR Discussion F 11:30-12:20 | | POLS 12200 05 IR Discussion F 12:50-1:40 | |
| | | POLS 12200 03 IR Discussion F 10:30-11:20 | | POLS 12200 06 IR Discussion F 12:50-1:40 | |
| 26355 | 10400 01 | Introduction to World Politics | Andrew Gould | MW 9:25-10:15 | fulfills Comparative Politics field requirement |
| | | <p>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.</p> | | | |
| | | Co-Req/Friday discussion sections | | | |
| | | POLS 22400 01 Comparative Discussion F 9:25-10:15 | | POLS 22400 04 Comparative Discussion F 10:30-11:20 | |
| | | POLS 22400 02 Comparative Discussion F 9:25-10:15 | | POLS 22400 05 Comparative Discussion F 11:30-12:20 | |
| | | POLS 22400 03 Comparative Discussion F 10:30-11:20 | | POLS 22400 06 Comparative Discussion F 11:30-12:20 | |
| 22439 | 10600 01 | Political Theory | Ernesto Verdeja | TR 12:30-1:45 | fulfills Theory field requirement |
| | | <p>Is it ever defensible to break the law? Do the means justify the ends, as some political leaders argue? What is tolerance, and what are its limits? This course introduces students to key questions in political theory, including the question of conventional versus natural moral standards, the relationship between the individual and the community, and the relation between political dissent and obligation to the state. We read a number of classic and contemporary political thinkers and address a wide variety of current political debates.</p> | | | |

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| 22125 | 13181 01 | USEM: Ten Images of Hell in the 21st Century | A. James McAdams | TR | 9:30-10:45 |
| <p>My formative century, the twentieth century, was a time of sheer hell: wars, genocide, totalitarianism, and terrorism. Will your twenty-first century go through the same trials? 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 global climate change. My goal is not only to provide you with a glimpse into our new century. I also want to acquaint you with themes relating to the human condition that matter for your own lives. Moreover, I want to challenge you to look for grounds for hope. 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 and interesting 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> | | | | | |
| 22656 | 13181 02 | USEM: Politics and Literature: J. R. R. Tolkien | Mary Keys | TR | 3:30-4:45 |
| <p>This seminar introduces students to the study of political philosophy through the literary narratives of J. R. R. Tolkien's classic works. We read <i>The Hobbit</i> and <i>The Lord of the Rings</i>, together with the first part of <i>The Silmarillion</i>, paying special attention to the many political problems and themes that come to light: power and wisdom, justice and mercy, war and peace, leadership and citizenship, patriotism and humanism, individuality and friendship, freedom and sacrifice, fear and courage, despair and hope, death and life. An overarching theme of the course is the interrelation among ethics, politics, philosophy, literary culture, theology, and university education. We also study some of Tolkien's poems and letters, together with selections from works of philosophers and theologians who influenced Tolkien's view of the world, including Plato, Aristotle, Augustine, and Aquinas. After we finish each part of <i>The Lord of the Rings</i>, students will view and discuss the corresponding Peter Jackson film. Students will write several short papers and a final research paper. They should be ready and willing to participate regularly and thoughtfully in seminar discussion, and to shoulder the course's consistently heavy reading load—lightened of course by the joy of Tolkien.</p> | | | | | |
| 22887 | 13181 03 | USEM: The Politics of Global Religious Freedom | Daniel Philpott | TR | 9:30-10:45 |
| <p>Religious freedom stands among the most widely violated of human rights today and in recent years the situation has worsened. Is this outrageous? Or is it a state of affairs that would not and should not provoke outrage among people around the world? This course examines issues surrounding global religious freedom. We begin with the historical development of religious freedom, which also speaks to contemporary controversies. We then look at the contemporary landscape of religious persecution, beginning with the persecution of Christians, which has become a lively and contested issue in recent years. Christianity is a strong emphasis of the course both because it plays a large role in religious freedom issues, stands in the center of controversies surrounding religious freedom, and befits our being a Catholic university. We then look at Islam, which is the second largest religion in the world and also in the middle of controversies about global religious freedom. We then devote a class session to religious freedom policy. Finally, we will learn about global religious freedom through student presentations.</p> | | | | | |

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| 24184 | 13181 04 | USEM: America and the World | Eugene Gholz | TR | 9:30-10:45 |
| | | <p>The object of this course is to help students understand the U.S. role in the world. U.S. wealth and military power force its leaders to make choices that no other leaders in the world confront: the United States can potentially make a difference, for good or ill, on a much larger scale than any other country. In this course, students will learn to evaluate the decisions that U.S. leaders have made on a wide range of difficult foreign policy issues, including rising Chinese power, Russian moves in Ukraine, nuclear proliferation to Iran, terrorist threats, humanitarian disasters in civil wars like Syria and Libya, and long-term global challenges like climate change. We will review each issue in two parts: first, to understand its contours from a selection of general-interest articles (from sources like The New Yorker, The Atlantic, The New York Review of Books, The National Interest, Foreign Affairs, and Foreign Policy), and then from a scholarly article that highlights a theory or framework that academics might use to interpret the issue. For the last several weeks of the course, we will assess the coherence of U.S. foreign policy decisions – that is, whether the United States follows a “grand strategy” – and we will debate several leading alternative proposals for U.S. grand strategy. By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.</p> | | | |
| 26359 | 13181 05 | USEM: Causes of War | Daniel Lindley | TR | 2:00-3:15 |
| | | <p>What causes war? Why do groups of people systematically kill other groups of people? What do we need to know to prevent war if possible, and prepare for it when necessary? Is it possible to prevent war (or prepare for it) if it is often caused by accidents, miscalculation, and misperception? The primary aim of this course is to diagnose the causes of war. This course proceeds on the assumption that diagnosis should precede prescription. Diagnosis consists of finding patterns of behavior. Patterns of behavior in political science are based on history and are called theories. Hence, to make prescriptions that may reduce the probability of war, we must study history and theories about the causes of war.</p> | | | |
| 31115 | 13181 06 | USEM: The American and French Revolutions | Benjamin Radcliff | TR | 12:30-1:45 |
| | | <p>The Revolutions in the United States and France are among the most studied of all events in human history. They collectively mark the emergence and ultimate dominance of democratic ideals in the modern world (though in radically different ways). We examine both revolutions from a variety of perspectives: as historical events, as milestones in the development of modern democracy, and as case studies of the wider issue of revolutions in general. We will read not only conventional historical accounts, but also study (political) literature they inspired (e.g. the Federalist Papers, the Declaration of the Rights of Man). We will also study the revolutions as they are represented in contemporary fiction (e.g. Mantel's novel A Place of Greater Safety) and cinema (e.g. the films Danton, La Révolution Française, Les Adieux à la reine). The class is focused primarily on the French Revolution. That said, we do devote time to the American Revolution for its own sake, but mostly we ask how the American example differed from the French, and the importance of the American Revolution in helping precipitate the Revolution in France.</p> | | | |
| 31116 | 13181 07 | USEM: Economic Nationalism | Jazmin Sierra | TR | 11:00-12:15 |
| | | <p>Economic policies that seek to control the flow of goods, capital, and people to advance national economic interests are resurging. Examples of these policies range from the imposition of tariffs in the United States, the withdrawal of the United Kingdom from the European Union, to the promotion of industrial champions in China and Russia's wielding of oil as a geopolitical tool. What are the different forms that economic nationalism can take? How has economic nationalism changed through history? Is increased exposure to international trade, finance, and immigration responsible for the growth of populist movements in the United States and Europe? To what extent can these movements produce changes at the domestic and international levels for trade, finance, and immigration? In addition to engaging with these questions through the readings and class discussion, students will develop their own research project based on personal interests.</p> | | | |

INTRODUCTORY COURSES

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|---|-----------------|---------------------------------------|---|-----------|-------------------|---|
| 21317 | 20100 01 | American Politics | David Campbell | TR | 9:30-10:45 | fulfills American field requirement |
| <p>This course is fundamentally about democracy: how we know one when we see one. We will take the United States as an extended case study, the lens through which we will examine the challenges that accompany democratic governance. We will thus explore American politics from both the top down (the institutional landscape that shapes the way American government operates) and the bottom up (the attitudes and behavior of individual Americans). Along the way, we will be guided by the central question of whether America has too much democracy, or too little.</p> | | | | | | |
| 21294 | 20200 01 | International Relations | Joseph Parent | TR | 12:30-1:45 | fulfills International Relations field requirement |
| <p>How does the world work? This class examines the most influential forces across borders and distances. The main themes are war, trade, and diplomacy.</p> | | | | | | |
| 21289 | 20400 01 | Introduction to World Politics | Andrew Gould | MW | 9:25-10:15 | fulfills Comparative Politics field requirement |
| <p>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.</p> | | | | | | |
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| POLS 22400 03 Comparative Discussion F 10:30-11:20 | | | POLS 22400 06 Comparative Discussion F 11:30-12:20 | | | |
| 21291 | 20600 01 | Political Theory | Ernesto Verdeja | TR | 12:30-1:45 | fulfills Theory field requirement |
| <p>Is it ever defensible to break the law? Do the means justify the ends, as some political leaders argue? What is tolerance, and what are its limits? This course introduces students to key questions in political theory, including the question of conventional versus natural moral standards, the relationship between the individual and the community, and the relation between political dissent and obligation to the state. We read a number of classic and contemporary political thinkers and address a wide variety of current political debates.</p> | | | | | | |

INTERMEDIATE COURSES

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| 30772 | 30001 01 | Presidential Leadership | Peri Arnold | TR | 3:30-4:45 | fulfills American field requirement |
| <p>This course examines the role of the presidency in the American regime and its change over time. Particular attention will be given to expectations about presidential leadership through the course of American political history. Beginning with questions about the original design and role of the presidency, the course turns to consideration of the role of leadership styles for change and continuity in American politics. Finally, cases of presidential leadership are studied to comprehend the way leadership and political context interact.</p> | | | | | | |
| 31123 | 30024 01 | Media and Politics | Darren Davis | TR | 9:30-10:45 | fulfills American field requirement |
| <p>Although the mass media is not formally part of the U.S. government, it is arguably the most powerful institution shaping public attitudes, creating and producing information, and communicating political information to individual citizens. Almost all exposure to politics comes not from direct experience but from mediated stories. And, with the rise of the Internet, the growth of 24-hour cable news, and the decline of the "Big Three" television networks has created, a more diffuse media environment has been created. The primary purpose of this course is to analyze the role of the media in American politics and its relationship with the public, government, and candidates for office in a democratic society.</p> | | | | | | |

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| 31125 | 30029 01 | American Public Opinion and Voting Behavior | Geoffrey Layman | MW | 9:30-10:45 | fulfills American field requirement |
| <p>A central tenet of democracy is that citizens exert some degree of control over the actions of government, a requirement that places responsibilities on both government office holders and citizens. In this course, we will focus on whether American citizens live up to their end of the democratic bargain both in the depth and breadth of their political opinions and in the quantity and quality of their participation in American elections. We will assess the degree to which citizens hold real opinions on political issues and how those opinions are formed, the extent to which they turn out to vote in elections and the factors determining voter turnout, the nature of voting behavior in various types of elections, the characteristics of the parties' electoral coalitions, and long-term changes in those coalitions.</p> | | | | | | |
| 27471 | 30034 01 | Latinos in U.S. Politics | David Cortez | MW | 2:00-3:15 | fulfills American field requirement |
| <p>The U.S. Census estimates there are over 55 million Latinos living in the U.S. today; and by 2060, that number is expected to double. In this course, we will explore the implications of these demographic trends for U.S. politics — past and present. Divided into three main sections, the course is designed to provide students with a broad overview of Latinos in American politics. Beginning with the question of who counts as “Latino,” the first section addresses the history of Latino sub-groups in the United States, Latino identity, and shifts in the demographics of the U.S. Latino population over time. In the second section, we will focus on Latino political behavior — from public opinion to protest, voting to campaigning for elected office. In the third section, we will explore the consequences of political institutions. Here, we will explore the development of U.S. immigration policy and the militarization of immigration law enforcement, with particular focus on how the general public, activists, and policymakers are responding to these institutional processes.</p> | | | | | | |
| 31127 | 30037 01 | Black Chicago Politics | Dianne Pinderhughes | TR | 3:30-4:45 | fulfills American field requirement |
| <p>This course introduces students to the vast, complex and exciting dimensions of Black Chicago Politics. First, institutional structures, geographic distribution and population characteristics will inform students about the sociodemographic background of the African American population in the city, but also other racial and ethnic groups. Second, the course explores varying types of political expression that have developed over more than a century, including electoral politics, mass movements, partisan politics; it will also examine the impact of the Chicago machine, and of the Washington era on the political and economic status of African Americans in the city. Third, public policy developments in housing, education and criminal justice will be discussed. Fourth, the course also compares Black political standing with other racial and ethnic groups in the city. Finally, the course will introduce students to the long tradition of social science research centered on the city of Chicago.</p> | | | | | | |
| 31490 | 30039 01 | Black Politics in Multiracial America | Dianne Pinderhughes | MW | 2:00-3:15 | fulfills American field requirement |
| <p>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.</p> | | | | | | |

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| 27806 | 30047 01 | The Policy-Making Process | Ricardo Ramirez | MW | 11:00-12:15 | fulfills American field requirement |
| <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> | | | | | | |
| 31129 | 30053 01 | Socialism | Benjamin Radcliff | TR | 3:30-4:45 | fulfills American field requirement |
| <p>Our first objective is to understand capitalism and the bourgeois culture and world view it naturally produces ('the market society'), in that this is the context in which socialism is the natural response. We then focus on the intellectual and political history of socialism from Marx to the present, with particular attention to contemporary socialist models. From here we turn to an examination of empirical questions about socialism, using contemporary social science research. We ask the question: can the United States realistically transform itself into a socialist country? We will consider the wider questions, e.g. does socialism work in the real world? Does socialism appear to be a superior way of organizing human society, compared to the bourgeois alternative? Here we consider not only economic issues--poverty, growth, inequality, but also questions about human life more generally--does socialism encourage greater levels of human happiness, human freedom, and human equality? We will also consider the moral consequences of capitalism and socialism--does socialism, as its advocates have always maintained, contribute to a better world? Does socialism or capitalism do a better job of promoting higher levels of altruism, virtue, and generosity? If the human race has a moral destiny, does socialism or capitalism best point us toward greater morality?</p> | | | | | | |
| 31130 | 30067 01 | Federalism and the Constitution | Sotirios Barber | TR | 11:00-12:15 | fulfills American field requirement |
| <p>This course takes up our oldest and perhaps our most pervasive constitutional problem: the proper relationship between the powers of the national government and the powers of the states. The root of this problem lies in the kind of country and people the Constitution commits us to be. Its many branches include political and legal questions relating to the regulation of the economy, federal power over the nation's morals, race relations in America, the nature of community in America and the nation's obligation to the poor. This course is designed for undergraduates with a background in American national government and an introductory course in constitutional studies. Main text for the course is A. J. Bellia, Federalism. Course grade based on mid-term and final exams, with optional term paper.</p> | | | | | | |
| 31132 | 30077 01 | Free Speech | Matthew Hall | TR | 2:00-3:15 | fulfills American field requirement |
| <p>This course examines the Free Speech Clause of the First Amendment to the United States Constitution and its interpretation in American constitutional law. Students will participate in Socratic method discussions, class debates, and moot court exercises, in which students play the role of lawyers and justices arguing a Supreme Court case. Through these activities, students will explore the freedom of speech as it relates to sedition, libel, invasion of privacy, obscenity, commercial speech, broadcasting, and the internet.</p> | | | | | | |
| 27802 | 30106 01 | Reinventing Government | Paul Mueller | TR | 9:30-10:45 | fulfills American field requirement |
| <p>Since World War II, many presidential candidates have campaigned on promises to make government more efficient, delivering services to individuals more cheaply, faster, and with fewer errors. We will explore the attempts made to re-invent the federal bureaucracy since the advent of the spoils system with Andrew Jackson's presidential victory in 1828. We will examine the regulatory challenges presented to local, state and federal governments by the Industrial Revolution and how government responded. Finally, we will examine critically, the various initiatives of the last quarter century to improve or re-invent the delivery of public goods. This class will provide the student with the tools to understand the challenges of public administration, measure the effectiveness of various improvement initiatives, diagnose potential maladies within the current system and effectively communicate those findings others.</p> | | | | | | |

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| 31133 | 30107 01 | U.S. State Government and Politics | Hannah Wilson | MW | 12:30-1:45 | fulfills American field requirement |
| | | <p>Although the majority of policymaking happens at the state level, most Americans know more about federal politics. This class will examine the political processes of subnational governments in the U.S. by focusing on the offices (such as governors & state legislators) and intervening institutions (e.g. campaigns & elections, interest groups, and direct democracy) of politics in state-level governments. This class will be structured to familiarize students with the unique institutions of American states, as well as understand the ways in which the states differ from each other and the federal government. At the end of the semester, students will write a paper applying information from the course to a state of their choice.</p> | | | | |
| 24994 | 30136 01 | Latinos in the Future of America: Building Transformative Leadership | Luis Fraga | MW | 11:00-12:15 | fulfills American field requirement |
| | | <p>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 through the Institute for Latino Studies. Students in the class will have the opportunity to interact with invited leaders in several settings including the classroom, meals, receptions, and university-wide events. The primary course requirement is the development of individual leadership strategic plan.</p> | | | | |
| 23832 | 30157 01 | Healthcare and the Poor | David Betson | TR | 2:00-3:15 | fulfills American field requirement |
| | | <p>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.</p> | | | | |
| 24995 | 30170 01 | Entitlement Reform: Social Security and Medicare | David Betson | TR | 12:30-1:45 | fulfills American field requirement |
| | | <p>With an aging population and concerns with the magnitude of government debt, the future obligations of Social Security and Medicare have made prompted policy makers to actively consider reforms of these government entitlement programs. This course will examine the following topics. What is the economic status of the elderly? How do government programs assist the elderly (the broad range of assistance from tax preferences and means tested programs such as food stamps and Supplemental Security Income to the universal programs such as Social Security and Medicare)? What role do these government programs play in retirement policy? Are governments too generous or should the elderly take on greater responsibility for their retirement years? What reforms are being proposed currently for reform of Social Security and Medicare?</p> | | | | |

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| 31134 | 30201 01 | U. S. Foreign Policy | Daniel Lindley | TR | 9:30-10:45 | fulfills International Relations field requirement |
| <p>The United States is the most powerful state in the world today. Its actions are important not just for US citizens, but they also affect whether others go to war, whether they will win their wars, whether they receive economic aid, whether they will go broke, or whether they will starve. What determines US foreign policy? What is the national interest? When do we go to war? Would you send US soldiers into war? If so, into which wars and for what reasons? How do our economic policies affect others? Does trade help or hurt the US economy and its citizens? We first study several theories about foreign policy. We then examine the US foreign policy process, including the President, Congress, the bureaucracy, the media, and public opinion. To see how this all works, we turn to the history of US foreign policy, from Washington's farewell address through the World Wars and the Cold War to the Gulf War. We then study several major issue areas, including weapons of mass destruction, trade and economics, and the environment. Finally, we develop and debate forecasts and strategies for the future.</p> | | | | | | |
| 27478 | 30220 01 | International law | Emilia Powell and Ilana Rothkopf | TR | 12:30-1:45 | fulfills International Relations field requirement |
| <p>The purpose of this course is to introduce students to international law. In the beginning of the semester, we will focus on general characteristics of international law, such as its historical development, main thinkers, subjects, and sources of law. Second, we will study several substantive areas of international law, such as human rights, international criminal law, diplomacy, and peaceful resolution of disputes. Next, we will examine international courts, such as the International Criminal Court and the International Court of Justice. We will conclude the course by analyzing international law through the lenses of domestic legal systems. Upon completion of this course, students should be familiar with the main features of international law and its historical development.</p> | | | | | | |
| 27480 | 30242 01 | The Geopolitics of Energy | Rosemary Kelanic | TR | 11:00-12:15 | fulfills International Relations field requirement |
| <p>This course examines how oil and natural gas have shaped international relations from the early twentieth century to the present, with a particular focus on conflict. It begins by introducing students to the fundamentals of global energy production, consumption and trade, and then briefly surveys the political history of oil as it relates to the great powers. The course then moves on to contemporary issues, including the political significance of "fracking" technology, the role of the United States in protecting Persian Gulf oil, and the extent to which Russia's dominant natural gas position might translate into political influence in Europe. These and other topics are examined through numerous theoretical lenses, including theories of resource conflict, economic interdependence, political coercion, and petro-aggression.</p> | | | | | | |
| 26362 | 30260-01 | International Political Economy | Amitava Dutt | MW | 2:00-3:15 | fulfills International Relations field requirement Course was cancelled |
| <p>Examination of the interactions between economics and politics at the international level. Discussion of debates concerning the economic implications of trade and international factor movements and the political economy of changes in national policies regarding international interactions using alternative analytical approaches. Topics include global and regional trade liberalization; coordination and cooperation in monetary policy; causes and implications of financial crises; the role of transnational corporations; international migration; the international protection of property rights; and the linkages among economic globalization, environmental regulation, and human rights.</p> | | | | | | |
| 32711 | 30260 02 | International Political Economy | Susan Pratt Rosato | MW | 12:30-1:45 | fulfills International Relations field requirement |
| <p>Examination of the interactions between economics and politics at the international level. Discussion of debates concerning the economic implications of trade and international factor movements and the political economy of changes in national policies regarding international interactions using alternative analytical approaches. Topics include global and regional trade liberalization; coordination and cooperation in monetary policy; causes and implications of financial crises; the role of transnational corporations; international migration; the international protection of property rights; and the linkages among economic globalization, environmental regulation, and human rights.</p> | | | | | | |

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| 28215 | 30261 01 | Political Economy of Inequality | Amitava Dutt | MW | 3:30-4:45 | fulfills International Relations field requirement Course was cancelled |
| | | <p>In the last several decades, in many countries around the world—including countries such as the United States, UK and India—inequality has been found to have increased. Although this is not true for every country, it has attracted a great deal of attention among scholars and the media. This course systematically examines the economics and politics of inequality. It will first examine different concepts of inequality among people and countries, and discuss ways of measuring inequality. It will then examine trends in inequality over time. It will examine whether an increase in inequality is a Bad Thing and, if so, why? Most of the course will be devoted to examining the determinants of inequality in order to explain changes in it, and the implications of inequality for the economy, politics and for society.</p> | | | | |
| 31136 | 30267 01 | Politics of Global Finance | Jazmin Sierra | TR | 12:30-1:45 | fulfills International Relations field requirement |
| | | <p>Cross-border financial flows are one of the most important aspects of contemporary globalization. This course explores their effects on domestic and international politics. Do multinational corporations consider political factors when deciding whether or not to invest in a country? And how do their investments impact a country's development? Does the international bond market influence what policies governments can undertake? Why does the Chinese government want to control its exchange rate and how does that affect American interests? Could the 2008 financial crisis happen again? Is increased exposure to international financial flows responsible for the growth of populist movements in the United States and Europe? In addition to engaging with these questions through the readings and class discussion, students will develop their own research project based on personal interests.</p> | | | | |
| 31137 | 30281 01 | The China Challenge: Guns, Trade, and Confucius | Victoria Hui | MW | 3:30-4:45 | fulfills International Relations field requirement |
| | | <p>China has gone from international isolation to a superpower in the last three decades. How has China orchestrated its meteoric rise? How have US policies facilitated and hindered China's efforts to close the power gap? Does China's rise present a challenge to American hegemony and an attack on the U.S. constructed post-WWII order? Are the world's two most powerful states locked in a 'Thucydides Trap' destined for war? This course analyzes China's ascendance through international relations theories and practices.</p> | | | | |
| 31678 | 30305 01 | Law and War in Asia | Minju Kwon | MW | 11:00-12:15 | fulfills International Relations field requirement |
| | | <p>This course offers a comprehensive understanding of the key concepts and debates regarding the laws of war with a particular regional focus on Asia. Students will learn about theoretical approaches in political science for analyzing topics relevant to the laws of war. Students will discuss controversial topics surrounding the application of the laws of war, both Jus ad Bellum and Jus in Bello. We will also discuss historical and current issues, including sexual violence, child soldiers, drones, humanitarian intervention in the context of international and internal armed conflicts in Asia.</p> | | | | |
| 32689 | 30310 01 | Policymaking for a Global Era | Joshua Eisenman | MW | 3:30-4:45 | fulfills International Relations field requirement |
| | | <p>Policymaking for a Global Era provides students with the intellectual foundations necessary to understand the dilemmas and opportunities faced by decision-makers during the policymaking process. The course has three modules. The first investigates how policymakers' world views and choices are shaped by experimental, cultural, normative and decision making structures. It also examines how regime type and country size constrain policymakers' options. The second module examines the numerous domestic and international actors and factors that influence the foreign policymaking process in the U.S. - including the presidency, intelligence services, the Congress, media, NGOs, international institutions, and foreign governments. In the third module we study policymaking in three Asian countries - China, India, and Vietnam. This comparative approach illustrates how elements such as culture, country size, and regime type, which were introduced in the first module, affect these countries foreign policymakers' decisions. The course concludes with a policymaking crisis simulation that employs the lessons learned throughout the course. The course assignments are three 5-page policy memoranda and robust class participation.</p> | | | | |

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| 25660 | 30363 01 | Intro to International Development Studies | Susan Ostermann | TR | 9:30-10:45 | fulfills International Relations field requirement |
| <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> | | | | | | |
| 31138 | 30407 01 | Dictatorship, Democracy and War in Latin America | Guillermo Trejo | MW | 11:00-12:15 | fulfills World Politics field requirement |
| <p>Why have some countries in Latin America developed into democracies, while others have seen the rise of dictatorships? Why have some countries remained at peace while others are often at war? This course examines historical, economic, regional, and international factors that have influenced political development in Latin America.</p> | | | | | | |
| 31139 | 30415 01 | The Rise and Fall of Democracies and Dictatorships | Scott Mainwaring | MW | 3:30-4:45 | fulfills World Politics field requirement |
| <p>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.</p> | | | | | | |
| 31140 | 30465 01 | Politics of China | Karrie Koesel | MW | 9:30-10:45 | fulfills World Politics field requirement |
| <p>This course offers a general introduction to the politics of contemporary China. After background on the imperial and Republican periods and the development of the Communist revolution, we will focus on major political events in the People's Republic: land reform, Hundred Flowers Campaign, Great Leap Forward, Cultural Revolution, Democracy Wall, Opening and Reform, Tiananmen Uprisings, Beijing Olympics, etc. Then we proceed to a thematic discussion of popular participation and protest, state control, the emergence of civil society groups, and major challenges facing contemporary China. The basic objectives of this course are to provide a working knowledge of Chinese politics and to encourage a critical evaluation of the positive and negative aspects of China's socialist experiment.</p> | | | | | | |

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| 31142 | 30472 01 | Russian Politics | Susanne Wengle | TR | 2:00-3:15 | fulfills World Politics field requirement |
| <p>As a major global powers, Russia is an important country in world politics. With a history of multiple revolutions in one century, contemporary Russia is also a fascinating site to study political change. This course introduces students to Russian politics and fosters their understanding of the country's contemporary social, economic and political transformation and its recent history. Among other questions, we will discuss the challenges of the post-Soviet economic transformation (privatization, liberalization, energy-related issues, the rule of law, for example), the nature of the post-Soviet regimes (the type of democracy, authoritarian backsliding, for example) and Russia's changing relationship vis-à-vis the US, Europe and other CIS countries. While the class focuses on contemporary Russia, it will also engage with the post-Soviet transformation of other CIS countries, including Ukraine and Central Asia. In addition to the empirical developments, this course will engage students with theoretical debates in comparative politics and political economy, including theories on the role of institutions, interests and ideas in social and political change. No prior classes in comparative politics are necessary. Students who have taken Professor Javeline's or Professor Lyanders classes on Russia are encouraged to enroll; this class will follow up, not duplicate their content.</p> | | | | | | |
| 31143 | 30497 01 | Varieties of Democracy | Michael Coppedge | TR | 2:00-3:15 | fulfills World Politics field requirement |
| <p>The world's largest collection of information about the state of democracy all over the world resides at the University of Notre Dame. This course is a guided exploration of the Varieties of Democracy (V-Dem) data. It begins with a survey of the varied ways that philosophers and cultures have thought about democracy. It then explains how these traditions were distilled into a lengthy questionnaire answered by more than a thousand country experts all over the world. The course provides you will the methodological tools you need to explore the data in depth to answer questions such as: What does it mean to be "democratic"? Are there different types of democracy in the world? What are the different ways of being undemocratic? Which countries and regions are most and least democratic in each way? What trends can we observe over the past century? Are there sequences of reforms that lead to successful democratization? As the database is still growing, many students will have the opportunity to contribute to the data collection process. You will also supplement the data with independent research to produce a detailed report evaluating the strengths and weaknesses of the political regime in one country and placing it in comparative and historical perspective.</p> | | | | | | |
| 31866 | 30520 01 | Education Reform in Comparative Perspective | Timothy Scully, C.S.C. | T | 7:00-9:30 | fulfills World Politics field requirement |
| <p>Access to quality educational opportunity is arguably the most important vehicle for social mobility available to citizens in any country. A central goal of this course is to explore current debates and relevant policy developments surrounding increasing access to, and enhancing the quality of, K-12 education in a variety of national contexts. Though the cases studied will revolve mostly around education debates and reform experiences drawn from countries within the Americas, particularly revealing experiences from other national cases from regions outside the Americas will also at times be considered. The course is organized around two central conceptual dimensions: Educational Freedom, on the one hand, and Educational Autonomy, on the other. Along the first key dimension, Educational Freedom, a central question that will drive our exploration will be to what extent does the policy environment in a given country context extend, or limit, the range of educational options, or freedom, experienced by families and students to choose the school which they might find most appropriate. Along the second key dimension, Educational Autonomy, we will examine closely the degree to which the policy environment in a given country provides an environment of relative autonomy from the instructional and normative requirements of the state. The course will take advantage of rich contrasting comparisons within the hemisphere. We will explore, for example, the many ways in which the forces that shape educational policy in the United States, in general, and the resulting degrees of educational freedom and autonomy, contrasts sharply with the educational policies and goals in a country like Chile, and then explore how both the countries compare with the educational reform dynamics of other cases in the Americas, such as Mexico. The central normative question that underlies the course is the contention that gaping inequalities in the access enjoyed by different social classes to quality educational opportunity comprises one of the most pressing social justice issues of our times. The analyses undertaken within this course will place in high relief questions about the moral issues that face policymakers and other stakeholders within this critically important policy arena.</p> | | | | | | |

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| 32062 | 30545 01 | Africa in the Global Context: Diplomacy, Democracy and Development | Susan Page | MW | 2:00-3:15 | fulfills World Politics field requirement |
| <p>This 3-credit course (aimed primarily at undergraduates) will examine issues surrounding Africa in the world. We will look at various countries in Africa focusing on their relationships with the U.S., China, Europe, and the region, as well as topical issues such as democracy, governance, peace, and conflict; the Sustainable Development Goals; private sector interactions; civil society/non-governmental actors; and humanitarian crises</p> | | | | | | |
| 31677 | 30552 01 | East Asian Cities in the Global Economy: From Growth to Governance | Kyle Jaros | TR | 12:30-1:45 | fulfills World Politics field requirement |
| <p>The extraordinary rise of East Asia during the past several decades is in large part a story of the region's metropolises—from Tokyo and Seoul to Hong Kong and Shanghai. Following decades of booming growth, such cities have emerged as crucial pivots in the global economy, pulsating with the activity of industry, commerce, finance, and innovation. But the very success of such cities has introduced tremendous challenges for urban policymakers, from overcrowding, inequality, and environmental strain to the political balancing act of being at once patriotic and cosmopolitan. To what extent have the governance capabilities of East Asian metropolises kept pace with these cities' economic growth, and to what extent have such cities emerged not just as global economic hubs but also as policy innovators and political beacons?</p> <p>This seminar-style course examines the rapidly changing economic roles and political identities of East Asian metropolises between the post-World War II period and the present, combining a theoretical look at the political economy of cities with in-depth case studies of some of the region's most dynamic urban centers. We start by exploring contemporary debates about the problems and the promise of cities in an era of economic globalism and resurgent political nationalism. We then look at the various ways in which the East Asian context for urban growth and governance differs from that of the liberal west. The course then makes a deep dive into the development and governance experiences of eight East Asian cities, using paired case studies (Tokyo and Seoul, Hong Kong and Taipei, Shanghai and Shenzhen, Chongqing and Chengdu) to explore how national and historical contexts have shaped the growth trajectories and governance models of different metropolises. During the final weeks of the course, we look at how the distinctive development trajectories of East Asian cities have, in turn, influenced their approaches to international politics and pressing global policy challenges.</p> | | | | | | |
| 31972 | 30595 01 | International Development in Practice: What works in Development | Stephen Reifenberg | TR | 11:00-12:15 | fulfills World Politics field requirement |
| <p>This class aspires to develop relevant knowledge and practical skills for students interested in engaging in positive change in a complex world. In this course on international development, students will: 1) examine the processes that bring about individual and societal change in an international context; 2) explore the roles, complexities, opportunities and constraints of development projects in areas such as poverty reduction, social development, health and education; and, 3) develop practical skills related to project design, planning, management, negotiations, communications, and the evaluation of international development projects. A central theme of the course is to understand what have we learned over the past decades from systematic research and from experience in the field about "what works." The course makes use of cases studies and draws lessons from instructive stories of failure as well as inspirational stories of change. The course focuses significant attention on "bright spots" in development-specific interventions that have made meaningful contributions. The course aspires to help train students to think like creative, effective, and thoughtful development professionals. A central feature of the course will be the opportunity to work throughout the semester as a member of a "Development Advisory Team" directly with an international development organization client who has identified a specific problem or opportunity. Development clients for the class are organizations in Bangladesh, Chile, Haiti, and India, among others.</p> | | | | | | |

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| 31145 | 30654 01 | Catholicism and Politics | Daniel Philpott | TR | 12:30-1:45 | fulfills Theory field requirement |
| <p>Catholicism and Politics poses the question, both simple and complex: How ought Catholics to think about the political order and political issues within it? The first part of the course will survey major responses to this question drawn from Church history: the early church, the medieval church, and the modern church. The second part applies these models to contemporary issues ranging among war, intervention, globalization, abortion, the death penalty, religious freedom, gender issues, and economic development. The course culminates in "Vatican III," where teams of students, representing church factions, gather to discover church teachings on selected controversial political issues.</p> | | | | | | |
| 31672 | 30707 01 | Foundations of Constitutional Order: Political Philosophy of Citizenship & Constitutional Government | Susan Collins | TR | 3:30-4:45 | fulfills Theory field requirement |
| <p>This seminar-style course will examine foundational questions of constitutional order. We will begin from debates about the nature of political society among contemporary thinkers, Jürgen Habermas, Pope Benedict, John Rawls, and Carl Schmitt. We will then focus on key Ancient, Medieval, and Modern thinkers: Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, and the Federalist writers. Our aim will be to attain clarity about the questions that are fundamental to every constitutional order, especially the character of our "original" or pre-political condition, the status of war and peace, the nature of political authority and law, and the proper ends of political community.</p> | | | | | | |
| 31147 | 30742 01 | Introduction to Feminist Political Thought | Colleen Mitchell | MW | 12:30-1:45 | fulfills Theory field requirement |
| <p>What does it mean to be a "feminist" and how has the understanding of feminism changed throughout history? This course will familiarize students with the major themes and movements in the history of feminist political thought through a survey of both historical and contemporary texts. We will discuss the kinds of issues that are important for feminist thinkers, such as equality, the family, the public/private distinction, patriarchy, sex, pornography, violence, power, inclusion, empowerment, and recognition. We will also study intersectionality and the relationship between race, class, and gender identity, as well as how intersectionality can be used as a lens through which to view political life. Readings for this course will include works by such feminist thinkers as Mary Wollstonecraft, Elizabeth Cady Stanton, Sojourner Truth, Simone de Beauvoir, Betty Friedan, Shulamith Firestone, Judith Butler, Susan Moller Okin, Catharine MacKinnon, Audre Lorde, bell hooks, and Patricia Hill Collins.</p> | | | | | | |
| 31341 | 30807 01 | Research Methods for Fieldwork in Developing World | Jaimie Bleck | TR | 2:00-3:15 | fulfills Methodology Requirement for Departmental Honors |
| <p>This course prepares undergraduate students for independent field research in a developing country. Although the focus of the course is on the developing world, many of the strategies and research methods are relevant to research in other settings and we encourage all interested students to register. The first part of the class focuses on the utility of research on topics of development - both in foundational academic research as well as in the creation and evaluation development projects. The second part exposes students to various field research methodologies, including ethnography, archival research, interviews, surveys, and experiments as well as some theoretical and logistical considerations for research design. We will engage in a variety of hands-on practicum exercises to solidify classroom learning during this section. The last part of the course will concentrate on student workshops to hone their own research designs for upcoming individual field research. This course is interdisciplinary, and focused on field research methods. We will *briefly* touch on topics of research design, such as developing a research question, a theoretical framework, and hypothesis testing, as well as analysis of data and evidence. However, we encourage students to see this course as a complement, rather than a substitute, for discipline specific research methods and analysis courses.</p> | | | | | | |

31149 40075 01 Moot Court: Equal Protection Matthew Hall TR 3:30-4:45

This course will explore the development of modern equal protection law through a series of moot court exercises. Students will play the role of lawyers and justices and retry famous Supreme Court cases from American history on five topics: school desegregation, sex discrimination, disparate impact, affirmative action, and sexual orientation discrimination. The course is intended to (1) provide students with a firm understanding of the complicated legal issues involved in modern equal protection controversies, (2) help students develop effective and persuasive communication skills, (3) familiarize students with the challenges of building a fair and respectful society, (4) encourage students to promote social justice in their own communities, and (5) challenge students to think carefully about their own views on civil rights. "Interested students should contact the instructor."

27498 40805 01 Thesis Research Design/Methods II Susan Pratt Rosato MW 12:30-1:45

fulfills Methodology Requirement for Departmental Honors

Course was cancelled

~~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.~~

26364 40815 01 Visualizing Politics Michael Coppedge TR 9:30-10:45

fulfills Methodology Requirement for Departmental Honors

This course is an introduction to political, economic, and social issues through the medium of visual displays. This kind of course has become feasible because data are now abundant and easy to access and software for displaying and analyzing data are available and easy to use. The ability to examine and display data is an increasingly valuable skill in many fields. However, this skill must be complemented by the ability to interpret visual displays orally, and by a commitment to use data responsibly: to reveal, rather than slant or distort the truth. We will discuss examples concerning drugs, marriage, climate change, development, economic performance, social policy, democracy, voting, public opinion, and conflict, but the main emphasis is on helping you explore many facets of an issue of particular interest to you. You will learn to manage data and produce your own graphics to describe and explain political, social, economic (or other!) relationships. The graphics will include line and bar graphs, 2D and 3D scatterplots, motion charts, maps, and others.

WRITING SEMINARS (POLS MAJORS ONLY)

31148 33002 01 Sophomore Seminar: Southern Politics Joshua Kaplan MW 11:00-12:15

This course has two objectives. The first is to study the role of the South in national politics and how it has changed, 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, with a focus on demographics and politics. The course will include segments on the role of the South in presidential elections and in Congress, and on the future of the American party system. This course satisfies a seminar requirement for the Political Science major.

INTERNSHIPS/CAREERS/RESEARCH

20228 35901 01 Internship Carolina Arroyo TBA TBA

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.

JUNIOR SEMINARS

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| 24660 | 43002 01 | Junior Seminar: Strategy | Joseph Parent | TR | 3:30-4:45 | <p>What makes good strategy? This class draws on lawyers, economists, ethicists, generals, business people, philosophers, historians, sociologists, and political scientists to study the foundations and limitations of strategic thinking. The main themes are power, persuasion, and unintended effects.</p> |
| 21668 | 43002 02 | Junior Seminar: Communism! The Rise and Demise of a Global Revolution | A. James McAdams | TR | 11:00-12:15 | <p>Global communism is no longer with us today, aside from a few notable outliers, like China and Cuba. Yet, it is easy to forget how powerful this movement was. For more than 150 years it was the dominant challenger to liberal democracy. Communism was the motor force behind scores of new nation-states, massive industrialization projects, and multiple revolutions. Millions of people worshipped at the altars of Vladimir Lenin, Joseph Stalin, Mao Zedong, and Fidel Castro. Communism began as a dream; was later transformed into a nightmare; became a seemingly stable form of government for decades; and then in most countries, suddenly died and was buried.</p> <p>In this seminar, we will use a variety of approaches—reading books, watching films, viewing library collections, engaging in debates, writing—to explore the rise and demise of this remarkable movement. We will consider cases of communist regimes in countries as diverse as the Soviet Union, China, Cuba, North Korea, Poland, and East Germany (where I once lived). We will also ask what the long history of this movement has to teach us about major issues in the study of politics—radical thought, dictatorship, mass behavior, and even the current crisis of liberal democracy—as well as what insight it might give us into revolutionary movements in our future. Finally, since I have recently published a book on the history of global communism, <i>Vanguard of the Revolution</i>, I will use our seminar to talk about what it means to attempt something as daunting as writing a book!</p> |
| 24387 | 43002 03 | Junior Seminar: International Security | Rosemary Kelanic | TR | 2:00-3:15 | <p>This course examines when, why, and how military threats and military force are used to obtain political objectives. We will discuss the many methods through which states and non-state actors attempt to convince their opponents to meet political demands, including military coercion, economic coercion, forced migrations, terrorism, guerrilla warfare, nuclear blackmail and all-out conventional warfare. We will also explore how the organizational attributes of these actors – for example, leadership structures, military cultures, and bureaucratic politics – may affect their decisions to use force and the effectiveness with which they do so. The course focuses on the period from the end of World War II until the present.</p> |
| 24386 | 43002 04 | Junior Seminar: American Citizenship in the 21st Century | David Cortez | MW | 11:00-12:15 | <p>Who belongs in the United States, and how do we decide? Motivated by these central questions, this course explores what it has meant, and what it means today, to be an American by tracing the mutually-constitutive relationship between formal membership in the polity and specific notions about race, class, and gender. Beginning with an introduction to the theoretical conception of citizenship, the course proceeds as a sociopolitical analysis of the “roots” and “routes” to American citizenship — from the Naturalization Act of 1790 to the proposed Development, Relief, and Education for Alien Minors (DREAM) Act. Interdisciplinary by design, this course draws on empirical studies, popular culture, and current events to engage students in an informed discussion of a sensitive, but ever-salient subject in American political life. Topics covered include: the precondition of “Whiteness”; the historical role of “the stranger”; immigrant incorporation, exclusion, and expulsion; and the mutability of Jus Meritum (service-citizenship).</p> |

26365 43002 05 Junior Seminar: Politics of Islam in Europe Andrew Gould MW 11:00-12:15

Islam is changing Europe and Europe is changing in response to Islam. With over 20 million Muslims in Europe, Islam is the largest and fastest growing minority religion on the continent. But it is not just religious demography that draws attention. Over the past two decades, assassinations, riots, bombings, plots, and protests have all been connected to Muslims. Moreover, political controversies have emerged over such issues as the wearing of head scarves, the building of mosques and minarets, and the publication of offensive cartoons. The accepted ways of handling these issues seem to have failed. No approach—from secularization to official religions, from American-style multi-culturalism to consociationalism, from ethnic chauvinism to indifference to nationalism—can fully claim to provide a solution. Many critics now contend that new strategies are needed—including renewed emphasis on Christian religion, nativist nationalism, the aggressive use of free speech, and other policies that emphasize difference between some of the cultural, religious, and political traditions of European countries and their recent immigrants. With so much change in previously settled issues, institutions, and scholarly research about religion and politics, this course seeks answers to key questions: Why has there been so much violence and conflict? How are European states crafting public policies to accommodate their Muslim minorities? What features of European states and of European Islam contribute to the current situation? What new directions in politics and policy can be discerned? In sum, this course is about the renewed religious aspects of political conflict in Europe and novel scholarly attempts to understand these changes.

31150 43002 06 Junior Seminar: Great Power Politics Sebastian Rosato MW 2:00-3:15

This course examines the key questions concerning relations among the great powers

SENIOR SEMINARS

24505 53002 01 Senior Seminar: Foundations of International Political Economy Susan Pratt Rosato MW 9:30-10:45

This course examines the politics of international economic relations. It provides an overview of several theoretical approaches to and empirical issues in international political economy. Readings have been selected to highlight both traditional approaches to and more recent developments in the field of IPE. The first half of the course will focus on several of the foundational texts and readings in the IPE literature. The second half of the course will address major debates in the field. Empirical topics discussed include: international trade, international finance, regionalism, financial crises, globalization, development, the environment, and legalization in the world political economy.

21669 53002 02 Senior Seminar: The Politics of Presidential Impeachment Aníbal Perez-Linan MW 5:05-6:20

This seminar will analyze the politics of presidential impeachment in the United States and in other presidential democracies. The ongoing calls for impeachment against the US president raise important comparative questions: What factors explain calls for impeachment against an elected president? What conditions explain the removal of a president from office? What are the consequences of impeachment for the health of democratic life? Is presidential impeachment sometimes equivalent to a partisan vote of no confidence in a parliamentary system? To a coup d'état? We will analyze presidential impeachment as defined by the US Constitution and compare this institution to other mechanisms used to remove the chief executive in democracies, like votes of no confidence and recall elections. We will explore the impeachment crises that undermined Presidents Johnson, Nixon, and Clinton, and compare them to experiences of presidential impeachment in Latin America and other regions. Participants in the seminar will conduct comparative research on impeachment cases to address some of these critical questions.

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| 22126 | 53002 03 | Senior Seminar: Violence and Politics | Dana Villa | TR | 12:30-1:45 |
| <p>This course addresses the question of violence in politics from a variety of angles. We will be concerned with such questions as: when is violence legitimate? when is it not? Do good ends justify morally dubious means? to what extent do national security considerations justify the use of violence? Is terror ever a legitimate "weapon of the weak"? Is torture ever a legitimate weapon in the arsenal of the nation-state? Readings from Arendt, Machiavelli, Fanon, Schmitt, Todorov and others.</p> | | | | | |
| 22633 | 53002 04 | Senior Seminar: Constitutional Interpretation | Sotirios Barber | TR | 2:00-3:15 |
| <p>Americans have always debated Supreme Court opinions on specific constitutional questions involving the powers of government and the rights of individuals and minorities. The leading objective of this course is to acquaint students with the basic issues of constitutional interpretation and to show how they influence questions involving constitutional rights and powers and the scope of judicial review. At least one course in constitutional law recommended.</p> | | | | | |
| 24997 | 53002 05 | Senior Seminar: Contemporary Latin America | Rev. Timothy Scully, C.S.C. | MW | 9:30-10:45 |
| <p>This course is a writing 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 behind the organization of the seminar is that many of the traditional boundaries between different disciplines in the social sciences and the humanities are drawn somewhat arbitrarily, and that a more comprehensive understanding of Latin America can, and even should, be approached from a number of different analytic and disciplinary lenses. Thus, we will sometimes trespass the traditional disciplinary boundaries of political science from time to time over the course of the semester. The seminar begins with a discussion of whether or not it makes sense at all to study "Latin America" as a single analytic unit. It then employs a set of developmental national case studies from the region (focusing especially on Argentina, Brazil, Chile, Mexico and Venezuela) to place in higher analytic relief major themes and concepts critical to the study of comparative politics. Among these key themes and concepts are included the emergence of periods of oligarchic and mass politics, populism, corporatism, clientelism, authoritarianism, and democracy. We will explore the wide variation in the quality of democratic governance in different Latin American countries. And we will we look to some of the sources of that variation, including democratic institution building, economic and social policy making, and the persistence of nationalist and populist politics. The seminar will conclude with a discussion of the role played by exogenous forces in shaping the politics of Latin America, including the role of the United States and the increasingly important role played by China.</p> | | | | | |
| 26366 | 53002 06 | Senior Seminar: Organized Crime in Latin America | Guillermo Trejo | MW | 3:30-4:45 |
| <p>As Latin America transitioned from authoritarian rule to democracy and from state-led to market economies, a number of countries in the region experienced a major expansion of organized crime and the outbreak of uncommon waves of criminal violence. This seminar analyzes why some countries plunged into paths of social instability while others did not and whether economic and political transitions had any impact on the outbreak of crime and violence. We focus on five illicit markets – drug production and trafficking, extortion, kidnapping for ransom, human smuggling and the looting of natural resources – and on a wide variety of criminal groups, including drug trafficking organizations, racketeers, mafias, private militias and transnational gangs. Besides analyzing the origins and development of criminal markets and the outbreak of violence the seminar explores the efficacy of different policy responses adopted by international institutions, national and local governments and civil society. While the course covers countries experiencing the most intense levels of crime and violence (e.g., Brazil, Colombia, Venezuela, Mexico, Guatemala, Honduras and El Salvador), it also explores cases with little organized crime (e.g., Chile) and low levels of criminal violence (e.g. Nicaragua). The course draws on some of the leading scholarly research on the subject but also actively uses material from investigative journalists, film makers, NGOs and international institutions.</p> | | | | | |