

POLITICAL SCIENCE (PLSC)

PLSC S220b / PLSC 220b / WGSS 220b, Gender and Politics Andrea Aldrich
 Course cancelled. In-person Course. Exploration of theoretical and empirical work in political science to study the relationship between gender and politics in the United States and around the world. Topics include women's representative in legislative and executive branch politics in democratic regimes; the impact of gender stereotypes on elections and public opinion; conditions that impact the supply and demand of candidates across genders; and the underrepresentation of women in political institutions. 1 Credit. Session A: May 29 – June 30. Tuition: \$4850. SO

* **PLSC 016b, Power: Authority, Influence and Persuasion** Gordon Silverstein
 Too often we conflate force and power. Force is one type of power, but this course is not about force. We are interested in very different sources of power—authority, influence and persuasion. To understand these pathways of power we read U.S. Supreme Court opinions, as well as political science, sociology and psychology. But we also study biography, original letters, speeches, fiction and film, from Machiavelli, Shakespeare, Abraham Lincoln, and Lyndon Johnson to Max Weber, Robert Dahl, Hannah Arendt, Martin Luther King, and Margaret Thatcher as we explore the more subtle, but often more enduring forms of power. SO

* **PLSC 025a / ENGL 011a, Lincoln in Thought and Action** David Bromwich
 An intensive examination of the career, political thought, and speeches of Abraham Lincoln in their historical context. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program. WR, HU

* **PLSC 028a, American Constitutionalism: Power and its Limits** Gordon Silverstein
 What happens when a modern superpower tries to govern itself under an 18th Century Constitution? Using original documents, contemporaneous books, and U.S. Supreme Court cases, this course explores the debates that have defined America's struggle to live up to its sometimes conflicting commitments to liberty, equality and the consent of the governed. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program. SO

PLSC 113a, Introduction to American Politics Staff
 Introduction to American national government. The Constitution, American political culture, civil rights, Congress, the executive, political parties, public opinion, interest groups, the media, social movements, and the policy-making process. SO o Course cr

PLSC 114a, Introduction to Political Philosophy Staff
 Fundamental issues in contemporary politics investigated through reflection on classic texts in the history of political thought. Emphasis on topics linked to modern constitutional democracies, including executive power, representation, and political parties. Readings from Plato, Machiavelli, Hobbes, Locke, Rousseau, Madison and Hamilton, Lincoln, and Tocqueville, in addition to recent articles on contemporary issues. SO o Course cr

PLSC 116a, Comparative Politics: States, Regimes, and Conflict Staff
 Introduction to the study of politics and political life in the world outside the United States. State formation and nationalism, the causes and consequences of democracy,

the functioning of authoritarian regimes, social movements and collective action, and violence. SO o Course cr

PLSC 119b, The Common Good Bryan Garsten

In the pursuit of individual happiness, have we lost sight of the common good? This introduction to political theory explores different ways of understanding what the common good is and how it might be related to individual goals and priorities. Students confront these questions by designing an ideal political system and reflecting on the difficulties they encounter. They are asked to address fundamental challenges ranging from basic stability and civil defense to encouraging citizenship, selecting and training leaders, agreeing on a definition of justice and putting it into practice, and avoiding a slide into tyranny. Emphasis is placed on learning to see the theoretical stakes of contemporary political arguments. Readings include a mix of recent articles and excerpts from select authors in the history of political thought such as Plato, Machiavelli and Rousseau. HU, SO o Course cr

PLSC 130b / GBL 260b, Nuclear Politics Matthew Fuhrmann

The pursuit, use, and non-use of nuclear weapons from the Manhattan Project to the present. The effect of the international system, regional dynamics, alliance politics, and domestic politics in the decision to pursue or forgo nuclear weapons. The role of nuclear weapons in international relations, the history of the Cold War, and recent challenges in stemming nuclear proliferation. SO

* **PLSC 138b / MGRK 236b / SOCY 221b, The Euro Crisis** Paris Aslanidis

Examination of how Europe continues to struggle with the social and economic repercussions of the Great Recession and the impact of socioeconomic asymmetries in countries such as Portugal, Ireland, Spain, Italy, and Greece. Topics include the euro as a viable common currency; why and how the Euro crisis erupted and spread; how the COVID-19 fallout will impact the Union. SO

PLSC 148b / HMRT 100b, Theories, Practices, and Politics of Human Rights Staff

Introduction to core human-rights issues, ideas, practices, and controversies. The concept of human rights as a philosophical construct, a legal instrument, a political tool, an approach to economic and equity issues, a social agenda, and an international locus of contestation and legitimation. Required for students in the Multidisciplinary Academic Program in Human Rights. SO o Course cr

* **PLSC 161a / GBL 344a / HIST 483Ja, Studies in Grand Strategy II** Arne Westad, Jing Tsu, and Michael Brenes

The study of grand strategy, of how individuals and groups can accomplish large ends with limited means. During the fall term, students put into action the ideas studied in the spring term by applying concepts of grand strategy to present day issues. Admission is by application only; the cycle for the current year is closed. This course does not fulfill the history seminar requirement, but may count toward geographical distributional credit within the History major for any region studied, upon application to the director of undergraduate studies. Prerequisite: PLSC 321. Previous study courses in political science, history, global affairs, or subjects with broad interdisciplinary relevance encouraged. SO

* **PLSC 173a / GBL 216a, Democracy Promotion and Its Critics**

A seminar on the history, justifications, and various forms of democracy promotion – and their controversies. Topics include foreign aid, election observers, gender,

international organizations, post-conflict development, revolutions, and authoritarian backlash.

PLSC 191a / PHIL 180a, Ethics and International Affairs Thomas Pogge

Moral reflection taken beyond state boundaries. Traditional questions about state conduct and international relations as well as more recent questions about intergovernmental agencies, nongovernmental organizations, and the design of global institutional arrangements. HU

* **PLSC 200a / AFAM 244a, The Politics of Crime and Punishment in American Cities**

Allison Harris

This course explores the relationship between politics and crime and punishment. We review literature focused on political behavior and political institutions to better understand the phenomena we hear about in the news from sentencing algorithms, to felon (dis)enfranchisement, to stop-and-frisk, and police use of force. SO

PLSC 203a / WGSS 204a, Women, Politics, and Policy Staff

This course is an introduction to the way gender structures how we interpret the political world, exploring topics such as women's access to power, descriptive and substantive representation, evaluation of the functioning of political institutions, and analysis of government policy. It also serves as an introduction to reading and producing empirical research on gender in the social sciences. SO o Course cr

PLSC 205a, The American Presidency Staff

Examination of the constitutional law, historical development, and current operations of the American presidency. Topics include formal powers, the organization and mobilization of popular support, the modern executive establishment, and the politics of presidential leadership. SO o Course cr

* **PLSC 207b / EP&E 228b / HUMS 393b, Persuasion and Its Discontents** Norma

Thompson

Aristotle argues in his *Rhetoric* that knowledge in its exact form will sometimes not be enough to persuade certain audiences. What then? What strategies are available to us for disarming fierce resistance to good arguments? We consider the psychology of willful blindness and defense mechanisms, from Greek tragedy through Shakespeare, Jane Austen, and Freud. We seek to apprehend how real-life figures and literary characters alike learn to overcome belief in the constructs of their own imaginations. Debates in several politically-charged moments are analyzed: Plato and the Sophists; Burke and Hastings; the Federalists and Anti-Federalists; 19th century abolitionists in America; Churchill on Hitler, and multiple authors on Holocaust denial. HU

* **PLSC 209a / HIST 167a, Congress in the Light of History** David Mayhew

This reading and discussion class offers an overview of U.S. congressional history and politics from 1789 through today, including separation-of-powers relations with the executive branch. Topics include elections, polarization, supermajority processes, legislative productivity, and classic showdowns with the presidency. Emphasized is Congress's participation in a sequence of policymaking enterprises that have taken place from the launch of the nation through recent budget difficulties and handling of climate change. Undergrads in political science and history are the course's typical students, but anyone is welcome to apply. SO

* **PLSC 210a, Political Preferences and American Political Behavior** Joshua Kalla
Introduction to research methods and topics in American political behavior. Focus on decision making from the perspective of ordinary citizens. Topics include utility theory, heuristics and biases, political participation, retrospective voting, the consequences of political ignorance, the effects of campaigns, and the ability of voters to hold politicians accountable for their actions. SO

* **PLSC 212a / EP&E 390a / EVST 212a, Democracy and Sustainability** Michael Fotos
Democracy, liberty, and the sustainable use of natural resources. Concepts include institutional analysis, democratic consent, property rights, market failure, and common pool resources. Topics of policy substance are related to human use of the environment and to U.S. and global political institutions. WR, SO

PLSC 214b, The Politics of American Public Policy Jacob Hacker
Public policy in the United States and the methodological and theoretical tools used to study the forces that shape it. Economic and political science perspectives on the policy process and contemporary American governance. Domestic policy issues such as health care, economic inequality, job insecurity, the federal debt, environmental protection, criminal justice, financial regulation, and primary and higher education. SO
o Course cr

* **PLSC 215b / EVST 255b / F&ES 255b / GBLB 282b, Environmental Law and Politics**
John Wargo
We explore relations among environmental quality, health, and law. We consider global-scale *avoidable* challenges such as: environmentally related human illness, climate instability, water depletion and contamination, food and agriculture, air pollution, energy, packaging, culinary globalization, and biodiversity loss. We evaluate the effectiveness of laws and regulations intended to reduce or prevent environmental and health damages. Additional laws considered include rights of secrecy, property, speech, worker protection, and freedom from discrimination. Comparisons among the US and EU legal standards and precautionary policies will also be examined. Ethical concerns of justice, equity, and transparency are prominent themes. SO

* **PLSC 216a, Money in American Politics** Jacob Hacker
This course offers students an opportunity to do hands-on research on the role of money in shaping American politics and policy at the national, state, and local levels. Students assimilate existing research and theories and identify opportunities for new research and theories, and then carry out this original work in a collaborative setting. Topics include campaign finance, the role of "dark money," lobbying, interest groups, the influence of employers, and the role of philanthropies and foundations. This course requires sufficient prior coursework in political science to grasp high-level concepts and research. Prior coursework on social science methods is preferable but not required. Above all, it requires a passion for conducting new research. SO

* **PLSC 219a / EP&E 497a / EVST 247a, Politics of the Environment** Peter Swenson
Historical and contemporary politics aimed at regulating human behavior to limit damage to the environment. Goals, strategies, successes, and failures of movements, organizations, corporations, scientists, and politicians in conflicts over environmental policy. A major focus is on politics, public opinion, corporate interests, and litigation in the U.S. regarding climate change. SO

* **PLSC 220b / PLSC S220b / WGSS 220b, Women & Politics** Andrea Aldrich
 Exploration of theoretical and empirical work in political science to study the relationship between women and politics in the United States and around the world. Topics include women's descriptive and substantive representation in legislative and executive branch politics in democratic regimes; the impact of gender stereotypes on elections and public opinion; conditions that impact the supply and demand of candidates across genders; and the underrepresentation of women in political institutions. WR, SO

* **PLSC 223b / EDST 223b, Learning Democracy: The Theory and Practice of Civic Education** Amir Fairdosi

This is a seminar on the theory and practice of civic education. We begin by investigating philosophies of civic education, asking such questions as: What is civic education and what is its purpose? What knowledge, skills, and values promote human flourishing and the cultivation of a democratic society? What role can and should schools play in this cultivation? In the next part of the course we focus on civic education in practice, exploring various approaches to teaching civics and the empirical evidence in support of each method's effectiveness. We also discuss variations in access to civic education opportunities across socioeconomic, demographic, and national contexts, and how societies might deal with these disparities. SO

* **PLSC 224b, Political Leadership** Stephen Skowronek

Examination of political leadership as both a concept and a practice. Survey of classic works by Machiavelli, Carlyle, Weber, Lenin, and Schumpeter. Consideration of the difference between transformational leadership and transactional leadership, and between executive leadership and reform leadership. Issues include the conundrum of "democratic leadership" and the role of narrative in leadership. WR, SO

* **PLSC 228a / EP&E 306a, First Amendment and Ethics of Law** Karen Goodrow

This course addresses the First Amendment and freedom of speech, focusing on the ethical implications of restrictions on free speech, as well as the exercise of free speech. Course topics and discussions include the "fighting words" doctrine, hate speech, true threats, content regulated speech, freedom of speech and the internet, and the so-called "right to be forgotten." By the end of the course, students recognize the role free speech plays in society, including its negative and positive impacts on various segments of society. Students also have an understanding of the competing interests arising from the First Amendment's right to free speech, and can analyze how these competing interests are weighed and measured in the United States as compared with other countries. SO

* **PLSC 232a / EDST 232a, US Federal Education Policy** Mira Debs

Though education policy is typically viewed as a state and local issue, the federal government has taken a significant role in shaping policy since the end of World War II. The centralization of education policy has corresponded with changing views in society for what constitutes an equitable educational opportunity. This class is divided into three topics: 1) the federal role in education broadly (K-12) and the accountability movement in K-12: from the No Child Left Behind Act to the Common Core State Standards (and cross-national comparisons to US schools), 2) federal role in higher education, and 3) the education industry (teachers unions and think tanks). EDST 110 recommended. SO

PLSC 233b, Constitutional Law Akhil Reed Amar

An introduction to the main themes of the American Constitution – popular sovereignty, separation of powers, federalism, and rights – and to basic techniques of constitutional interpretation. Special emphasis on the interplay of constitutional text, judicial doctrine, and constitutional decision making outside the judiciary. SO
o Course cr

*** PLSC 234b, Political Participation** Alan Gerber

What explains mass political participation and what difference does the level of political participation make for elections outcomes and policy? How do voting rates differ across groups and what accounts for this variation? Which voting laws promote or inhibit participation? What is the normative case for greater political participation? We address these and other fundamental questions about participation in democratic political systems. Students engage in close reading and critical analysis of the key scholarship on political participation. Class discussion focuses on how social scientists develop theories and how they test those theories through lab experiments, field experiments, natural experiments, and other research designs. Some prior background in statistics is strongly recommended and background in microeconomics or game theory is recommended. A previous course in statistics and a previous course in microeconomics or game theory are strongly recommended. SO

*** PLSC 238a / EDST 238a, The Politics of Public Education** Jennifer Berkshire

Examination of the deep political divides, past and present, over public education in the United States. Fundamental questions, including who gets to determine where and how children are educated, who should pay for public education, and the role of education as a counter for poverty, remain politically contested. The course explores these conflicts from a variety of political perspectives. Students learn journalistic methods, including narrative, opinion and digital storytelling, developing the necessary skills to participate in the national conversation around education policy and politics. WR, SO

*** PLSC 239a / EP&E 239a, Political Representation** Amir Fairdosi

The notion of political representation lies at the center of government in the United States and much of the rest of the world. In this course, we examine the features of political representation, both in theory and practice. We ask (and possibly find ourselves struggling to answer!) such questions as: What is political representation? Should we have a representative system as opposed to something else like monarchy or direct democracy? Should representatives demographically resemble those they represent, or is that not necessary? How do things like congressional redistricting, electoral competition, and term limits affect the quality of representation? Do constituents' preferences actually translate into policy in the United States, and if so, how? In Part I of this course, we discuss the theoretical foundations upon which representative government rests. In Part II, we move beyond theories of representation and on to the way political representation actually operates in the United States. In Part III, we move beyond the ways in which representation works and focus instead on some ways in which it doesn't work. Proposed solutions are also explored. SO

*** PLSC 246b, Twenty-First-Century Political Journalism** Colin McEnroe

Examination of the state of the press before, during, and after the 2016 election, with specific focus on fairness, journalistic business models, facts and fact-checking, social media, data journalism, and the intersection of culture and politics. Consideration

of contemporary questions, with occasional look-backs to Watergate and the JFK assassination.

* **PLSC 247a / AMST 245a / ENGL 246a, The Media and Democracy** Joanne Lipman
In an era of "fake news," when trust in mainstream media is declining, social platforms are enabling the spread of misinformation, and new technologies are transforming the way we consume news, how do journalists hold power to account? What is the media's role in promoting and protecting democracy? Students explore topics including objectivity versus advocacy and hate speech versus First Amendment speech protections. Case studies will span from 19th century yellow journalism to the #MeToo and #BlackLivesMatter movements, to the Jan. 6 Capitol attack and the advent of AI journalism. SO

* **PLSC 253a / ENGL 467a, Journalism** Steven Brill
Examination of the practices, methods, and impact of journalism, with focus on reporting and writing; consideration of how others have done it, what works, and what doesn't. Students learn how to improve story drafts, follow best practices in journalism, improve methods for obtaining, skeptically evaluating, and assessing information, as well as writing a story for others to read. The core course for Yale Journalism Scholars. No prerequisites. WR

* **PLSC 255b / EP&E 229b, America From Scratch** Amir Fairdosi
What would the United States look like without a Supreme Court? Without a Senate? Without states? What if the United States had *ten* presidents instead of one? Or no president at all? As radical as these constitutional propositions might sound, they were all at least considered by America's founders. In this class, we examine such proposals—proposals considered unthinkable today, but not during the Constitutional Convention or in other countries throughout history. We read the American founding documents, speeches, and letters considering these "radical" constitutional designs and connect them to attempts to realize these reforms today. SO

PLSC 257b, Bioethics and Law Stephen Latham
The treatment by American law of major issues in contemporary biomedical ethics: informed consent, assisted reproduction, abortion, end-of-life care, research on human subjects, stem cell research, and public health law. Readings include legal cases, statutes, and regulations. No background in law assumed. SO o Course cr

* **PLSC 258b / EP&E 336b / PLSC 841b, Democracy and Bureaucracy** Ian Turner
Exploration of what government agencies do and why; focus on issues of accountability and the role of bureaucracy in representative democracy. Understanding how bureaucracy works internally and how it is affected by interactions with other political actors and institutions. SO

PLSC 263b / AFAM 164b / URBN 304b, The Politics of "The Wire": HBO's Portrayal of the American City Allison Harris
This class uses HBO's groundbreaking series "The Wire" to investigate cities, their problems, and their politics. We watch all five seasons of the show as social scientists and use it to learn about important social scientific concepts and theories, and apply those theories to such phenomena as the politics of crime, policing, and local elections. Each week, the assigned readings—articles and book excerpts from political science as well as other social sciences—highlight the social scientific concepts displayed in the assigned episodes and provide context for lectures. All of the assignments work

together to expose students to social science, how social science is conducted, and how political science can help us better understand the world around us. SO o Course cr

* **PLSC 274a, Cities: Making Public Choices in New Haven** John DeStefano
Examination of cities, particularly the relationship of people to place and most importantly to one another, through the prism and experiences of the City of New Haven. Exploration of how concepts of social capital and legitimacy of institutions in policy design and execution, are key to the well being of community residents. How cities, in the context of retreating or antagonistic strategies by the state and federal governments, can be key platforms for future economic and social wealth creation. SO

* **PLSC 275b / AMST 487b, The Rise of “Presidentialism” in the United States**
Stephen Skowronek
This course is about the rise and makeshift character of “presidentialism” in the United States. It will examine different sources of power that have, singly and in combination, put the presidency at the center of government and politics. These include: 1) popular power: in elections, public opinion, parties, and social movements; 2) institutional power: in control of the executive branch, military command, and war making. Readings will delve into cases in which each of these sources of power figured prominently. In every particular, the seminar will consider the strains that this power has put on the constitutional frame. For advanced undergraduates, or by permission SO

PLSC 277b, The United States Congress Shiro Kuriwaki
The United States Congress is arguably the most powerful legislature in the world. Its actions—and inaction— affect taxes, healthcare, business, the environment, and international politics. To understand the nature of legislative power in Congress and in democracies more broadly, we ask: How do successful politicians become powerful? How do they navigate rules and institutions to their advantage? What is the proper role of the lawmaking in regulating private business? Should we limit legislative lobbying and put a cap on campaign contributions? Class discussions use case studies including the Civil Rights movement in the 1960s, the Tax Reform Act under Reagan, and the Affordable Care Act under Obama. Exercises include coding and data analysis. The goal is to equip students with a broad understanding of the principles of politics, economics, public policy, and data science. Prerequisites: No prior knowledge about U.S. law or history is necessary. Prior experience (or concurrent enrollment) in programming, coding, or data science is beneficial, but not a prerequisite. Students without coding experience should be prepared to spend extra time in the programming sessions during the first half of our class. SO o Course cr

* **PLSC 281a / EDST 281a / HIST 404a / HUMS 303a, What is the University?**
Mordechai Levy-Eichel
The University is one of the most influential—and underexamined—kinds of corporations in the modern world. It is responsible both for mass higher education and for elite training. It aims to produce and disseminate knowledge, and to prepare graduates for work in all different kinds of fields. It functions both as a symbol and repository of learning, if not ideally wisdom, and functions as one of the most important sites of networking, patronage, and socialization today. It is, in short, one of the most alluring and abused institutions in our culture today, often idolized as a savior or a scapegoat. And while the first universities were not founded in the service of research, today’s most prestigious schools claim to be centrally dedicated to it.

But what is research? Where does our notion of research and the supposed ability to routinely produce it come from? This seminar is a high-level historical and structural examination of the rise of the research university. We cover both the origins and the modern practices of the university, from the late medieval world to the modern day, with an eye toward critically examining the development of the customs, practices, culture, and work around us, and with a strong comparative perspective. Topics include: tenure, endowments, the committee system, the growth of degrees, the aims of research, peer-review, the nature of disciplinary divisions, as well as a host of other issues. HU, SO

* **PLSC 283b / EP&E 235b / PHIL 457b, Recent Work on Justice** Thomas Pogge
In-depth study of one contemporary book, author, or debate in political philosophy, political theory, or normative economics. Focus varies from year to year based on student interest and may include a ground-breaking new book, the life's work of a prominent author, or an important theme in contemporary political thought. HU

PLSC 285b, Politics Without Politicians Helene Landemore-Jelaca
In this lecture we engage in an exercise of political imagination. Specifically, I ask you to imagine with me what “politics without politicians” would look like. If power both corrupts and attracts the wrong kind of people, what would a better system than the electoral ones we are familiar with look like? Should “politics without politicians” mean rule by disinterested experts or rule by caring amateurs? If we assume that all of us, rather than an elite few, should rule, then how can we empower ordinary citizens without loss of competence? Building on a rich literature in political philosophy, history, political science, and literature, we consider all the ways in which ordinary citizens could be in charge under reconfigured political institutions. The English philosopher G.K. Chesterton wrote that “All democracy really is an attempt (like that of a jolly hostess) to bring the shy people out.” We interrogate that quote and try to envision ways to empower the shy people among us, rather than the arrogant or power-hungry. We do so treading the line between ideal theory and what the philosopher John Rawls theorized as “realistic utopia.” We scrutinize, in particular, the ideal of “legislature by lot” put forward by contemporary authors and inspired by the precedent of Classical Athens. We consider objections from competence, accountability and legitimacy to the rule of non-elected amateurs. We ask whether this vision of politics without politicians can travel to the governance of institutions like firms, hospitals, and schools, as well as larger, more diverse, and less wealthy countries than the Western examples that inspire it. Finally, we also explore the potential of digital technologies and artificial intelligence in helping us structure and scale democratic deliberation to the larger public and, possibly, the world. SO

PLSC 290a / SOCY 151a, Foundations of Modern Social Theory Staff
Major works of social thought from the beginning of the modern era through the 190s. Attention to social and intellectual concepts, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include W.E.B. Du Bois, Simone De Beauvoir, Adam Smith, Thomas Hobbes, Jean-Jacques Rousseau, Immanuel Kant, Emile Durkheim, Max Weber, and Karl Marx. SO o Course cr

* **PLSC 291a / PHIL 464a, Justice, Taxes, and Global Financial Integrity** Thomas Pogge and James Henry
Study of the formulation, interpretation, and enforcement of national and international tax rules from the perspective of national and global economic justice. Prerequisites:

previous courses in one or two of the following: law, economics, political science, or political philosophy. HU

*** PLSC 296b / PHIL 489b, Political Philosophy in a Time of Crisis: Strauss, Berlin, Oakeshott, and Aron** Steven Smith

This course examines four giants of twentieth-century political philosophy—Leo Strauss, Isaiah Berlin, Michael Oakeshott, and Raymond Aron—who all wrote under the shadow of totalitarianism. The themes of the course include (but are not limited to) the sources of contemporary anti-liberalism, the revival of political philosophy in an age of positivism, the case for value pluralism, and the role of liberal education in a free society. One of the following are recommended, but not required: Directed Studies, Introduction to Political Philosophy, courses in relevant areas in history or philosophy. HU, SO

PLSC 298a / WGSS 207a, Gender, Justice, Power, Institutions Staff

Welcome to *Gender, Justice, Power & Institutions*, a mouthful of abstractions that we work together to comprehend and critique throughout the semester. An aspiration of this course, as political as it is pedagogic, is that students approach their world-building projects with an enriched understanding of the ways gender, justice, and power shape and are shaped by institutions, inequality, and theory. Part I opens up some preliminary considerations of our course terms by investigating the case of abortion, abortion rights, and reproductive justice. The topic is politically loaded, philosophically complex, and emotionally challenging; the point is not to convince you of the permissibility or impermissibility of abortion, but to explore how the contested case configures, imbricates, and puts pressure on our course terms. In Part II, we examine the historical and conceptual coordinates of the courses first three titular terms: is gender a subjective identification, social ascription, or axis of inequality? Is justice a matter of redistribution, recognition, resources, capabilities, or something more hedonic? Where is power located, or where does it circulate? Who are what leverages power? In Part III, we consider ways gender, justice, and power travel within and across several institutions: heterosexuality, the university, the trafficking/anti-trafficking industrial complex, the prison, and the bathroom. Part IV closes out the course by focusing on the reconfiguration of democratic institutions in late modernity; or, can institutions "love us back" under the the political economy we shorthand as "neoliberalism"? SO o Course cr

*** PLSC 302a / HUMS 432a, Rousseau's Emile** Bryan Garsten

A close reading of Jean-Jacques Rousseau's masterpiece, *Emile*. Though the book poses as a guide to education, it has much grander aspirations; it offers a whole vision of the human condition. Rousseau called it his "best and worthiest work" and said he believed it would spark a revolution in the way that human beings understand themselves. Many historians of thought believe that the book has done just that, and that we live in the world it helped to create – a claim we consider and evaluate. Presented as a private tutor's account of how he would arrange the education of a boy named Emile from infancy through young adulthood, the book raises fundamental questions about human nature and malleability, how we learn to be free, whether we can view ourselves scientifically and still maintain a belief in free will, whether we are need of some sort of religious faith to act morally, how adults and children, and men and women, ought to relate to one another, how the demands of social life and citizenship affect our happiness – and more. Ultimately the question at issue is whether human beings can

find a way to live happily and flourish in modern societies. Prerequisite: One course in political thought, intellectual history or philosophy. HU

* **PLSC 306a / CLCV 377a / HUMS 177a, Tragedy and Politics** Daniel Schillinger
The canonical Greek tragedians—Aeschylus, Sophocles, and Euripides—dramatize fundamental and discomfiting questions that are often sidelined by the philosophical tradition. In this seminar, we read plays about death, war, revenge, madness, impossible choices, calamitous errors, and the destruction of whole peoples. Aeschylus, Sophocles, and Euripides were also piercing observers of political life. No less than Plato and Aristotle, the Attic tragedians write to elicit reflection on the basic patterns of politics: democracy and tyranny, war and peace, the family and the city, the rule of law and violence. Finally, we also approach Greek tragedy through its reception. Aristophanes, Plato, Aristotle, and Nietzsche: all these thinkers responded to tragedy. Texts include Aeschylus, *Oresteia*; Aristophanes, *Frogs* and *Lysistrata*; Euripides, *Bacchae*, *Heracles*, and *Trojan Women*; Nietzsche, *The Birth of Tragedy*; Plato, *Symposium*; and Sophocles, *Antigone*, *Philoctetes*, and *Oedipus Tyrannus*. Previous work in political theory, classics, or philosophy is recommended. HU

* **PLSC 312a, Punishment** Alexander Rosas
This course is about punishment. The power of the state to restrict freedom, to impose pain, even death, and to mark one as 'criminal' is remarkable, and this course interrogates the theories that underlie that power. In what cases and for what reasons should the state have the power to punish, and where should the moral and legal limits on that power lie? What should the goals of punishment be, and which forms of punishment align most closely with them? What is the nature and desired role of vengeance and mercy in determining whether, when, and how to punish? What obligations should a society have to punish but also to those whom it punishes? Should the state have the power to shame and humiliate? What does punishment reveal about society more broadly? This course considers these and other related questions primarily through works in political and legal theory, but it also takes an interdisciplinary approach and elaborates and evaluates the theoretical materials through a discussion of numerous legal and other case studies. SO

* **PLSC 313a / EP&E 380a, Bioethics, Politics, and Economics** Stephen Latham
Ethical, political, and economic aspects of a number of contemporary issues in biomedical ethics. Topics include abortion, assisted reproduction, end-of-life care, research on human subjects, and stem cell research. SO

* **PLSC 314a / HUMS 351a, The American Imagination: From the Puritans to the Civil War** Paul Grimstad and Mordechai Levy-Eichel
Interdisciplinary examination of the uniqueness of the American experience from the time of the Puritans to the Civil War. Readings draw on major works of political theory, philosophy, and literature. HU

* **PLSC 321b / GLBL 342b / HIST 482Jb, Studies in Grand Strategy I** Arne Westad, Jing Tsu, and Michael Brenes
The study of grand strategy, of how individuals and groups can accomplish large ends with limited means. The spring term focuses on key moments in history that illustrate strategic thinking in action. During the summer, students undertake research projects or internships analyzing strategic problems or aspects of strategy. The following fall, students put their ideas into action by applying concepts of grand

strategy to present day issues. Admission is by application only; the cycle for the current year is closed. This course does not fulfill the history seminar requirement, but may count toward geographical distributional credit within the History major for any region studied, upon application to the director of undergraduate studies. Previous study courses in political science, history, global affairs, or subjects with broad interdisciplinary relevance encouraged. HU, SO

* **PLSC 330a / EP&E 246a, Participatory Democracy** Amir Fairdosi

What does democracy look like without elections? In this class, we discuss the theory and practice of “participatory” forms of democracy (i.e. those that allow and encourage citizens to influence policy directly, rather than indirectly through elected representatives). SO

* **PLSC 334b, The New York Intellectuals: Politics, Art, Argument** Mordechai Levy-Eichel

This course is an examination and consideration of one of the most influential groups of political and cultural critics of the 20th century: the New York Intellectuals. A loose group of political and literary critics, mostly Jewish, they played formative roles in many of the key political and cultural debates of the 20th century, from the spread of Marxism and Modernism, to the origins of the Cold War, from debates about the alienation of modern man, to the rise of modern (neo-) conservatism. Who were they? And now that they have mostly passed away, and what has their legacy been? A background in 20th century history and/or the history of political thought/intellectual history is helpful. HU

PLSC 342b / EP&E 220b, Strategic Models of Politics Milan Svoblik

Introduction to formal political theory including application of rational choice and game theoretic analysis. Key topics and findings include: why voters vote in elections; how candidates choose platforms; why common resources tend to be overexploited; whether the state is needed for public good provision; how electoral systems shape politicians' and voters' behavior; whether voters can hold politicians accountable for their performance in office; how constitutions affect politicians' incentives to compromise; and why countries fight wars. SO o Course cr

* **PLSC 347a / EP&E 328a / S&DS 172a, YData: Data Science for Political Campaigns** Joshua Kalla

Political campaigns have become increasingly data driven. Data science is used to inform where campaigns compete, which messages they use, how they deliver them, and among which voters. In this course, we explore how data science is being used to design winning campaigns. Students gain an understanding of what data is available to campaigns, how campaigns use this data to identify supporters, and the use of experiments in campaigns. This course provides students with an introduction to political campaigns, an introduction to data science tools necessary for studying politics, and opportunities to practice the data science skills presented in S&DS 123, YData.

QR

* **PLSC 350a, From Concept to Measure: Empirical Inquiry in Social Science** Sarah Khan

This course focuses on a specific aspect of the research design process: the operationalization of abstract concepts into concrete measures that can be used for

analysis and inference. The task of measurement is common to qualitative, quantitative and mixed-method research, and this course draws on lessons from varied approaches. Course readings span: 1. “classic” theoretical texts dealing with broad concepts of interest to political scientists; 2. empirical work that develops/applies novel strategies to measure foundational concepts; 3. work that combines conceptualization (developing new concepts and/or reimagining old ones) and measurement. This course is intended for advanced undergraduate students with an interest in social science research and graduate students in the process of designing original research. so

*** PLSC 354a / EP&E 250a, The European Union** David Cameron

Origins and development of the European Community and Union over the past fifty years; ways in which the often-conflicting ambitions of its member states have shaped the EU; relations between member states and the EU's supranational institutions and politics; and economic, political, and geopolitical challenges. so

PLSC 356b, State and Nation in the Caucasus Egor Lazarev

This course examines the tensions between various state-building projects and nationalisms in the Caucasus. We cover both the independent nations of the South Caucasus—Armenia, Azerbaijan, and Georgia, “unrecognized states” such as Abkhazia and Nagorno-Karabakh, and the regions of the Russian Federation situation in the North Caucasus, primarily Chechnya and Dagestan. Why the Caucasus is often characterized as “the hot spot” on geopolitical maps? What explains armed conflicts in the region? How do people live in unrecognized states? Why do some religious Muslims of the North Caucasus seem to support the Russian state? We put historical transformations in the Caucasus into perspective with the nature of the imperial government of the Russian Empire and the Soviet nation-building project. We explore the fateful period of the collapse of the Soviet Union—nationalist mobilizations and wars of collapse that brought to life several unrecognized states. We analyze the transformations of political regimes and state-society relations in the Caucasus from a comparative perspective. Throughout the class, we explore tensions between state and nation and also look beyond the nation as the main organizing principle of political life and explore such cleavages as class, ethnicity, religion, and gender. so

PLSC 357b / EAST 310b / GLBL 309b, The Rise of China Daniel Mattingly

Analysis of Chinese domestic and foreign politics, with a focus on the country's rise as a major political and economic power. Topics include China's recent history, government, ruling party, technology, trade, military, diplomacy, and foreign policy. so o Course cr

*** PLSC 361a, Democratic Backsliding** Milan Svulik

This class examines the process of democratic backsliding, including its causes, and consequences. Our analysis builds on prominent contemporary and historical cases of democratic backsliding, especially Hungary, India, Poland, Russia, and Venezuela. Implications for democratic stability in the United States is considered. so

*** PLSC 364a / AFST 366a / EP&E 305a / HIST 367a, Bureaucracy in Africa: Revolution, Genocide, and Apartheid** Jonny Steinberg

A study of three major episodes in modern African history characterized by ambitious projects of bureaucratically driven change—apartheid and its aftermath, Rwanda's genocide and post-genocide reconstruction, and Ethiopia's revolution and its long aftermath. Examination of Weber's theory bureaucracy, Scott's thesis on high

modernism, Bierschenk's attempts to place African states in global bureaucratic history. Overarching theme is the place of bureaucratic ambitions and capacities in shaping African trajectories.

*** PLSC 365b / GBLB 317b, China's Sovereign Lending** James Sundquist

This is a course about when governments borrow from foreign lenders and the political causes and consequences of the decision to borrow. To enable us to focus on politics, some training in economics is required. We begin by reviewing the internal determinants of China's external lending behavior. Next, we study how international finance collides with domestic politics creating both opportunities and challenges for borrowers. The second half of the course surveys topics of contemporary importance: how effective is Chinese economic statecraft? Can China expect to be repaid in full? Will the renminbi become a global reserve currency? Prerequisite: Three Economics courses, including either ECON 122 or ECON 122. SO

*** PLSC 372a / EP&E 242a, Politics and Markets** Peter Swenson

Examination of the interplay between market and political processes in different substantive realms, time periods, and countries. Inquiry into the developmental relationship between capitalism and democracy and the functional relationships between the two. Investigation of the politics of regulation in areas such as property rights, social security, international finance, and product, labor, and service markets. Topics include the economic motives of interest groups and coalitions in the political process. SO

*** PLSC 375a / GBLB 215a / LAST 386a / MGRK 237a / SOCY 389a, Populism** Paris Aslanidis

Investigation of the populist phenomenon in party systems and the social movement arena. Conceptual, historical, and methodological analyses are supported by comparative assessments of various empirical instances in the US and around the world, from populist politicians such as Donald Trump and Bernie Sanders, to populist social movements such as the Tea Party and Occupy Wall Street. WR, SO

*** PLSC 376b / ER&M 376b / MGRK 304b / SOCY 307b, Extreme and Radical Right Movements** Paris Aslanidis

Extreme and radical right movements and political parties are a recurrent phenomenon found in most parts of the world. Discussion of their foundational values and the causes of their continuous, even increasing, support among citizens and voters. SO

PLSC 378a / AFAM 186a / LAST 214a / SOCY 170a, Contesting Injustice Staff

Exploration of why, when, and how people organize collectively to challenge political, social, and economic injustice. Cross-national comparison of the extent, causes, and consequences of inequality. Analysis of mobilizations for social justice in both U.S. and international settings. Intended primarily for first years and sophomores. SO
o Course cr

PLSC 381b / AFST 381b, Government and Politics in Africa Katharine Baldwin

The establishment and use of political power in selected countries of tropical Africa. The political role of ethnic and class cleavages, military coups, and the relation between politics and economic development. SO o Course cr

PLSC 382a / LAST 200a, Introduction to Latin American Politics Staff

Introduction to major theories of political and economic change in Latin America, and to the political and economic systems of particular countries. Questions include why

the continent has been prone to unstable democratic rule, why countries in the region have adopted alternatively state-centered and market-centered economic models, and, with the most recent wave of democratization, what the remaining obstacles might be to attaining high-quality democracy. so o Course cr

*** PLSC 383a / EP&E 403a / GLBL 382a, Designing and Reforming Democracy** Ian Shapiro and David Froomkin

What is the best electoral system? Should countries try to limit the number of political parties? Should chief executives be independently elected? Should legislatures have powerful upper chambers? Should courts have the power to strike down democratically enacted laws? These and related questions are taken up in this course. Throughout the semester, we engage in an ongoing dialogue with the *Federalist Papers*, contrasting the Madisonian constitutional vision with subsequent insights from democratic theory and empirical political science across the democratic world. Where existing practices deviate from what would be best, we also attend to the costs of these sub-optimal systems and types of reforms that would improve them. Prerequisite: At least one prior course in American politics or comparative politics. so

*** PLSC 384a / EAST 402a, Political Psychology and Comparative Politics** Staff
Political psychology seminars typically focus on American political behavior, and most comparative politics seminars do not directly address political psychology. This seminar aims to bridge that gap by examining the important role of psychology within the broader context of comparative politics. The goal of the seminar is to develop your knowledge and understanding of how political attitudes and behaviors are shaped, how they evolve, and the ways they may influence behavioral outcomes. We explore why people engage in politics, what factors help them form or revise their political beliefs and perspectives, and how those attitudes are manifest (or not) through political action. The role of individual personality traits, human cognition, and both individual and collective identity are considered—in relation to both the general public as well as political insiders. (We also discuss whether making a distinction between the two is relevant and necessary.) Since the course focuses on comparative politics, it closely examines ways that diverse institutions, cultural values, and social environments affect individual political attitudes. We also explore whether there are universal political behaviors and attitudes—and if so, how they should be identified and studied. so

PLSC 387a / GLBL 287a / SOCY 230a, Capitalism and Crisis Staff

This course provides an introduction to the study of comparative capitalism. We examine how institutions organizing labor markets, finance and the welfare state differ systematically across advanced industrialized countries and the consequence of these differences for a variety of economic and policy outcomes. These include economic growth, unemployment, levels of inequality and so on. Can we meaningfully talk about a German or Swedish model and if so, what are the main institutional arrangements that differ across these economies? How do institutions in these countries differ from more liberal capitalist economies, such as the United States? In the second part of the course, we examine the responses of different countries to a variety of economic shocks. These include the stagflation crisis of the 1970's, the slowdown in economic growth, deindustrialization, the rise in unemployment and inequality and the migration crisis. We examine how existing political and economic institutions have shaped the policy trade-offs encountered by different countries and we explain the different political responses taken in response to these crises. During the period between November

14 and November 24, enrollment will be limited to majors. After November 24, registration will be opened to all Yale College students. Please register your interest via the Yale Course Search website. SO o Course cr

* **PLSC 393a, Comparative Constitutionalism and Legal Institutions** Steven Calabresi
Introduction to the field of comparative constitutional law. Constitutional texts, materials, and cases drawn primarily from those constitutional democracies that are also members of the Group of Twenty Nations and that respect judicial independence. SO

* **PLSC 395b / EP&E 335b, Parties, Interest Groups and Public Policies in Advanced Industrialized Economies** Isabela Mares

This course provides an introduction to the political science literature studying the economic and social policy institutions of contemporary capitalism. In the first part of the course, we introduce the literature examining ‘varieties of capitalist economies’ and examine the most significant factors that explain why the organization of firms, interest groups, and social policies varies significantly across advanced industrialized economies. In the second part of the course, we turn to the study of change in these institutions in recent decades. We examine how external economic factors (such as globalization) or endogenous economic transformations (such as slowdown in growth, demographic aging) have constrained the policy choices available to labor market actors (such as unions or employers associations) and political parties. We examine the resulting policy choices made in different countries in response to these new economic constraints. Prerequisite: PLSC 116. SO

* **PLSC 397a / SOCY 201a, Right-Wing Extremism, Antisemitism, & Terrorism**
Liram Koblentz

This course has been specially created to provide students with an in-depth understanding of far-right extremism, with a detailed focus on examining the current state of antisemitism. Students learn about the profound connections between these two phenomena and obtain a wide-ranging perspective on the underlying dynamics and factors, many of them born of the digital age, that increase the danger that these two phenomena pose. SO

PLSC 403b / SAST 245b, Political Economy of Gender Inequality Sarah Khan
This course focuses on the political and economic underpinnings and implications of gender inequality in comparative context. We draw on evidence from different cases (with a heavy skew towards the South Asia region) to guide our inquiry. The course introduces a variety of theoretical and methodological approaches, patterns and predictions emerging from empirical research, and context specific lessons. SO

* **PLSC 410a / SOCY 410a, Political Protests** Maria Jose Hierro

The 2010s was the “decade of protest,” and 2019 capped this decade with an upsurge of protests all over the world. In 2020, amidst the Covid-19 pandemic, the US is witnessing the broadest protests in its history. What are the roots of these protests? Under what conditions does protest start? Why do people decide to join a protest? Under what conditions do protests succeed? Can repression kill protest movements? Focusing on recent protest movements across the world, this seminar addresses these, and other questions related to the study of political protest. SO

* **PLSC 412a / PLSC 780a, Law & Society in Comparative Perspective** Egor Lazarev
This advanced seminar is about the functions of law across historical, political, and cultural contexts. We discuss what is law, why people obey the law, and how do

societies govern themselves in the absence of strong state legal institutions. The class explores the relationship between law and colonialism, the functioning of law under the authoritarianism and democracy, and in conflict-ridden societies. SO

PLSC 416b, Repression and Control in Dictatorships Jennifer Gandhi

This course examines state repression and control in dictatorships. We investigate why dictators employ state repression, the ways in which they do so (including censorship, purges, and mass violence), and the institutions and social connections they use to carry out repression. We also discuss the legacy of state repression for society and regime stability. (none) SO

* **PLSC 417b / EDST 282b, Comparative International Education** Mira Debs

Around the world, education is one of the central institutions of society, developing the next generation of citizens, workers and individuals. How do countries balance these competing priorities? In which ways do countries converge on policies, or develop novel approaches to education? Through the course, students learn the a) impact of colonialism on contemporary education systems, b) the competing tensions of the demands of citizen and worker and c) how a variety of educational policies are impacted around the world and their impact on diverse populations of students. EDST 110 Foundations in Education Studies recommended. WR, SO

* **PLSC 429a / AFST 385a / EP&E 350a / HIST 391a / HLTH 385a, Pandemics in Africa: From the Spanish Influenza to Covid-19** Jonny Steinberg

The overarching aim of the course is to understand the unfolding Covid-19 pandemic in Africa in the context of a century of pandemics, their political and administrative management, the responses of ordinary people, and the lasting changes they wrought. The first eight meetings examine some of the best social science-literature on 20th-century African pandemics before Covid-19. From the Spanish Influenza to cholera to AIDS, to the misdiagnosis of yaws as syphilis, and tuberculosis as hereditary, the social-science literature can be assembled to ask a host of vital questions in political theory: on the limits of coercion, on the connection between political power and scientific expertise, between pandemic disease and political legitimacy, and pervasively, across all modern African epidemics, between infection and the politics of race. The remaining four meetings look at Covid-19. We chronicle the evolving responses of policymakers, scholars, religious leaders, opposition figures, and, to the extent that we can, ordinary people. The idea is to assemble sufficient information to facilitate a real-time study of thinking and deciding in times of radical uncertainty and to examine, too, the consequences of decisions on the course of events. There are of course so many moving parts: health systems, international political economy, finance, policing, and more. We also bring guests into the classroom, among them frontline actors in the current pandemic as well as veterans of previous pandemics well placed to share provisional comparative thinking. This last dimension is especially emphasized: the current period, studied in the light of a century of epidemic disease, affording us the opportunity to see path dependencies and novelties, the old and the new. SO

* **PLSC 431a or b / GBLB 289a or b / HIST 245Ja or b, War and Peace in Northern Ireland** Bonnie Weir

Examination of theoretical and empirical literature in response to questions about the insurgency and uneasy peace in Northern Ireland following the peace agreement of 1998 which formally ended the three-decade long civil conflict known widely as The Troubles and was often lauded as the most successful of its kind in modern history.

Consideration of how both the conflict and the peace have been messier and arguably more divisive than most outside observers realize. SO

PLSC 435a / MMES 290a / RLST 290a, Islam Today: Modern Islamic Thought Frank Griffel

Introduction to Islamic thought after 1800, including some historical background. The development of Islamic modernism in the 19th century and of Islamic fundamentalism in the 20th. Islam as a reactive force to Western colonialism; the ideals of Shari'a, Islam as a political ideology, and the emergence of Jihad movements. Different kinds of Salafism, Islamic liberalism, and feminism as well as the revival of Islam's intellectual heritage. HU o Course cr

PLSC 437b / SOCY 223b, Nationalism and Ethnic Politics Maria Jose Hierro

Introduction to the study of nationalism and ethnic politics. The course examines how ethnic and national identities are shaped, how the nation emerged and became the main form of political organization, and how nationalism and ethnic conflict drive politics in the world. SO

*** PLSC 438a, Applied Quantitative Research Design** Shiro Kuriwaki

Research designs are strategies to obtain empirical answers to theoretical questions. Research designs using quantitative data for social science questions are more important than ever. This class, intended for advanced students interested in social science research, trains students with best practices for implementing rigorous quantitative research. We cover techniques in causal inference, prediction, and missing data, such as fixed effects, time series, instrumental variables, survey weighting, and shrinkage. This is a hands-on, application-oriented class. Exercises involve programming and statistics used in exemplary articles in quantitative social science. The final project advances a research question built on a replication of a paper chosen in consultation with the instructor. Prerequisite: Any statistics or data science course that teaches ordinary least squares regression and p-values, such as S&DS 230. Some past or concurrent experience with a programming language such as R is also presumed. Ph.D. students in political science can join without prerequisite. QR, SO o Course cr

*** PLSC 445a / GBL 244a, The Politics of Fascism** Lauren Young

The subject of this course is fascism: its rise in Europe in the 1930s and deployment during the Second World War as a road map to understanding the resurgence of nationalism and populism in today's political landscape, both in Europe and the United States. The course begins with an examination of the historic debates around fascism, nationalism, populism, and democracy. It then moves geographically through the 1930s and 1940s in Europe, looking specifically at Weimar Germany, Vichy France, the rise of fascism in England in the 1930s, and how fascist ideology was reflected in Italy's colonial ambitions during the Abyssinian War. The course examines fascism and the implementation of racial theory and the example of anti-Semitism as an ideological and political tool. It also looks at the emergence of fascism in visual culture. The second part of the seminar turns to fascist ideology and the realities of today's political world.

We examine the political considerations of building a democratic state, question the compromise between security and the preservation of civil liberties and look at the resurgence of populism and nationalism in Europe and the US. The course concludes by examining the role of globalization in contemporary political discourse. SO

*** PLSC 450b / GLBL 341b, The Geopolitics of Democracy** Lauren Young

The threats to liberal democracy are being widely debated, from the US and Europe to developing nations. In order for democracy to continue to thrive as the cornerstone of Western governance, it must adapt and be relevant to citizens of the 21st century. This course examines our appreciation of what constitutes democracy today and how to apply those understandings to the challenges of the 21st century. Our discussions look at the characteristics of democratic leaders and debate whether America, the bulwark of liberal democracy in the 20th century, is still an exporter of democracy and how that matters in today's world. We then look at how to protect and adapt democratic institutions such as free elections, civil society, dissent, and the free press in the face of a rising wave of populism and nationalism. The course examines how refugee crises from conflict regions and immigration impact democracies and debate the accelerating paradigm shifts of income inequality and technology on democratic institutions. We conclude the course with a discussion of the forms of democratic governance that are meaningful in the 21st century and the practicalities of designing or reforming democratic institutions to confront current challenges. SO

PLSC 452a / S&DS 102a, Introduction to Statistics: Political Science Jonathan Reuning-Scherer

Statistical analysis of politics, elections, and political psychology. Problems presented with reference to a wide array of examples: public opinion, campaign finance, racially motivated crime, and public policy. QR

PLSC 453a / S&DS 103a, Introduction to Statistics: Social Sciences Jonathan Reuning-Scherer

Descriptive and inferential statistics applied to analysis of data from the social sciences. Introduction of concepts and skills for understanding and conducting quantitative research. QR

*** PLSC 466a / HIST 268Ja / JDST 351a / RLST 324a, The Global Right: From the French Revolution to the American Insurrection** Elli Stern

This seminar explores the history of right-wing political thought from the late eighteenth century to the present, with an emphasis on the role played by religious and pagan traditions. This course seeks to answer the question, what constitutes the right? What are the central philosophical, religious, and pagan, principles of those groups associated with this designation? How have the core ideas of the right changed over time? We do this by examining primary tracts written by theologians, political philosophers, and social theorists as well as secondary literature written by scholars interrogating movements associated with the right in America, Europe, Middle East and Asia. Though touching on specific national political parties, institutions, and think tanks, its focus is on mapping the intellectual overlap and differences between various right-wing ideologies. While the course is limited to the modern period, it adopts a global perspective to better understand the full scope of right-wing politics. HU, SO

*** PLSC 471a, Individual Reading for Majors** Andrea Aldrich

Special reading courses may be established with individual members of the department. They must satisfy the following conditions: (1) a prospectus describing the nature of the program and the readings to be covered must be approved by both the instructor and the director of undergraduate studies; (2) the student must meet regularly with the instructor for an average of at least two hours per week; (3) the course must include a term essay, several short essays, or a final examination; (4) the topic and/or content

must not be substantially encompassed by an existing undergraduate or graduate course. All coursework must be submitted no later than the last day of reading period.

* **PLSC 474a, Directed Reading and Research for Junior Intensive Majors** Andrea Aldrich

For juniors preparing to write yearlong senior essays as intensive majors. The student acquires the methodological skills necessary in research, identifies a basic reading list pertinent to the research, and prepares a research design for the project. All coursework must be submitted no later than the last day of reading period.

* **PLSC 480a or b, One-Term Senior Essay** Andrea Aldrich

For seniors writing the senior essay who do not wish, or are unable, to write the essay in a department seminar. Students must receive the prior agreement of a member of the department who will serve as the senior essay adviser, and must arrange to meet with that adviser on a regular basis throughout the term.

* **PLSC 490a or b, The Senior Colloquium** Maria Jose Hierro

Presentation and discussion of students' research proposals, with particular attention to choice of topic and research design. Each student frames the structure of the essay, chooses research methods, begins the research, and presents and discusses a draft of the introductory section of the essay. Enrollment limited to Political Science majors writing a yearlong senior essay.

* **PLSC 491a, The Senior Essay** Andrea Aldrich

Each student writing a yearlong senior essay establishes a regular consultation schedule with a department member who, working from the prospectus prepared for PLSC 490, advises the student about preparation of the essay and changes to successive drafts. Enrollment limited to Political Science majors writing a yearlong senior essay.