Political Science

Department Website: http://political-science.uchicago.edu

Program of Study

Political science is the study of governments, public policies, political processes, political behavior, and ideas about government and politics. Political scientists use both humanistic and scientific perspectives and a variety of methodological approaches to examine the political dynamics of all countries and regions of the world, both ancient and modern. Political science contributes to a liberal education by introducing students to concepts, methods, and knowledge that help them understand and judge politics within and among nations. A BA degree in political science can lead to a career in business, government, journalism, education, or nonprofit organizations; or it can lead to a PhD program in the social sciences or to professional school in law, business, public policy, or international relations. Our graduates have gone into all those areas in recent years.

Program Requirements

Course Requirements

The Political Science major requires twelve political science courses and a substantial paper. All students must take three out of the four courses that introduce the fields of political science. All students must also take the required research methods course. Students may meet the writing requirement by completing a BA Thesis or by writing a Long Paper. The BA Thesis and Long Paper options are explained below.

Introductory Course Requirement

To gain a broad understanding of political science, the department's faculty thinks students should take a wide range of courses. To ensure that breadth, students are required to take at least three of the following four courses:

PLSC 28701 Introduction to Political Theory
PLSC 28801 Introduction to American Politics
PLSC 28901 Introduction to Comparative Politics
PLSC 29000 Introduction to International Relations

Each course will be offered every year, introducing students to the four principal areas of study in political science. The introductory courses must be taken for quality grades.

Research Methods Requirement

To prepare students to evaluate the materials in their classes and to write research papers, students are also required to take the department's research methods course, which will be offered every quarter:

PLSC 22913 The Practice of Social Science Research

The department also strongly recommends, but does not require, a course in statistics.

Political Science Course Requirement

In addition to the above requirements, students are required to take six to eight Political Science courses of their choosing in order to develop their interests in and knowledge of the field. Those following the Long Paper path, described below, must complete eight courses while those on the BA Thesis path must complete at least six. It may be appropriate for advanced students to pursue an independent study credit (see below). Courses outside Political Science may be considered for the major only by petition. (Please submit the General Petition form (http://college.uchicago.edu/advising/forms-and-petitions), found at college.uchicago.edu/advising/forms-and-petitions, along with a copy of the course syllabus to Pick 406.)

Writing Requirement: Two Options

Students who are majoring in political science must write at least one substantial paper. There are two ways to meet this requirement, by writing a BA Thesis or by submitting a Long Paper.

Option 1: Long Paper

The Long Paper is typically a course paper. It may be written for either a professor in Political Science or a professor in another department whose course is accepted for Political Science credit. Students who write a Long Paper are not required to write a BA Thesis. Students submitting a Long Paper must bring an approval form to the departmental office signed by an instructor who verifies that the paper meets two requirements: (a) the paper is twenty pages or longer, double-spaced (that is, approximately 5,000 words or longer); and (b) the paper received a grade of B or better (that is, a grade of B- or below does not meet the requirement).

The Long Paper might be:

• A class paper for any course used to meet the major's requirements.
• An extended version of a shorter paper written for a course. If a course requires a shorter paper, students may ask the instructor for permission to write a twenty-page paper instead.
Written for a course that did not require any papers. Students may ask the instructor for permission to write a twenty-page paper, either in place of another assignment, as an extra assignment, or as an ungraded assignment.

Written for a Political Science instructor after a course is completed. The student could either produce an entirely new paper or, with the instructor's permission, take a shorter assignment and turn it into a longer paper.

If the paper is not a graded assignment for class, it still meets the department's requirement if the instructor attests that it merits a grade of B or better. Unless the paper is written for a graded class assignment, students must ask the instructor's permission to submit any such paper.

Students are responsible for obtaining an approval form (political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long Paper Form.pdf) to verify the successful completion of the Long Paper from the department office and giving it to the relevant instructor. Please ask the instructor to sign the approval form and return it to the departmental office. The deadline for submitting the approval form (http://political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long%20Paper%20Form.pdf) and the paper is 4 p.m. on Friday of the second week of the quarter in which the student expects to graduate. Students should complete their paper before their final quarter; the approval form should be submitted to the departmental office as soon as the writing requirement is completed.

Option 2: BA Thesis

Writing a BA Thesis will meet the writing requirement in Political Science and may also qualify a student for consideration for honors; see sections below for more information. In either case, the paper is typically from thirty-five to fifty pages in length (the length of most scholarly articles in professional journals). It must receive a grade of B or higher.

BA Colloquium. Students who choose to write a BA Thesis are required to enroll in PLSC 29800 BA Colloquium in the Spring Quarter of the third year and continue to attend the BA Colloquium in the Autumn Quarter of their fourth year. The colloquium is designed to help students carry out their BA Thesis research and to offer feedback on their progress. Although the course meets over two quarters, it counts as a single course and has a single grade. The final grade for the colloquium is based on the student's contribution to the colloquium during both quarters. Students who write a BA Thesis must also enroll in PLSC 29900 BA Thesis Supervision for one quarter, normally Winter Quarter of fourth year (although enrollment may be in any quarter).

A few students each year study abroad in the Spring Quarter of third year or in the Autumn Quarter of the fourth year and also intend to complete the Political Science major by writing a BA Thesis. Students who study abroad in the Spring Quarter are not required to enroll in the BA Colloquium in the Spring Quarter, but are expected to enroll and participate in the BA Colloquium in the Autumn Quarter. Students who study abroad in the Autumn Quarter must enroll in the BA Colloquium in the previous Spring Quarter, but are not required to participate in the Autumn Quarter.

All students who intend to write a BA thesis must submit a proposal for the thesis by the end of Spring Quarter, regardless of residency. Students who are away from campus in the Spring Quarter should line up an adviser and discuss ideas about a thesis topic while they are abroad or even during the Winter Quarter before departure. The department has arranged the BA Thesis process so that students arrive back on campus for fourth year ready to execute the research for the thesis in the Autumn Quarter, rather than compressing research and writing both into the Winter Quarter. Students who will be abroad in Spring Quarter and unable to participate in the Spring BA Colloquium should contact the department's Undergraduate Studies office during the Winter Quarter to receive instructions about the preparations they should expect to make while they are away.

BA Thesis Supervision. During their fourth year, students who choose to write a BA Thesis must register with their BA Thesis faculty adviser for one quarter of PLSC 29900 BA Thesis Supervision. Students may also elect to take a second quarter of PLSC 29900 BA Thesis Supervision, which will count toward the twelve required courses. To enroll, students are required to submit the College Reading and Research Course Form, which is available from the College advisers. The final grade for the course will be based on the grade given the BA Thesis by the faculty adviser. Although most BA Theses are supervised by Political Science professors, the adviser need not be a member of the Department of Political Science.

Summary of Requirements for Students Meeting the Writing Requirement with a Long Paper

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<thead>
<tr>
<th>Three of the following Political Science courses:</th>
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<tr>
<td>PLSC 28701 Introduction to Political Theory</td>
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<tr>
<td>PLSC 22913 The Practice of Social Science Research</td>
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Eight additional Political Science courses * 800
Fulfillment of the writing requirement 000

Total Units 1200
At least five must be courses in Political Science.

Summary of Requirements for Students Meeting the Writing Requirement with a BA Thesis

Three of the following Political Science courses:

- PLSC 28701 Introduction to Political Theory
- PLSC 28801 Introduction to American Politics
- PLSC 28901 Introduction to Comparative Politics
- PLSC 29000 Introduction to International Relations
- PLSC 22913 The Practice of Social Science Research

Six additional Political Science courses*

- PLSC 29800 BA Colloquium
- PLSC 29900 BA Thesis Supervision

Total Units 1200

* At least three must be courses in Political Science.

Pass/Fail Courses

Courses that meet requirements for the major are normally taken for quality grades. The three required introductory courses must be taken for quality grades. However, students may take up to two courses in the major on a P/F basis.

Independent Study

Students with extensive course work in Political Science who wish to pursue more specialized topics that are not covered by regular courses have the option of registering for PLSC 29700 Independent Study, to be taken individually and supervised by a member of the Political Science faculty. Students must obtain the prior consent of the program director and the instructor, as well as submit the College Reading and Research Course Form that is available from their College adviser. The substance of the independent study may not be related to the BA Thesis or BA research, which is covered by PLSC 29900 BA Thesis Supervision. Only one PLSC 29700 Independent Study course may count toward requirements for the major.

Honors in the Major

Students who do exceptionally well in their course work and who write an outstanding BA Thesis are recommended for honors in the major. A student is eligible for honors if the GPA in the major is 3.6 or higher and the overall GPA is 3.0 or higher at the beginning of the quarter in which the student intends to graduate. Students who wish to be considered for honors are required to register for PLSC 29800 BA Colloquium and PLSC 29900 BA Thesis Supervision and to submit a BA Thesis. To graduate with department honors, then, a student must have both honors-level grades and a BA Thesis that receives honors.

Double Majors

Students who plan to double major may complete the Political Science requirements by either the BA Thesis option or the Long Paper option. Students who write the BA Thesis must attend the Political Science BA Colloquium even if the other major also requires attendance at its colloquium. A request to use a single BA Thesis for two majors requires the approval of both program directors on a form available from the student's College adviser or at college.uchicago.edu/advising/forms-and-petitions.

Courses Taken at Other Universities by Students Who Transfer to the University of Chicago

Students who transfer into the University of Chicago and wish to transfer courses into the major should see the Director of Undergraduate Studies soon after matriculation. The introductory course requirement and the research methods requirement cannot be satisfied by courses taken elsewhere, but courses may be counted toward the major by petition (see college.uchicago.edu/advising/forms-and-petitions).

Becoming a Political Science Major

Most students declare a major at the end of the second year or beginning of the third. The department encourages students to try out the major even before declaring. To receive announcements about the program in the major and other information about the Department of Political Science, students should sign up for the undergraduate email list either in the departmental office or at https://lists.uchicago.edu/web/info/ugpolsall.
Political Science Courses for 2019–20

PLSC 10200. Pathways in World Politics. 100 Units.
Those who can create and shape order have power. How is order formed at the international level? How is it expressed domestically? How do domestic and international orders change and interact with one another? Political Science defines order as the institutions (e.g., treaties signed by nations; a nation's government type, such as being a democracy) that regulate interactions between individuals, communities, and nations. As the Social Science focused on the acquisition and application of power in and between governments, Political Science offers tools for thinking about the causes of and possible solutions to many of the challenges facing the world today, including wars, economic crises, and the collapse of democratic regimes. This three-week course will introduce students to the scientific study of world politics, focusing on such issues as the creation of international organizations like the United Nations, the regulation of the global economy, and applied diplomacy. Students will come away with a more nuanced comprehension of some of the concepts, methods, and knowledge that can help them understand and judge politics within and among nations, which can bolster a future career in business, government, journalism, education, law, or nonprofit organizations, as well as make students better informed global citizens poised to make informed decisions and interventions in an increasingly complex world.
Terms Offered: Summer

PLSC 10300. The Global Political Economy: Power and Inequality. 100 Units.
Between World War II and the election of Donald Trump, the world economy has undergone a number of crucial transformations. This course introduces students to the trends that have produced today's political economic order and to useful conceptual tools such as "moral hazard," "tragedy of the commons," "race to the bottom," and "collective action problem." Its main argument is that problems in economics are inextricably tied up with politics and the distribution of various kinds of power. Special emphasis will be placed, therefore, on understanding the impact of deregulation on inequality, democracy, and the environment, and on investigating alternatives to the market arrangements that have produced many of the challenges we face today. We will read the work of historians, economists, journalists, and activists, and watch award-winning documentaries as we try to answer three questions: How did we get here? What are the costs of inaction? And what, if anything, can be done to make national economies more democratic and economic growth more sustainable? By the end of this course, students will have a greater appreciation for why the global political economy works the way it does and of the steps that will need to be taken to fix its many pathologies.

PLSC 20210. Gendered Inheritances: Uses of the Past, Orientations Toward the Future. 100 Units.
Gender and sexuality studies has long entailed a heightened attention to, if not a critique of, normative orientations toward time. In her 1979 essay "Women's Time," Julia Kristeva famously distinguished between linear, historical time and the cyclical and monumental time associated with women. More recently, Lee Edelman has called our attention to the ways in which politics orients itself in relation to an imagined (better) future for our children—a so-called "reproductive futurism" that he seeks to repudiate. Likewise, Anna Tsing considers how we might imagine alternative futures out of the ecological ruins of an ever more precarious present. In this seminar, we will explore how time and temporality figure in theories of gender and sexuality, both in relation to recovered and reclaimed pasts and toward uncertain, risky, and potentially foreclosed futures. Beginning with an overview of foundational feminist and queer engagements with time and temporality, we will then explore the significance of the archive, both as an arbiter of what (and who) gets to count as worthy of scholarly consideration, and as a political act of creation. We will proceed by considering how the past appears in and is mobilized by the present, before examining what it means to imagine a future defined by ecological crisis. Readings will include works by Lauren Berlant, Lee Edelman, Saidiya Hartman, Julia Kristeva, José Muñoz, and Ann Laura Stoler, among others.
Instructor(s): Ann Heffernan Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors
Equivalent Course(s): GNSE 12101

PLSC 20750. Social Choice Theory. 100 Units.
This course will provide you with an introduction to the field of social choice theory, the study of aggregating the preferences of individuals into a "collective preference." It will focus primarily on classic theorems and proof techniques, with the aim of examining the properties of different collective choice procedures and characterizing procedures that yield desirable outcomes. The classic social choice results speak not only to the difficulties in aggregating the preferences of individuals, but also to the difficulties in aggregating any set of diverse criteria that we deem important to making a choice or generating a ranking. Specific topics we will cover include preference aggregation, rationalizable choice, tournaments, sophisticated voting, domain restrictions, and the implicit trade-offs made by game theoretic versus social choice theoretic approaches to modeling.
Instructor(s): M. Nalepa Terms Offered: Autumn
Note(s): This course is a prerequisite for PLSC 30901 Game Theory I
Equivalent Course(s): PLSC 40801
PLSC 20821. The Global Political Economy: Power, Inequality, and Globalization. 100 Units.
Between World War II and the 2016 election of Donald Trump, the world economy was subjected to a number of crucial transformations. This course introduces students to the trends that have produced the global economy of today and to useful conceptual tools such as â€œmoral hazardâ€ and the â€œtragedy of the commons.â€ Its main argument is that problems in economics are inextricably tied up with politics and the distribution of various kinds of power. Special emphasis will be placed, therefore, on understanding the impact of deregulation on inequality, democracy, and the environment, and on investigating alternatives to the market arrangements that have produced many of the challenges we face today. We will read the work of historians, economists, journalists, and activists, watch award-winning documentaries, and take our learning beyond the classroom by witnessing globalization at work in a predominantly South Asian neighborhood in a northern part of Chicago. By the end of this course, students will have a greater appreciation of why the global political economy works the way it does and of the steps that need to be taken to ensure that growth in the twenty-first century is both equitable and sustainable.
Instructor(s): Fahad Sajid Terms Offered: Summer

PLSC 21110. The Comparative Politics of Colonialism. 100 Units.
Across the social sciences, the study of colonialism is undergoing a resurgence as scholars look increasingly to the past to explain the present. In this course, students will be introduced to state-of-the-field research in comparative politics and adjacent disciplines on various aspects of colonialism, from the structures and practices that sustained it to its long-term effects on such outcomes of interest as democratization, development, violence, state-society relations, and gender rights. Taking a broad scope, it covers all of the major regions of the world and touches on nearly every overseas colonial system, with special emphasis on the British Empire. The readings are representative of the methodological approaches currently deployed in the study of colonialism, from qualitative analyses to newer techniques in statistical and causal inference. However, this course assumes neither any prior substantive knowledge nor any exposure to any of the methods that students will encounter in the assigned readings.
Instructor(s): F. Sajid Terms Offered: Autumn

PLSC 21348. Anthropology, Criminality, and Transgression. 100 Units.
Alongside other disciplines in the social sciences, anthropology has a vexed and complicated history in the study of crime since the 19th-century. This course aims to consider this broader history of criminality within anthropology with specific attention to readings of transgressive criminal action, or the potential of “illegality” to destabilize particular ways of life beyond the maintenance of an existing world. This attention is a departure from other anthropological foci on crime as - for instance - pathological, symptomatic, opportunistic, reactionary, constructed, or in collusion with “legitimate” political and economic orders. While still attending to these themes through keys texts in the anthropology of crime, this course reflects on how conceptualizations of “change” (particularly political change) and criminality have been historically transformed and renewed within this literature. This course draws from anthropological studies alongside work in other disciplines and traditions of the social sciences such as political science, providing tools to identify the potentials and limits of studying crime as acts of resistance, insurgency, and/or political opposition.
Instructor(s): R. Noll Terms Offered: Winter. Winter 2020
Equivalent Course(s): CRES 21348, ANTH 21348

PLSC 21390. Philosophy of Poverty. 100 Units.
Global poverty is a human tragedy on a massive scale, and it poses one of the most daunting challenges to achieving a just global order. In recent decades, a significant number of philosophers have addressed this issue in new and profoundly important ways, overwhelming the disciplinary limitations of narrowly economic or public policy oriented approaches. Recent theories of justice have provided both crucial conceptual clarifications of the very notion of ‘poverty’-including new measures that are more informed by the voices of the global poor and better able to cover the full impact of poverty on human capabilities and welfare-and vital new theoretical frameworks for considering freedom from poverty as a basic human right and/or a demand of justice, both nationally and internationally. Moreover, these philosophers have pointed to concrete, practical steps, at both the level of institutional design and the level of individual ethical/political action, for effectively combating poverty and moving the world closer to justice. The readings covered in this course, from such philosophers as Peter Singer, Thomas Pogge, David Graeber, and Martha Nussbaum, will reveal, not only the injustice of global poverty, but also what is to be done about it.
Instructor(s): B. Schultz Terms Offered: Autumn, Spring
Equivalent Course(s): PHIL 21390, HMRT 21390, PBPL 21390

PLSC 21410. Advanced Theories of Gender and Sexuality. 100 Units.
This interdisciplinary seminar-style course will focus on debates within contemporary queer and feminist theory, but the implications impact beyond concepts, with implications for building worlds. We will begin by engaging diverging genealogies of the study of sexual identity, focusing on those developed from within affect theory and theories of performativity. The second half of the quarter will focus on varieties of precarity, examined within their social and political constellations. Generally, our aim will be to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; to provide skills for deriving the theoretical bases of any kind of method; to examine inconvenient cases; to question our obligations to the “classics” of gender and sexuality theory; and to explore innovative pedagogies. In addition, aesthetic objects will be brought into contact with theoretical works, such as those by Gayle Rubin, Hortense Spillers, Gayatri Spivak, Paul B. Preciado, Mel Chen, Eve Sedgwick, Judith Butler, and Saidiya Hartman.
Instructor(s): Lauren Berlant Terms Offered: Winter
Equivalent Course(s): ENGL 30201, GNSE 21400, MAPH 36500, GNSE 31400, ENGL 21401, PLSC 31410
PLSC 21499. Philosophy and Philanthropy. 100 Units.
Perhaps it is better to give than to receive, but exactly how much giving ought one to engage in and to whom or what? Recent ethical and philosophical developments such as the effective altruism movement suggest that relatively affluent individuals are ethically bound to donate a very large percentage of their wealth to worthy causes—for example, saving as many lives as they possibly can, wherever in the world those lives may be. And charitable giving or philanthropy is not only a matter of individual giving, but also of giving by foundations, corporations, non-profits, non-governmental and various governmental agencies, and other organizational entities that play a very significant role in the modern world. How, for example, does an institution like the University of Chicago engage in and justify its philanthropic activities? Can one generalize about the various rationales for philanthropy, whether individual or institutional? Why do individuals or organizations engage in philanthropy, and do they do so well or badly, for good reasons, bad reasons, or no coherent reasons? This course will afford a broad, critical philosophical and historical overview of philanthropy, examining its various contexts and justifications, and contrasting charitable giving with other ethical demands, particularly the demands of justice. How do charity and justice relate to each other? Would charity even be needed in a fully just world? (A)
Instructor(s): B. Schultz Terms Offered: Winter
Note(s): The course will be developed in active conversation with the work of the UChicago Civic Knowledge Project and Office of Civic Engagement, and students will be presented with some practical opportunities to engage reflectively in deciding whether, why and how to donate a certain limited amount of (course provided) funding.
Equivalent Course(s): MAPH 31499, HMRT 21499, PHIL 21499

PLSC 21607. Empire, Colonialism, and Democracy. 100 Units.
With the rise and consolidation of global empires in the eighteenth and nineteenth centuries, the unevenly integrated spaces of the metropolis and the colonies came to form a new conception of the globe. How did modern in particular, British political thought conceive of and respond to this reordering of the world? In this course, we will analyze the conceptual resources with which democratic and liberal thinkers approached and often justified the legitimacy of colonial rule. We will also explore how nine-teenth-century British thought traveled to (and from) the colonies and how anticolonial political thinkers participated in and diverged from the British framework. Along the way we will tackle some of the big questions in British Empire and anticolonialism studies: how did European understanding of empire and colonialism change from the eighteenth to the nineteenth century? How did liberal imperialism unravel and what intellectual concerns conditioned the turn to indirect rule in the late 1850s? Was the nation-state an inevitable outcome of colonial rule? And, finally, how did the long history of colonial subjection shape the understanding of democracy in the postcolonial world? While this course takes colonial Indian political thought as a paradigmatic case, it also incorporates relevant materials from other colonial sites.
Instructor(s): N. Sultan Terms Offered: Spring

PLSC 21820. Global Justice and the Ethics of Immigration. 100 Units.
This course examines different theories of global justice and justice in migration that have been developed by political theorists since the 1980s. It explores urgent ethical questions in international affairs, with a particular focus on global poverty, global inequality and the ethics of immigration. Addressed questions will include the following: what does justice require at the global level? Does the very idea of global justice make sense? Are economic inequalities between countries morally objectionable and, if so, why? What do affluent countries (and their citizens) owe to less affluent countries (and their citizens)? Should states have a right to control their territorial borders? To what extent do they have a right to exclude immigrants? What are the obligations of states towards newly arrived immigrants? We will address these normative questions by reading and critically assessing important texts written by leading scholars within the field of political theory and applied ethics, including John Rawls, Charles Beitz, Peter Singer, Thomas Pogge, Joseph Carens and many others.
Instructor(s): C. Cordelli Terms Offered: Spring
Equivalent Course(s): CRES 21820

PLSC 22202. Philosophies of Environmentalism and Sustainability. 100 Units.
Many of the toughest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, pollution, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions presented by such environmental issues. What do the terms “nature” and “wilderness” even mean, and can “natural” environments as such have ethical and/or legal standing? Does the environmental crisis demand radically new forms of ethical and political philosophizing and practice? Must an environmental ethic reject anthropocentrism? If so, what are the most plausible non-anthropocentric alternatives? What counts as the proper ethical treatment of non-human animals, living organisms, or ecosystems? What fundamental ethical and political perspectives inform such approaches as the “Land Ethic,” ecoregionalism, and deep ecology? Is there a plausible account of justice for future generations? Are we now in the Anthropocene? Is “adaptation” the best strategy at this historical juncture? How can the wild, the rural, and the urban all contribute to a better future for Planet Earth? (A)
Instructor(s): B. Schultz Terms Offered: Autumn
Note(s): Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. Please be patient with the flexible course organization! Some rescheduling may be necessary in order to accommodate guest speakers and the weather!
Equivalent Course(s): PHIL 22209, GNSE 22204, ENST 22209, HMRT 22201
PLSC 22300. American Law and the Rhetoric of Race. 100 Units.
This course presents an episodic study of the ways in which American law has treated legal issues involving race. Two episodes are studied in detail: the criminal law of slavery during the antebellum period and the constitutional attack on state-imposed segregation in the twentieth century. The case method is used, although close attention is paid to litigation strategy as well as to judicial opinions. Undergraduate students registering in the LLSO, PLSC, HIST, AMER cross-listed offerings must go through the undergraduate pre-registration process. Law students do NOT need consent.

Note(s): Not Offered in 2019-20
Equivalent Course(s): AMER 49801, LLSO 24300, HIST 27116

PLSC 22400. Public Opinion. 100 Units.
What is the relationship between the mass citizenry and government in the U.S.? Does the public meet the conditions for a functioning democratic polity? This course considers the origins of mass opinion about politics and public policy, including the role of core values and beliefs, information, expectations about political actors, the mass media, economic self-interest, and racial attitudes. This course also examines problems of political representation, from the level of political elites communicating with constituents, and from the possibility of aggregate representation.

Instructor(s): J. Brehm Terms Offered: Spring
Equivalent Course(s): CRES 22400, LLSO 26802

PLSC 22402. Florentine Political Thought. 100 Units.
This course is devoted to the political writings of the giants of medieval and Renaissance Italian and specifically Florentine political thought: Petrarch, Salutati, Bruni, Bracciolini, Savonarola, Guicciardini and, of course, Machiavelli.

Instructor(s): J. McCormick Terms Offered: Winter
Equivalent Course(s): LLSO 22402, PLSC 52402

PLSC 22505. Knowledge and Politics. 100 Units.
What is the relationship between knowledge and power, and between science and democracy? What kinds of knowledge are needed in politics, and who needs to know what? In this course we read a number of philosophers, theorists, and social scientists interested in the relationship between knowledge and politics. Topics covered may include: the epistemic properties of political institutions and markets; the role of expertise in politics; values in science and public policy; and theories of epistemic democracy and epistemic injustice. (A)

Instructor(s): M. Landauer Terms Offered: Winter
Equivalent Course(s): PLSC 42502

PLSC 22510. Law and Society. 100 Units.
This seminar examines the myriad relationships between courts, laws, and lawyers in the United States. Issues covered range from legal consciousness to the role of rights to access to courts to implementation of decisions to professionalism. (B)

Instructor(s): G. Rosenberg Terms Offered: Autumn
Prerequisite(s): PLSC 28800 or equivalent and consent of instructor.
Equivalent Course(s): LLSO 28100

PLSC 22600. Introduction to Political Philosophy. 100 Units.
In this class we will investigate what it is for a society to be just. In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? In the second portion of the class we will consider one pressing injustice in our society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)

Instructor(s): B. Laurence Terms Offered: Spring
Equivalent Course(s): LLSO 22612, GNSE 21601, PHIL 21600

PLSC 22700. Happiness. 100 Units.
From Plato to the present, notions of happiness have been at the core of heated debate in ethics and politics. Is happiness the ultimate good for human beings, the essence of the good life, or is morality somehow prior to it? Can it be achieved by all, or only by a fortunate few? These are some of the questions that this course engages, with the help of both classic and contemporary texts from philosophy, literature, and the social sciences. This course includes various video presentations and other materials stressing visual culture. (A)

Instructor(s): B. Schultz Terms Offered: Winter
Equivalent Course(s): PHIL 21400, GNSE 25200, HUMA 24900
PLSC 22819. Philosophy of Education. 100 Units.
What are the aims of education? Are they what they should be, for purposes of cultivating flourishing citizens of a liberal democracy? What are the biggest challenges—philosophical, political, cultural, and ethical—confronting educators today, in the U.S. and across the globe? How can philosophy help address these? In dealing with such questions, this course will provide an introductory overview of both the philosophy of education and various educational programs in philosophy, critically surveying a few of the leading ways in which philosophers past and present have framed the aims of education and the educational significance of philosophy. From Plato to the present, philosophers have contributed to articulating the aims of education and developing curricula to be used in various educational contexts, for diverse groups and educational levels. This course will draw on both classic and contemporary works, but considerable attention will be devoted to the work and legacy of philosopher/educator John Dewey, a founding figure at the University of Chicago and a crucial resource for educators concerned with cultivating critical thinking, creativity, character, and ethical reflection. The course will also feature field trips, distinguished guest speakers, and opportunities for experiential learning. (A) (B)
Equivalent Course(s): MAPH 32819, PHIL 22819, CHDV 22819
Instructor(s): P. Conley Terms Offered: Autumn, Spring, Winter

PLSC 22913. The Practice of Social Science Research. 100 Units.
This is a first course in empirical research as it is practiced across a broad range of the social sciences, including political science. It is meant to enable critical evaluation of statements of fact and cause in discussions of the polity, economy, and society. One aim is to improve students’ ability to produce original research, perhaps in course papers or a senior thesis. A second objective is to improve students’ ability to evaluate claims made by others in scholarship, commentary, or public discourse. The specific research tools that the course develops are statistical, but the approach is more general. It will be useful as a guide to critical thinking whether the research to be evaluated, or to be done, is quantitative or not. Above all, the course seeks to demonstrate the use of empirical research in the service of an argument.
Instructor(s): M. Dawson Terms Offered: Spring
Equivalent Course(s): LLSO 27101

PLSC 23100. Democracy and the Information Technology Revolution. 100 Units.
The revolution in information technologies has serious implications for democratic societies. We concentrate, though not exclusively, on the United States. We look at which populations have the most access to technology-based information sources (the digital divide), and how individual and group identities are being forged online. We ask how is the responsiveness of government being affected, and how representative is the online community. Severe conflict over the tension between national security and individual privacy rights in the U.S., United Kingdom, and Ireland will be explored as well. We analyze both modern works (such as those by Turkle and Gilder) and the work of modern democratic theorists (such as Habermas).
Instructor(s): M. Dawson Terms Offered: Spring

PLSC 23113. Black Feminism in a Transnational Perspective. 100 Units.
This course surveys Black women’s experiences living with and confronting state oppression around the across the Americas and the Caribbean. From the United States to Brazil, Black women experience similar patterns of political, social and economic inequality. Transnationally, racism, sexism, patriarchy, homophobia, transphobia, misogyny, and classism affect the quality of life of Black women, particularly within nation-states with legacies of slavery and colonialism. This course takes a historical, social and theoretical look at the roots of this inequality and how Black women have chosen to respond to it locally and globally. This is not an introductory course on Feminist Theory. Some prior knowledge of first, second, and/or third wave feminism is expected.
Instructor(s): Jennifer Jackson; Alysia Mann CareyTerms Offered: Autumn

PLSC 23501. International Political Economy. 100 Units.
What explains a government’s decision to block a trade deal, prevent foreign investors from gaining control of a local factory, or ban the export of rare earth minerals? This course develops theory and evidence that these decisions reflect domestic and international politics. We will discuss the political dimension of the integration of the global economy and the way that globalization separates workers, business, and consumers. Drawing on methods and theory from international political economy, we will critically examine the prospects for international cooperation on trade and immigration, as well as the future of international governance.
Instructor(s): R. Gulotty Terms Offered: Spring

PLSC 23900. Thucydides. 100 Units.
This course offers an introductory reading of Thucydides’s History of the Peloponnesian War, on the classic guides to politics, both domestic and international. Themes may include: progress and decline; justice, necessity, and expediency; fear, honor, and gain as motives of political action; the strengths and weaknesses of democracies and oligarchies in domestic and foreign policy; stability and revolution; strategy, statesmanship, ad prudence; the causes and effects of war; relations between stronger and weaker powers; imperialism, isolationism, and alliances; and piety, chance, and the limits of rationality. We will conclude by reading the first books of Xenophon’s Hellenica to see how the war ended.
Instructor(s): Nathan Tarcov Terms Offered: Winter
Note(s): It is a grad and undergrad course, open to undergrads
Equivalent Course(s): PLSC 53900, SCTH 31780, FNDL 21780
PLSC 23901. The Federalist Papers and Anti-Federalist Writings. 100 Units.
This course examines the debate over the ratification of the Constitution through a reading of The Federalist Papers and selected Anti-Federalist writings as works of continuing relevance to current practical and theoretical debates. Issues include war and peace, interests and the problem of faction, commerce, justice and the common good as ends of government, human nature, federalism, republican government, representation, separation of powers, executive power, the need for energy and stability, the need for a bill of rights, and constitutionalism.
Instructor(s): Nathan Tarcov Terms Offered: Winter
Prerequisite(s): Open to undergrads
Equivalent Course(s): LLSO 23901, FNDL 21719, SCTH 31715, PLSC 33930

PLSC 24201. Liberalism. 100 Units.
The post-war consensus on liberal democratic government can today seem under siege in Europe and the United States. Has liberalism run its course, its once revolutionary promise now dimmed by rising inequality, populist ideology, and perceived threats to national cultures? What newer, more persuasive liberalism might replace the managerial, economic, instrumental model that we’ve inherited? This seminar explores a variety of answers to that question, arguing that the canonical replies may be stranger, the forgotten alternatives more compelling, and liberal thought far more variegated than liberalism’s critics or defenders have recognized. Our eclectic respondents include F.A. Hayek, Judith Shklar, Bernard Williams, Susan Okin, Richard Rorty, and Nancy Rosenblum. We will also explore some surprisingly topical interventions by John Locke, Voltaire, Diderot, Condorcet, Mary Wollstonecraft, John Dewey, and José Ortega y Gasset.
Equivalent Course(s): PLSC 44201, MAPS 44200

PLSC 24602. The Body Politic as Social Imaginary. 100 Units.
This course investigates the metaphor of the “body politic,” from ancient and classical thinkers (Plato and Cicero) and medieval philosophers (Salisbury and Christine de Pizan), to early-modern theorists (Hobbes and Rousseau) and modern “organicist” advocates (Gierke and Spencer). Through excerpts from these and other authors, we will consider whether the body image is an exclusively authoritarian and/or collectivist metaphor, or whether the image is a potential inspiration for liberal democracy as well.
Instructor(s): S. Zaffini Terms Offered: Autumn

PLSC 24605. Revolution: Theories of Political Crisis. 100 Units.
This course will track the political concept of ‘revolution’ through ancient and modern thought. We will review the major modern events that have claimed to be revolutionary, such as the Protestant Reformation, the French and American Revolutions, and the Soviet experiment. We will critically evaluate the purpose and extent of ‘revolution’ and distinguish it from other similar instances of resistance, rebellion, or reform, and consider the potential role of revolution for future politics. Authors will include Machiavelli, Luther, Tocqueville, Marx, and Arendt.
Instructor(s): S. Zaffini Terms Offered: Spring

PLSC 24799. Same-Sex Sexuality: History, Philosophy, and Law. 100 Units.
This new course examines two important historical periods in Western thought during which same-sex conduct and attraction were extensively debated, both politically and philosophically: ancient Greece and Rome, and Victorian and post-Victorian Britain. We will examine the evidence for ancient Greek and Roman attitudes and practices and the normative arguments of the philosophers, especially Plato and the Greek Stoics. Then we leap forward to Victorian Britain, where a newly honest reading of the Greek evidence provided gay men with a rallying point against Christian laws (female same-sex acts were never illegal in Britain), and philosopher Jeremy Bentham provided eloquent arguments for the decriminalization of same-sex acts (fully published only in 2013). We then pause to study a literature that questions whether sexual orientation is a timeless category or a cultural artifact, and a related debate about alleged biological accounts of same-sex desire. Then we move on to the Wolfenden Commission Report of 1957 that recommended the decriminalization of same-sex acts in Britain (with the case of Alan Turing as a central example of what troubled the reformers), along with the related legal-philosophical debate between H. L. A. Hart and Lord Devlin debate (and its roots in the earlier debate about liberty between J. S. Mill and Fitzjames Stephen).
Instructor(s): M. Nussbaum Terms Offered: Spring
Prerequisite(s): Undergraduates may enroll only with the permission of the instructor. Graduate students (Ph.D. and MA) do not need permission. Assessment is by an 8 hour take home final exam, although Ph.D. students and law students may select a paper option.
Equivalent Course(s): PHIL 24799, CLAS 34719, CLCV 24719, RETH 34799, GNSE 34799, PLSC 34799, PHIL 34799, GNSE 34799

PLSC 25101. Three Erotic Dialogues: Plato, Xenophon, Plutarch. 100 Units.
An exploration of the moral, political, psychological, theological, and philosophical significance of erotic phenomena through reading three classical dialogues on eros: Plato’s Symposium, Xenophon’s Symposium, and Plutarch’s Erotikos. (A)
Instructor(s): N. Tarcov Terms Offered: Winter
Equivalent Course(s): GSNE 36103, FNDL 21207, SCTH 34801, PLSC 35101, GSNE 26103

PLSC 25215. The American Presidency. 100 Units.
This course explores the institution of the American presidency. It surveys the foundations of presidential power, both as the Founders conceived it, and as it is practiced in the modern era. This course also traces the historical development of the institutional presidency, the president’s relationships with Congress and the courts, the influence presidents wield in domestic and foreign policymaking, and the ways in which presidents make decisions in a system of separated powers.
Instructor(s): W. Howell Terms Offered: Spring
Equivalent Course(s): PBPL 25216, AMER 25215, LLSO 25215, PLSC 35215
PLSC 25305. Democratic Backsliding in Russia, Poland, and Hungary. 100 Units.
Russian Civilization III is devoted to studying the Russian “other” in the second half of the 20th and early 21st century. It focuses on the Central European countries, which remained from 1945 through 1990 under the control of the Soviet Union, concentrating on Poland, Hungary, and Czechoslovakia. The first week of the course will cover the implementation and institutionalization of communist rule and resistance to it with a particular focus on the development of the dissident movement abroad (especially in Paris). The second week will discuss the downfall of communism in the region and the process of democratization, culminating with the joining of international organizations, such as NATO and the EU (hence, our trip the EU parliament and Council of Europe). Week three will cover the most contemporary events, including democratic backsliding, especially in Poland and Hungary. We will examine the causes and consequences of the rise of populism, nationalism and anti-western sentiment in states which only 15 years ago were so eager to join the European Community.
Instructor(s): M. Nalepa Terms Offered: Spring
Prerequisite(s): Admission to the Paris Russian Civilization program

PLSC 25407. Neoliberalism: Origins, Perspectives, Possibilities. 100 Units.
Neoliberalism is frequently invoked in contemporary political discourse, but what exactly is it and what can or should be done about it? This course aims to answer these questions by interrogating historical and contemporary writings on neoliberalism. The first half surveys the writings of thinkers associated with the Mont Pelerin Society (e.g. Hayek, Ropke, Friedman, Popper, Polanyi) and the second half engages several contemporary perspectives on neoliberalism as a political project.
Instructor(s): R. Reamer Terms Offered: Winter

PLSC 25815. Theories Of Equality. 100 Units.
This course will provide a survey of contemporary egalitarian thought. The structure of the course will consist in three parts. The first part will focus on the idea of equality: What is equality? Why is it valuable? The second part will examine some of the main contemporary egalitarian theories of justice. Relevant questions at this stage will include: What kind of equality should a just society exhibit? Should equality be understood as a property of economic distributions, of the structure of human relations, or both? Under what circumstances is inequality objectionable, and among whom (e.g. citizens of a same country, citizens of different countries, present and future generations, family members etc.)? The third part of the course will turn to institutional proposals for an egalitarian society. We will compare and discuss advantages and disadvantages, from the perspective of equality, of different ways of organizing economic and social relations, including welfare capitalism, social democracy, property-owning democracy, and democratic socialism. The class will provide an opportunity to read and examine a variety of highly influential and politically relevant contemporary texts in moral and political philosophy, as well as in other disciplines. Covered authors will include, among others, John Rawls, Susan Moller Okin, Elizabeth Anderson, Debra Satz, G.A. Cohen, Amartya Sen, Ronald Dworkin, David Schweickart, Gosta Esping Andersen, and Erik Olin Wright.
Instructor(s): C. Cordelli Terms Offered: Spring
Equivalent Course(s): PLSC 45900

PLSC 25818. Stoic Ethics Through Roman Eyes. 100 Units.
The major ideas of the Stoic school about virtue, appropriate action, emotion, and how to live in harmony with the rational structure of the universe are preserved in Greek only in fragmentary texts and incomplete summaries. But the Roman philosophers give us much more, and we will study closely a group of key texts from Cicero and Seneca, including Cicero's De Finibus book III, his Tusculan Disputations book IV, a group of Seneca's letters, and, finally, a short extract from Cicero's De Officiis, to get a sense of Stoic political thought. For fun we will also read a few letters of Cicero's where he makes it clear that he is unable to follow the Stoics in the crises of his own life. We will try to understand why Stoicism had such deep and wide influence at Rome, influencing statesmen, poets, and many others, and becoming so to speak the religion of the Roman world. (A)
Instructor(s): M. Nussbaum Terms Offered: Winter
Prerequisite(s): Ability to read in Latin at a sufficiently high level, usually about two-three years at the college level. Assignment will usually be about 8 Oxford Classical Text pages per week, and in-class translation will be the norm.
Equivalent Course(s): PHIL 25818, RETH 35818, PHIL 35818, CLAS 35818, CLCV 25818, PLSC 35818

PLSC 25910. Parliamentary Politics in Israel in Comparative Perspective. 100 Units.
The course will deal with how Israeli politics works through the legislative prism, focusing on both informal and formal aspects of its dynamics around select issues.
Instructor(s): N. Chazan Terms Offered: Autumn
Equivalent Course(s): JWSC 25910

PLSC 26000. Race and Politics. 100 Units.
Fundamentally, this course is meant to explore how race, both historically and currently, influences politics in the United States. For example, is there something unique about the politics of African Americans? Does the idea and lived experience of whiteness shape one's political behavior? Throughout the quarter, students interrogate the way scholars, primarily in the field of American politics, have ignored, conceptualized, measured, modeled, and sometimes fully engaged the concept of race. We examine the multiple manifestations of race in the political domain, both as it functions alone and as it intersects with other identities such as gender, class, and sexuality.
Instructor(s): C. Cohen Terms Offered: Autumn
Equivalent Course(s): CRES 26000
PLSC 26152. A Right to Belong. 100 Units.
In this course we will seek to identify commonalities and disparities in the formal and informal ways in which we belong to political societies today, seeking to articulate how the formal and informal structures of inclusion mimic or contradict one another. Doing so should provide analytical opportunities to recognize the virtues and shortcomings of the institutional tools designed to guarantee the many pieces necessary to make belonging possible. Part of what this course seeks to accomplish is to support students in thinking about the commonalities between the many ways in which we belong, while avoiding the temptation of silver bullets and all-encompassing explanations. The end-goal is a more refined and informed approach to the topic, as well as the ability to articulate a cogent response to whether belonging should be understood as a human right or not. If belonging ought to be considered a human right, what kind of policies and international instruments are better suited to guarantee it?
Instructor(s): Yuna Blajer de la Garza, Graduate Lecturer in Human Rights Terms Offered: Spring
Equivalent Course(s): HMRT 26152, CRES 26152

PLSC 26205. American Political Economy and Race. 100 Units.
This course will explore how individual or group identity and social location is understood in economics. Specifically, we will use a political economy framework, which emerges from the premise that economic life has material, cultural, and political dimensions and that an individual's (or group's) identity or social location—e.g., race, gender, and class—may constrain or empower agents in their participation in economic and political life. The readings will draw from diverse disciplines including political science, economics, and sociology and will focus primarily on the intersection of race and class.
Instructor(s): P. Posey Terms Offered: Winter
Equivalent Course(s): CRES 26205

PLSC 26405. Becoming a Global Power: The American Experience. 100 Units.
This course invites advanced undergraduates and M.A. students to explore America's rise to great power status and its embrace of a global military role. We focus on two main topics in the post-World War II era. First, how did the U.S. approach the practical side of building and maintaining an infrastructure for global military power projection? In answering this we will learn about the complex, evolving, and often obscure arrangements necessary for the U.S. to forward deploy military power in Western Europe, East Asia, and the Middle East. Second, how did the embrace of a global military role change American politics, society, and law back home? Here we will analyze everything from changes in domestic transportation infrastructure to legal rulings about crimes on military bases to social effects of troops returning home from abroad. The course features an interdisciplinary set of readings from International Relations scholars, historians, critical geographers, anthropologists, and specialists in American Political Development. Students will also get experience analyzing original primary materials via a set of assigned case studies. A recurring interest will be exploring how a uniquely American view of itself affected the methods it used to create a global military infrastructure, and the impact of a global military role on American ideology and identity. Grades will be based on short writing assignments, a midterm exam, and a take-home essay final exam.
Instructor(s): A. Carson Terms Offered: Autumn
Equivalent Course(s): PLSC 36405

PLSC 26615. Democracy's Life and Death. 100 Units.
How are democracies founded and maintained? What are their advantages and disadvantages with respect to stability, security, liberty, equality, and justice? Why do democracies decline and die? This course addresses these questions by examining democracies, republics, and popular governments in both the ancient and modern worlds. We will read and discuss primary texts from and social scientific analyses of Athenian democracy, the Roman Republic, the United States, and modern representative governments throughout the globe.
Instructor(s): J. McCormick Terms Offered: Autumn
Equivalent Course(s): PLSC 26615

PLSC 26703. Political Parties in the United States. 100 Units.
Political parties are a central feature of American government. In this course we will explore their role in contemporary politics and learn about their development over the course of American history. We will start by asking the following questions: What is a political party? Why do we have a two-party system, and how did that system develop? We will then proceed to study shifts in party coalitions, parties' evolving structures, their role in policymaking, and trends in popular attitudes about parties. Although our primary empirical focus will be on parties in the United States, we will spend some time on comparative approaches to political parties.
Instructor(s): R. Bloch Rubin Terms Offered: Winter
Equivalent Course(s): LLSO 26703

PLSC 27301. Weimar Political Theology: Schmitt and Strauss. 100 Units.
This course is devoted to the idea of "political theology" that developed during the interwar period in twentieth-century Central Europe, specifically Germany's Weimar Republic. The course's agenda is set by Carl Schmitt, who claimed that both serious intellectual endeavors and political authority require extra-rational and transcendent foundations. Along with Schmitt's works from the period, such as Political Theology and the Concept of the Political, we read and discuss the related writings of perhaps his greatest interlocutor, Leo Strauss.
Instructor(s): J. McCormick Terms Offered: Winter
Prerequisite(s): Consent of instructor.
Equivalent Course(s): PLSC 37301, FNDL 27301
PLSC 27500. Organizational Decision Making. 100 Units.
This course examines the process of decision making in modern, complex organizations (e.g., universities, schools, hospitals, business firms, public bureaucracies). We also consider the impact of information, power, resources, organizational structure, and the environment, as well as alternative models of choice.
Instructor(s): J. Padgett Terms Offered: Winter
Equivalent Course(s): SOCI 30301, PLSC 37500

PLSC 27522. The Black Radical Tradition. 100 Units.
In Black Marxism, Cedric Robinson proposes the “Black Radical Tradition” as an analytic for tracking the interplay between Black political agency and political-economic transformation. Originally ignored in the academy, Robinson’s corpus and the idea of a “Black Radical Tradition” have gained traction in recent years, as scholars of race, political-economy, and social movements increasingly turn toward Black Marxism for insight. Despite the generative contributions of Black Marxism, however, Robinson’s account of the “Black Radical Tradition” is decidedly terse: the chapter dedicated to describing the “Nature of the Black Radical Tradition” is the book’s shortest, spanning only 8 pages of a nearly 500-page volume. Hence, debates abound about the fundamentals of the Black Radical Tradition, who and what it comprises, and how to effectively map it. This course surveys U.S. Black politics in order to understand the idea of a “Black Radical Tradition.” We will examine historical cases of deliberative activities, political practices, and aesthetic choice in Black communities, focusing on the following questions: What is the Black Radical Tradition? Who/what does it comprise? What are the stakes in defining it? What qualifies as ‘the political’ for Black subjects? To what extent are conceptions of ‘the political’ historically contingent? What is the relationship between Black politics and political-economic change? Is there something unique about Blackness/Black politics?
Instructor(s): Marcus Lee Terms Offered: Spring
Equivalent Course(s): CRES 27523, GNSE 27523

PLSC 27523. Black Americans, Gender, and the Politics of Group Threat. 100 Units.
In 2017, a march to preserve a statue of Confederate General Robert E. Lee in Charlottesville, Virginia included Tiki torches, chants, mobs, and days of terror for counter-protestors, including the death of Heather Heyer, a white woman who attended the counter-protest. The display was one of many demonstrations that has erupted over recent years in cities like Berkeley, California Boston, Massachusetts, and Knoxville, Tennessee to preserve white supremacist ideological tenets in the United States. These rallies and demonstrations are part of a larger political landscape wherein Black Americans’ political concerns and commitments are often tethered to experiences of racial group threat and the necessity to engage in political actions that reduce or eliminate the perceived harms that might result. This course explores the ways that Black Americans in the United States have navigated the racial terrain in an effort to respond to multiple forms of racial threat, threats that originate both within Black communities and without. In particular, the course focuses on (re)defining threat in the social science context, embedding that definition within a larger historical framework of interracial terror and confrontation, and tracing those histories to contemporary manifestations of racial group threat.
Instructor(s): Jennifer Jackson Terms Offered: Spring
Equivalent Course(s): CRES 27523, GNSE 27523

PLSC 27600. War and the Nation State. 100 Units.
The aim of this course is to examine the phenomenon of war in its broader socio-economic context during the years between the emergence of the modern nation-state at the end of the eighteenth century and the conclusion of World War II in 1945.
Instructor(s): J. Mearsheimer Terms Offered: Winter
Equivalent Course(s): PLSC 37600

PLSC 27815. Politics and Public Policy in China. 100 Units.
This course offers a historical and thematic survey of Chinese politics and of salient issues in China’s public policy. We review the patterns and dynamics of political development or lack thereof in the Mao and reform eras, including the Great Leap Forward, the Cultural Revolution, and the politics of reforms. Later sections of the course look at China’s political institutions, leadership, as well as various issues of governance and public policy, including state-society relations, the relationship between Beijing and the provinces, corruption, population and environment. Emphasis is on how institutions have provided the incentives for change as well as how institutions have been transformed.
Instructor(s): D. Yang Terms Offered: Winter
Equivalent Course(s): LLSE 27815, PLSC 37815

PLSC 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 28105. Transitional Justice. 100 Units.
This class will expose students to readings and research in a new area of social science: Transitional Justice. Transitional justice (TJ) refers to how new democracies deal with members and collaborators of former authoritarian regimes. In an era of democratic backsliding, getting TJ right cannot be overstated. When fragile new democracies are at risk of reverting back to dictatorship, the question arises: Can mechanisms set up by new democracies to deal with former authoritarian elites prevent such backsliding from happening? Or is backsliding occurring despite extensive TJ provisions? The class will introduce students a newly released dataset on Global Transitional Justice. Students will be encouraged and trained to conduct statistical analysis of their own to test hypotheses about the causes and effects of various transitional justice mechanisms.
Instructor(s): M. Nalepa Terms Offered: Spring
Prerequisite(s): PLSC 22913, SOSC 13100-13300, or introductory statistics strongly recommended

PLSC 28300. Seminar on Realism. 100 Units.
The aim of this course is to introduce students to the realist paradigm of international relations.
Instructor(s): J. Mearsheimer Terms Offered: Spring
Prerequisite(s): Consent of instructor required.
Note(s): Students must attend the first class.

PLSC 28602. American National Security Strategy. 100 Units.
This course surveys contemporary National Security Strategy around the world, focusing on the most urgent and important issues of the U.S. national security agenda. The purpose of the course is to help students better understand how the U.S. formulates national security strategy, key debates over how the U.S. should handle contemporary challenges, and provide important conceptual frameworks that will enable students to grapple with the security challenges of the decade ahead. The course covers recent changes in American grand strategy, nuclear policy, and the use of conventional forces in contemporary conflicts.
Instructor(s): R. Pape Terms Offered: Spring
Equivalent Course(s): PLSC 38602

PLSC 28620. The Intelligible Self. 100 Units.
The Delphic maxim "know thyself" is one of the cornerstones of Western philosophy. But how, exactly, do we figure ourselves out? This course examines three approaches to self-knowledge: Buddhism, Psychoanalytic Theory, and Social Neuroscience. We will learn both the theories behind each approach and how they can foster deeper perspectives on our own condition. We will explore the nature of love, guilt, anxiety, and other emotions, the origins of morality, and the many biases in our cognition. Readings include Sigmund Freud, Patricia Churchland, Daniel Kahneman, Pema Chodron, and Walpola Sri Rahula.
Instructor(s): E. Oliver Terms Offered: Winter

PLSC 28701. Introduction to Political Theory. 100 Units.
This course provides an introduction to political theory that focuses upon the interrelated themes of inhumanity, injustice, and inequality in the history of political thought and contemporary political theory.
Instructor(s): M. Landauer Terms Offered: Spring

PLSC 28801. Introduction to American Politics. 100 Units.
This survey course canvasses the basic behavioral, institutional, and historical factors that comprise the study of American politics. We will evaluate various modes of survey opinion formation and political participation both inside and outside of elections. In addition to studying the primary branches of U.S. government, we will consider the role of interest groups, the media, and political action committees in American politics. We also will evaluate the persistent roles of race, class, and money in historical and contemporary political life.
Instructor(s): J. Mark Hansen Terms Offered: Autumn

PLSC 28901. Introduction to Comparative Politics. 100 Units.
Why are some nations rich and others are poor? Why is inequality skyrocketing across the developed world? Why are some countries democratic and others are dictatorships, and what determines switching between regimes? Does democracy matter for health, wealth, and happiness? Why are some countries beset by civil violence and revolution whereas others are politically stable? Why do political parties organize themselves politically around ethnicity, language, religion, or ideology? This course explores these and other similar questions that lie at the core of comparative politics. Drawing on political science, economics, sociology, and anthropology, while utilizing a wealth of data and case studies of major countries, we will examine how power is exercised to shape and control political, cultural, and economic institutions and, in turn, how these institutions generate policies that affect what we learn, what we earn, how long we live, and even who we are.
Instructor(s): B. Lessing Terms Offered: Spring

PLSC 29000. Introduction to International Relations. 100 Units.
Humans face many challenges today. These range from wars and nuclear proliferation, to economic crises and the collapse of global order. International Relations-the study of global anarchy and the commitment problems it creates between sovereign governments-offers analytical tools for understanding the causes and consequences of these challenges. This course introduces students to the scientific study of world politics, focusing on the areas of security, economic cooperation, and international law.
Instructor(s): P. Poast Terms Offered: Autumn
PLSC 29102. Game Theory I. 100 Units.
This course introduces students to games of complete information through solving problem sets. We will cover the concepts of dominant strategies, rationalizable strategies, Nash equilibrium, subgame perfection, backward induction, and imperfect information. The course will be centered around several applications of game theory to politics: electoral competition, agenda control, lobbying, voting in legislatures and coalition games.
Instructor(s): Z. Luo Terms Offered: Winter
Prerequisite(s): PLSC 40801 Social Choice Theory and PLSC 43401 Mathematical Foundations of Political Methodology or consent of instructor
Equivalent Course(s): PLSC 30901
PLSC 29103. Game Theory II. 100 Units.
This course introduces students to games of incomplete information and several advanced topics through solving problem sets. We will cover the concepts of Bayes Nash equilibrium, perfect Bayesian equilibrium, and the basics of mechanism design and information design. In terms of applications, the course will extend the topics examined in the prerequisite, PLSC 30901. Game Theory I to allow for incomplete information, with a focus on the competing challenges of moral hazard and adverse selection in those settings.
Instructor(s): Z. Luo Terms Offered: Spring
Prerequisite(s): PLSC 30901 or equivalent and consent of instructor.
Equivalent Course(s): PLSC 31000
PLSC 29202. The Secret Side of International Politics. 100 Units.
This course introduces students to the secret side of international politics. The class features weekly lectures and "research/writing lab" meetings. The lecture and associated readings survey a wide range of theoretical approaches for describing and analyzing the causes and consequences of conducting international politics "behind closed doors." We will cover intelligence analysis, secret alliances, secrecy in crisis decision-making, and covert wartime military operations. We will draw on political science but also organization studies, psychology, and anthropology. Questions we will address include: What agreements do diplomats negotiate privately and why? For what ends do state use secrecy in wartime? What do covert cooperative partnerships look like and when do they succeed? What espionage practices do states use and how have they changed over time? The core assignment is an original research paper that draws on archival/declassified materials, due from each student at the end of term. Regular checkpoint assignments will take place during the quarter. In the weekly lab meetings, students will receive guidance in the research and writing process, including how to access relevant archival materials, how to organize your research materials, how to effectively prepare to write, and how to write well. This course is intended for advanced undergraduates (political science majors and non-majors welcome) with a large reading load and a challenging paper assignment.
Instructor(s): A. Carson Terms Offered: Autumn
Equivalent Course(s): LLSo 29202
PLSC 29411. Consequentialism from Bentham to Singer. 100 Units.
Are some acts wrong "whatever the consequences"? Do consequences matter when acting for the sake of duty, or virtue, or what is right? How do "consequentialist" ethical theories, such as utilitarianism, address such issues? This course will address these questions by critically examining some of the most provocative defenses of consequentialism in the history of philosophy, from the work of the classical utilitarians Bentham, Mill, and Sidgwick to that of Peter Singer, one of the world's most influential living philosophers and the founder of the animal liberation and effective altruism movements. Does consequentialism lend itself to the Panoptical nightmares of the surveillance state, or can it be a force for a genuinely emancipatory ethics and politics?
Instructor(s): B. Schultz Terms Offered: Spring
Equivalent Course(s): MAPH 39411, PHIL 29411
PLSC 29602. Topics in Critical Theory: Repurposing "Ideology" for the Present. 100 Units.
This course examines selections from the vast literature on ideology—wth attention to the political commitments and intellectual genealogies that have made the concept both important and vexed. We begin with Weber and then explore a variety of trajectories in the Marxist tradition. The bulk of the course will entail examining ideology's relationship to material practice, the notion of interpelation, the usefulness of "hegemony," and the problems associated with false consciousness. We shall also analyze ideology's connection to prevailing theoretical concerns, such as those related to "subject" formation, affect, new developments in capitalism, and dynamics associated with contemporary "democratic" liberal, as well as authoritarian, political orders. We conclude by considering how social science has employed and reinterpreted the concept of ideology in the wake of these developments.
Instructor(s): L. Wedeen Terms Offered: Winter
Prerequisite(s): 3rd or 4th year standing; this is a 3CT Capstone Course
Equivalent Course(s): ANTH 29602
PLSC 29700. Independent Study. 100 Units.
This is a general reading and research course for independent study not related to the BA thesis or BA research.
Terms Offered: Autumn Spring Summer Winter
Prerequisite(s): Consent of faculty supervisor and program chair.
Note(s): Students are required to submit the College Reading and Research Course Form.
PLSC 29800. BA Colloquium. 100 Units.
The colloquium is designed to help students carry out their BA thesis research and offer feedback on their progress.
Terms Offered: Autumn Spring
Note(s): Required of students who are majoring in political science and plan to write a BA thesis. Students participate in both Spring and Autumn Quarters but register only in the Spring Quarter of the third year. PLSC 29800 counts as a single course and a single grade is reported in Autumn Quarter.

PLSC 29900. BA Thesis Supervision. 100 Units.
This is a reading and research course for independent study related to BA research and BA thesis preparation.
Terms Offered: Autumn Spring Summer Winter
Note(s): Required of fourth-year students who are majoring in political science and plan to write a BA thesis. Students are required to submit the College Reading and Research Course Form.
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

- Times was used instead of Trajan.
- Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.