Department Website: https://democracy.uchicago.edu

PROGRAM OF STUDY

In this age of global democratic crisis, a thorough grounding in the study of self-government is essential to intellectual and civic competence. Although democracy was long a central thematic of both general education and curricular programs in the social sciences and humanities throughout the 19th and 20th centuries, it gradually fell out of curricular programming toward the end of the Cold War and is oddly absent as a systematic focus today.

A minor in Democracy Studies provides students with a corrective to this erosion, providing essential knowledge, insights, methods, and critical perspectives necessary to understanding the world around us and the historical developments that have placed it in such a precarious state. Students in the minor will learn that bitter, even divisive contests over public power, representation, and inclusiveness are not recent developments, but have defined democracy since the dawn of politics. More fundamentally, they will learn that tensions between liberty and equality, political will and the rule of law, collective welfare and individual rights, cooperation and competition, produce dilemmas that must always be confronted but can rarely be fully resolved. Finally, they will learn that democracy entails more than a matter of elections or governmental structures. Democratic society extends well beyond the political arena. It is not just a governance system or a structure of power, it is a mode of social organization and cultural cohesion. It encompasses a broad set of structures, conceptions of which have evolved throughout time: political institutions; civic organizations; laws; deliberative practices; rhetorical strategies; cultural forms; collective imaginaries; moral, ethical, and spiritual codes; and more.

The minor therefore offers a broad range of courses allowing students to select cross-disciplinary electives suitable to forming a broadly conceived program of study.

Beyond its broader educational and civic value, a minor in Democratic Studies offers preparation for a range of career interests, from politics, law, and public policy to education, social work, journalism, media, and public interest advocacy. Students pursuing careers in STEM may find a minor in Democracy Studies to be useful preparation for the ethical and professional challenges awaiting them in the marketplace. A minor in Democratic Studies also provides a compelling interdisciplinary topical focus for students interested in pursuing graduate study in the social sciences and humanities.

APPLICATION TO THE DEMOCRACY STUDIES MINOR

Interested students must complete the Democracy Minor Map (https://democracy.uchicago.edu/files/2022/08/Democracy-Minor-Map-220812.docx) and return it to the Program Administrator (elizabethshen@uchicago.edu) to declare their intention to pursue the minor, no later than Spring Quarter of their third year. The Program Administrator will contact the student to let them know if they have been approved, upon which the student should submit the approval to their College adviser for the latter’s approval during the quarter. Note that students may be given credit for approved courses taken before declaring the minor.

SUMMARY OF MINOR REQUIREMENTS

Students who wish to complete the minor in Democracy Studies will need to complete a total of five courses, including one required course, DEMS 15000 Democracy and Its Critics, and four electives (see table below).

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMS 15000 Democracy and Its Critics</td>
<td>100</td>
</tr>
<tr>
<td>Four electives chosen from list of approved courses</td>
<td>400</td>
</tr>
<tr>
<td>Total Units</td>
<td>500</td>
</tr>
</tbody>
</table>

The required Democracy and Its Critics course provides students with an introduction to the many ways in which struggles over self-government have raised fundamental challenges within politics, culture, and society. Critically engaging the concept of democracy from multiple disciplinary perspectives, students discover how democratic questions may be tackled in a distinctive fashion using different disciplinary approaches.

Students are required to take one “global” course, which largely focuses on the democratic experience of countries outside of the United States. Students are further encouraged, but not required, to take one course on democracy in ancient times (defined as prior to 650 AD).

Qualifying courses counting as electives are indicated in the Approved Courses list below, with those qualifying as “global” marked with an asterisk (*) and those as “ancient” denoted with an obelus †.

APPROVED COURSES

The following elective courses and any of their cross-listings may be counted toward minor requirements. The current list of approved course offerings will be continually updated on the Democracy Curriculum website (https://democracy.uchicago.edu/democracyminor/). As of December 2022, the list includes the following elective courses and any of their cross-listings.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BPRO 25900</td>
<td>Digitizing Human Rights</td>
</tr>
<tr>
<td>CLCV 21222</td>
<td>Democratic Failure in Greece and Rome.</td>
</tr>
<tr>
<td>CLCV 23921</td>
<td>Thucydides and Athenian Democracy at War *†</td>
</tr>
<tr>
<td>CLCV 24521</td>
<td>Politics and Political Space in Ancient Rome</td>
</tr>
<tr>
<td>CLCV 27709</td>
<td>Caesar and his Reception *†</td>
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<tr>
<td>GREK 23922</td>
<td>Plato on Tyranny and Injustice</td>
</tr>
<tr>
<td>ENGL 25230</td>
<td>Democracy and the School: Writing about Education</td>
</tr>
<tr>
<td>ENGL 27250</td>
<td>Wealth, Democracy and the American Novel</td>
</tr>
<tr>
<td>GRMN 25421</td>
<td>Babylon Berlin: Politics and Culture in the Weimar Period *</td>
</tr>
<tr>
<td>GLST 22600</td>
<td>What Is Socialism? Experiences from Eastern Europe *</td>
</tr>
<tr>
<td>HIST 18001</td>
<td>The United States in the Age of Total War</td>
</tr>
<tr>
<td>HIST 18101</td>
<td>Democracy in America?</td>
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<tr>
<td>HIST 18802</td>
<td>Performing Democracy</td>
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<tr>
<td>HIST 20507</td>
<td>The Idea of Freedom in Antiquity *†</td>
</tr>
<tr>
<td>HIST 22610</td>
<td>Paris and the French Revolution *</td>
</tr>
<tr>
<td>HIST 25300</td>
<td>American Revolution, 1763 to 1789</td>
</tr>
<tr>
<td>HIST 26409</td>
<td>Revolution, Dictatorship, &amp; Violence in Modern Latin America</td>
</tr>
<tr>
<td>HIST 27103</td>
<td>American Revolution in Global Context *†</td>
</tr>
<tr>
<td>HIST 28301</td>
<td>Early American Political Culture, 1600-1820</td>
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<tr>
<td>HMRT 21001</td>
<td>Human Rights: Contemporary Issues *</td>
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<tr>
<td>HMRT 21002</td>
<td>Human Rights: Philosophical Foundations</td>
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<tr>
<td>HMRT 21005</td>
<td>Militant Democracy and the Preventative State</td>
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<tr>
<td>HMRT 23511</td>
<td>Memory, Reconciliation, and Healing: Transitional Justice *</td>
</tr>
<tr>
<td>HMRT 23561</td>
<td>Democracy: Athens and America *†</td>
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<tr>
<td>LLSO 28050</td>
<td>The American Constitution</td>
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<tr>
<td>PARR 18600</td>
<td>Public Engagement and Participation</td>
</tr>
<tr>
<td>PHIL 21403</td>
<td>Locke and Rousseau</td>
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<tr>
<td>PLSC 10500</td>
<td>What Should Democracy Mean Today?</td>
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<tr>
<td>PLSC 20817</td>
<td>Race, Social Movements and American Politics</td>
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<tr>
<td>PLSC 23615</td>
<td>Reconstructing Democracy: Tocqueville and Du Bois</td>
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<tr>
<td>PLSC 24810</td>
<td>Politics of the U.S. Congress</td>
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<tr>
<td>PLSC 25201</td>
<td>After Multiculturalism: Democratic Citizenship &amp; Indigenous Resurgence in Settler Colonial Contexts</td>
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<tr>
<td>PLSC 25215</td>
<td>The American Presidency</td>
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<tr>
<td>PLSC 26615</td>
<td>Democracy’s Life and Death *</td>
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<tr>
<td>PLSC 26703</td>
<td>Political Parties in the United States</td>
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<td>PLSC 28405</td>
<td>Democratic Erosion</td>
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<td>PLSC 28555</td>
<td>The Economy of Conspiracy</td>
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<tr>
<td>PLSC 28605</td>
<td>Challenges to Democracy</td>
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<tr>
<td>PLSC 28701</td>
<td>Introduction to Political Theory **</td>
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<tr>
<td>PLSC 28765</td>
<td>The Politics of Authoritarian Regimes</td>
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Democracy Studies

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PLSC 28901</td>
<td>Introduction to Comparative Politics *</td>
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Public Policy Studies

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PBPL 25563</td>
<td>Does American Democracy Need Religion?</td>
</tr>
<tr>
<td>PBPL 25910</td>
<td>The Health of American Democracy</td>
</tr>
<tr>
<td>PBPL 28765</td>
<td>The Politics of Authoritarian Regimes</td>
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Race, Diaspora, and Indigeneity

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CRES 21748</td>
<td>Global Human Rights Literature *</td>
</tr>
<tr>
<td>CRES 22112</td>
<td>African American Political Thought: Democracy's Reconstruction</td>
</tr>
<tr>
<td>CRES 27002</td>
<td>The Age of Emancipation</td>
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Religious Studies

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>RLST 28612</td>
<td>The Global Revolt Against Liberalism *</td>
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Romance Languages and Literatures

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ITAL 21322</td>
<td>Literature and/of/Against Fascism *</td>
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Sociology

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOCI 20106</td>
<td>Political Sociology</td>
</tr>
<tr>
<td>SOCI 20544</td>
<td>Democratic Backsliding *</td>
</tr>
<tr>
<td>SOSC 21001</td>
<td>Human Rights: Contemporary Issues</td>
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South Asian Languages and Civilizations

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SALC 26711</td>
<td>South Asia after Independence *</td>
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</tbody>
</table>

* Approved as "global" elective course

** This counts toward the minor in AY2022–23, as it focuses on democracy, but may not in future years.

† Approved as "ancient" elective course

ADDITIONAL REQUIREMENTS

Courses in the minor may not be double counted with a student's major(s), other minors, or general education requirements. This prohibition against double counting holds for courses in the Democracy general education sequence (SOCS 18400-18500-18600 Democracy: Equality, Liberty, and the Dilemmas of Self-Government I-II-III), although students participating in the minor are welcome to also take that sequence. Courses for the minor must be taken for quality grades (not pass/fail). More than half of the course requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

DEMOCRACY STUDIES COURSES

**DEMS 10600. Power and Resistance in the Black Atlantic. 100 Units.**
Beginning with the arrival of European explorers on the West African coast in the fifteenth century and culminating with the stunning success of radical abolitionist movements across the Americas in the nineteenth century, the formation of the Black Atlantic irrevocably reshaped the modern world. This class will examine large-scale historical processes, including the transatlantic slave trade, the development of plantation economies, and the birth of liberal democracy. Next, we will explore the lives of individual Africans and their American descendants, the communities they built, and the cultures they created. We will consider the diversity of the Black Atlantic by examining the lives of a broad array of individuals, including black intellectuals, statesmen, soldiers, religious leaders, healers, and rebels. We will examine African diasporic subjects as creative rather than reactive historical agents and their unique contributions to Atlantic cultures, societies, and ideas. Within this geographically and temporally expansive history students will explore a key set of animating questions: What is the Black Atlantic? How can we understand both the commonalities and diversity of the experiences of Africans in the Diaspora? What kinds of communities, affinities, and identities did Africans create after being uprooted by the slave trade? What methods do scholars use to understand this history? And finally, what is the historical and political legacy of the Black Atlantic?
Instructor(s): M. Hicks Terms Offered: Winter
Note(s): Assignments: short and long papers.
Equivalent Course(s): LACS 10600, HIST 10600, RDIN 10600

**DEMS 11301. Global British Empire to 1784: War, Commerce, and Revolution. 100 Units.**
This course traces the origins, development, and revolutionary transformation of the British Empire. Students will explore the English Civil War, King Philip's War, Bacon's Rebellion, the development of slavery, the Revolution of 1688, the making of British India, the rise of Irish discontent, the Scottish Jacobite Rebellions, the causes of the American Revolution, and the transformation of the British Empire into an authoritarian state. Students will read selections from Locke, Defoe, Swift, Franklin, Burke, and many others.
Instructor(s): S. Pincus Terms Offered: Autumn
Note(s): Assignments: one short paper, a classroom presentation, and one longer research-based paper.
Equivalent Course(s): HIST 11301
Instructor(s): Ben Laurence, Pozen Center for Human Rights Instructional Professor Terms Offered: Autumn

cultural difference? "How do human rights relate to global inequality and markets?" (A) (I)
role does the nation and the individual play in our account of human rights?" "When can one nation legitimately
What role does human dignity play in grounding our human rights?" "Are human rights historical?" "What
Martha Nussbaum. Throughout we will be asking questions such as, "What makes something a human right?"
this question, including James Griffin, Joseph Raz, John Rawls, John Tasioulas, Samuel Moyn, Jiewuh Song, and
rights are, how they are distinguished from other part of morality, and what role they play in our social and
humanity in the context of an interdependent world gives rise to obligations of justice. We begin by asking what
state, taking into consideration the partitions of India-Pakistan and Israel-Palestine - and the rising expectations
of fascism in Europe. International jurists wanted to establish a framework of rights that went beyond the nation-
United Nations' approval of the Universal Declaration on Human Rights in 1948. The post-World War 2 period
of the present crises and significant actors on the world stage, we will then examine the political setting for the
of African-Americans in the U.S. and colonized peoples across Africa and Asia. But from the beginning, there
were basic contradictions in a system of rights promulgated by representatives of nation-states that ruled colonial
regimes, maintained de facto and de jure systems of racial discrimination, and imprisoned political dissidents
and journalists. Cross-cutting themes of the course include the universalism of human rights, problems of
impunity and accountability, notions of "exceptionalism," and the emerging issue of the "shamelessness" of
authoritarian regimes. Students will research a human rights topic of their choosing, to be presented as either a
final research paper or a group presentation.
Instructor(s): Smith, Max Terms Offered: Winter
Equivalent Course(s): PLSC 30230, PLSC 20406, MAPS 20230, MAPS 30230

DEMS 21001. Human Rights: Contemporary Issues. 100 Units.
This course examines basic human rights norms and concepts and selected contemporary human rights problems
from across the globe, including human rights implications of the COVID pandemic. Beginning with an overview
of the present crises and significant actors on the world stage, we will then examine the political setting for the
United Nations' approval of the Universal Declaration on Human Rights in 1948. The post-World War 2 period
was a period of optimism and fertile ground for the establishment of a universal rights regime, given the defeat
of fascism in Europe. International jurists wanted to establish a framework of rights that went beyond the nation-
state, taking into consideration the partitions of India-Pakistan and Israel-Palestine - and the rising expectations
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impunity and accountability, notions of "exceptionalism," and the emerging issue of the "shamelessness" of
authoritarian regimes. Students will research a human rights topic of their choosing, to be presented as either a
final research paper or a group presentation.
Instructor(s): Susan Gzesh, Senior Lecturer, (The College) Terms Offered: Autumn Spring Winter
Equivalent Course(s): RDIN 17908, HIST 17908

DEMS 17908. African-American History to 1865. 100 Units.
This introductory undergraduate lecture course examines histories of people of African descent in continental
North America from the colonial period to the US Civil War. relationship between slavery and republicanism
in the early United States. With an interdisciplinary approach and transnational perspective, it considers the
contested role of chattel slavery in the creation of US political systems, market relations, social hierarchies, and
production. We will use primary sources and secondary literature to consider the possibilities and limits of
archival research; contingent histories of race-making; the relationship between slavery and capitalism; the
workings of domination, agency, and resistance; and black "freedom dreams" in the antebellum United States.
Instructor(s): R. Johnson Terms Offered: Autumn
Equivalent Course(s): RIDN 17908, HIST 17908

DEMS 20235. Contemporary Democratic Theory: Realism, Deliberative Democracy, and Agonism. 100 Units.
What is democracy? Is democracy a matter of finding consensus or regulating dissensus? How might we go
about making our own society more democratic? Should we strive for more democracy or is democracy merely
a means to an end? What is the relationship between democratic theory and practice? This course will consider
leading attempts in contemporary democratic theory to grapple with these questions and many more. We will
consider both the foundational texts of contemporary democratic theory including Hannah Arendt, Carl Schmitt,
Jürgen Habermas, and Robert Dahl, and then build from these texts to see how contemporary theorists have
attempted to rearticulate, redefine, redesign, and revolutionize democracy in the past 25 years.
Instructor(s): Smith, Max Terms Offered: Winter
Equivalent Course(s): PLSC 30230, PLSC 20406, MAPS 20230, MAPS 30230

DEMS 13802. The Russian Empire. 100 Units.
Empire is back in contemporary Russia. Old imperial insignia have replaced hammers and sickles on government
buildings, the bodies of the last tsar and his family have been exhumed and venerated, and Putin's foreign policy
stakes imperial claims on the nations on Russia's border. This course examines what the Russian empire was,
how it worked, and the legacies that it left behind. Themes to be considered include the culture of the autocracy
and the tradition of reform from above; imperial expansion and multiethnic society; the construction of class,
ethnic, and estate identities; and the causes and consequences of the Old Regime's collapse. Mondays and
Wednesdays are reserved for lectures, Fridays for discussion. Note(s): First-year students warmly welcomed; no
prior Russian history, culture, or language assumed. Equivalent Course(s): REES 13802
Instructor(s): F. Hillis Terms Offered: Autumn
Note(s): First-year students warmly welcomed; no prior Russian history, culture, or language assumed.
Equivalent Course(s): HIST 13802, REES 13802

DEMS 17908. African-American History to 1865. 100 Units.
This introductory undergraduate lecture course examines histories of people of African descent in continental
North America from the colonial period to the US Civil War. relationship between slavery and republicanism
in the early United States. With an interdisciplinary approach and transnational perspective, it considers the
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Instructor(s): R. Johnson Terms Offered: Autumn
Equivalent Course(s): RIDN 17908, HIST 17908

DEMS 20235. Contemporary Democratic Theory: Realism, Deliberative Democracy, and Agonism. 100 Units.
What is democracy? Is democracy a matter of finding consensus or regulating dissensus? How might we go
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Jürgen Habermas, and Robert Dahl, and then build from these texts to see how contemporary theorists have
attempted to rearticulate, redefine, redesign, and revolutionize democracy in the past 25 years.
Instructor(s): Smith, Max Terms Offered: Winter
Equivalent Course(s): PLSC 30230, PLSC 20406, MAPS 20230, MAPS 30230

DEMS 21001. Human Rights: Contemporary Issues. 100 Units.
This course examines basic human rights norms and concepts and selected contemporary human rights problems
from across the globe, including human rights implications of the COVID pandemic. Beginning with an overview
of the present crises and significant actors on the world stage, we will then examine the political setting for the
United Nations' approval of the Universal Declaration on Human Rights in 1948. The post-World War 2 period
was a period of optimism and fertile ground for the establishment of a universal rights regime, given the defeat
of fascism in Europe. International jurists wanted to establish a framework of rights that went beyond the nation-
state, taking into consideration the partitions of India-Pakistan and Israel-Palestine - and the rising expectations
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were basic contradictions in a system of rights promulgated by representatives of nation-states that ruled colonial
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and journalists. Cross-cutting themes of the course include the universalism of human rights, problems of
impunity and accountability, notions of "exceptionalism," and the emerging issue of the "shamelessness" of
authoritarian regimes. Students will research a human rights topic of their choosing, to be presented as either a
final research paper or a group presentation.
Instructor(s): Susan Gzesh, Senior Lecturer, (The College) Terms Offered: Autumn Spring Winter
Equivalent Course(s): RDIN 17908, HIST 17908

DEMS 21002. Human Rights: Philosophical Foundations. 100 Units.
In this class we explore the philosophical foundations of human rights, investigating theories of how our shared
humanity in the context of an interdependent world gives rise to obligations of justice. We begin by asking what
rights are, how they are distinguished from other part of morality, and why role they play in our social and
political life. But rights come in many varieties, and we are interested in human rights in particular. In later
weeks, we will ask what makes something a human right, and how are human rights different from other kinds
of rights. We will consider a number of contemporary philosophers (and one historian) who attempt to answer
this question, including James Griffin, Joseph Raz, John Rawls, John Tasioulas, Samuel Moyn, Jiewuh Song, and
Martha Nussbaum. Throughout we will be asking questions such as, "What makes something a human right?"
"What role does human dignity play in grounding our human rights?" "Are human rights historical?" "What
role does the nation and the individual play in our account of human rights?" "When can one nation legitimately
intervene in the affairs of another nation?" "How can we respect the demands of justice while also respecting
cultural difference?" "How do human rights relate to global inequality and markets?" (A) (I)
Instructor(s): Ben Laurence, Pozen Center for Human Rights Instructional Professor Terms Offered: Autumn
Note(s): First-year students warmly welcomed; no prior Russian history, culture, or language assumed.
Abraham Heschel, and Amanda Gorman, we will approach the question of how religion and democracy relate to American democracy such as Danielle Allen, Abraham Lincoln, Martin Luther King, Jr., Cornel West, Joshua Abham, and Amanda Gorman, we will approach the question of how religion and democracy relate to American democracy such as Danielle Allen, Abraham Lincoln, Martin Luther King, Jr., Cornel West, Joshua Abham, and Amanda Gorman, we will approach the question of how religion and democracy relate to American democracy such as Danielle Allen, Abraham Lincoln, Martin Luther King, Jr., Cornel West, Joshua Abham, and Amanda Gorman, we will approach the question of how religion and democracy relate to American democracy such as Danielle Allen, Abraham Lincoln, Martin Luther King, Jr., Cornel West, Joshua Abham, and Amanda Gorman, we will approach the question of how religion and democracy relate to American democracy such as Danielle Allen, Abraham Lincoln, Martin Luther King, Jr., 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to one another. We'll investigate the relative independence of democracy and religion, focusing on philosophers and poets who emphasize American democracy as tradition in its own right. We will also consider "Civil Religion in America," through the work of sociologists and historians who suggest the dependence of the democratic on religion or something like it. Finally, we'll question the relative interdependence of American democracy and religious traditions by turning to claims of influential religious and political leaders and activists. No prerequisite knowledge required.

Instructor(s): Derek Buyan
Equivalent Course(s): RLST 25563, PBPL 25563, AMER 25563, CRES 25563

DEMS 26080. The Challenge of Government Oversight. 100 Units.
Can governments hold themselves accountable? How have they tried to do so, and with what results? Students will evaluate these questions by examining how different models of government oversight work in practice. The quarter will be split attention between federal and local government structures and oversight mechanisms. At the federal level, we will discuss special prosecutors, inspector general audits, models of judicial review and oversight, and the transformation of oversight institutions in the Trump era. At the local level, our focus will be on policing as a government function uniquely in need of effective oversight and uniquely difficult to oversee effectively. As a "windows" course, this course will ask students to engage in class discussions and written assignments with current, real-world challenges facing government oversight professionals.
Instructor(s): Robert Owens Terms Offered: Winter
Equivalent Course(s): PBPL 26080

DEMS 27818. Philosophical Foundations of Public Policy. 100 Units.
Evidence-based policy making" sounds like a slogan everyone can get behind. But its central components, cost-benefit analysis and program evaluation, have each been subject to severe philosophical questioning. Does cost-benefit analysis ignore important ethical concerns? Does program evaluation ignore valuable kinds of knowledge? We will introduce each of these debates, and then take up the question of how evidence-based policy might be reconciled with democratic theory. Class discussion and assignments will consider these topics in the context of specific policy areas, including climate change, discrimination, and education.
Instructor(s): S. Ashworth Terms Offered: Autumn
Prerequisite(s): ECON 20000, PBPL 20000, ECON 20100, or PBPL 22200.
Equivalent Course(s): PBPL 27818, PLSC 27818

DEMS 28050. The American Constitution. 100 Units.
This is a survey of the main themes of the American Constitution-popular sovereignty, separation of powers, federalism, and rights-and of the basic techniques of constitutional interpretation. The course introduces the history and doctrines of American constitutional law primarily through the analysis of cases.
Instructor(s): David Lebow Terms Offered: Winter
Equivalent Course(s): LLSO 28050