DEPARTMENT OF POLITICAL SCIENCE

Chair

• William Howell

Professors

• John J. Brehm
• Cathy Cohen
• Michael Dawson
• Scott Gehlbach, Public Policy
• John Mark Hansen
• Gary Herrigel
• William Howell, Public Policy
• John McCormick
• John J. Mearsheimer
• J. Eric Oliver
• John F. Padgett
• Robert Pape
• Jennifer Pitts, Social Thought
• Susan Stokes
• Nathan Tarcov, Social Thought
• Lisa Wedeen
• Dali Yang
• Linda Zerilli

Associate Professors

• Michael Albertus
• Benjamin Lessing
• Sankar Muthu
• Monika Nalepa
• Paul Poast
• Paul Staniland

Assistant Professors

• Ruth Bloch Rubin
• Austin Carson
• Chiara Cordelli
• Adom Getachew
• Robert Gulotty
• Demetra Kasimis
• Matthew Landauer
• Zhaotian Luo
• Andrew McCall
• Patricia Posey
• Rochelle Terman
• James Wilson

Emeritus Faculty

• Charles Lipson
• Gerald N. Rosenberg
• William Sewell
• Duncan Snidal
• Ronald Suny
The Department of Political Science offers a course of study leading to the PhD degree. A departmental faculty committee makes admission decisions based on an assessment of all the material required in the University application: biographical data, statement of interests and goals in graduate school, transcripts of grades, letters of recommendation, Graduate Record Examination scores, and a writing sample. Committee members want to know what applicants find intellectually exciting and why applicants want to study at the University of Chicago.

The department is committed to training doctoral students in political science, broadly conceived. Our department has a long history of defining some of the most enduring empirical and theoretical debates within political science. We further believe that the best work in political science often crosses subfields and disciplines. Our aim is to help students develop and pursue their intellectual interests while grounding them in the various approaches and methodologies that characterize the modern discipline. Program requirements include a mix of research papers, coursework, and exams so that students can achieve these goals as they proceed expeditiously towards the PhD degree.

**The Graduate Program**

Students must complete sixteen courses for quality grades by the end of the second year. Twelve of the sixteen courses must be courses taught by Department faculty, which includes visiting and associate members. In the first year, students should plan on completing a total of nine courses for quality grades. In the second year, students should plan on completing at least seven courses for quality grades. PLSC 50000 Dissertation Proposal Seminar (offered in the Winter Quarter) is required of third year students and does not count as one of the sixteen required courses.

The Department strongly recommends that all graduate students acquire the skill set necessary for successful progress as producers of research within the first two years of coursework. The notion of a skill set will vary with the specific research interests of the students. Students are expected to discuss with their advisors the skill set they will need, and together they will agree on a program of study. The normal expectation for first-year quantitatively-oriented graduate students will include courses on matrix algebra, programming, linear models, and causal identification. Such students also regularly take courses in social choice and game theory. For those students who intend to pursue political theory and qualitative research, the skill set is less established but may entail language training, ethnography training, interpretive methods, archival research, or other methodological courses.

The Department currently offers comprehensive exams in six fields: Theory, American Politics, Comparative Politics, International Relations, Quantitative Methods, and Formal Theory.

Course prerequisites for comprehensive exams typically include either a field seminar that is offered no less than once every other year or a sequence or collection of courses that are offered over two years. All fields provide the materials students should master in order to be considered ‘certified’ in that area. The Department offers exams during the month of June each year. Some students—such as those entering the program with prior graduate work in political science or who complete the necessary prerequisites for an exam in their first year of study—may take one comprehensive exam after the first year and the second exam at the end of the second year. All other students will take both exams at the end of the second year.

The MA thesis offers an early opportunity for students to undertake a substantial work of independent research and advances a number of objectives, some substantive, others more procedural. The MA thesis can offer an opportunity to launch dissertation research, to secure a publication in a professional journal, to test the viability of an idea or topic that might possibly lead to a dissertation, or to conduct work in an area students know will not be part of the dissertation but that they would like to investigate more deeply than is possible in coursework. The MA thesis gives students the experience of independent research at a manageable scale, before developing a full-fledged dissertation topic. The thesis also can help students to gain a sense of how the germ of
an idea becomes an article-length piece of writing (through literature review, the IRB process, operationalization of a question, elaboration of a distinctive argument in relation to existing literature, etc.).

Students are encouraged to begin thinking about their MA thesis in the context of their courses, and to consider seminar papers as bases for an MA thesis. Students also may choose to enroll in PLSC 40100 Thesis Preparation with their main thesis advisor. Students may take up to two units of Thesis Preparation to count toward the sixteen required courses. The final draft of the MA paper is due no later than November 15 of the third year, though in consultation with advisors students may choose to submit the MA well in advance of this deadline.

Students who have prior graduate work may use as many as five graduate courses completed at other universities to count towards fulfillment of the department’s course requirement. Graduate courses previously completed within our department will count on a one-to-one basis towards the fulfillment of the department’s course requirement. Students may not use an MA thesis written elsewhere as a substitute for the MA thesis here. The only exception is MA theses written at the University of Chicago, where one of the faculty advisors is in the Department. Students may use a prior MA thesis as the basis for the MA thesis with the consent of faculty advisors, following the above deadlines.

Mentored practical pedagogical experience is a program requirement. To satisfy the requirement, students can serve as teaching assistants in undergraduate lecture courses and in the department’s methodology sequence. Advanced graduate students, selected as Grodzins Prize Lecturers, offer their own undergraduate courses. There are also opportunities to serve as teaching interns and instructors in the College’s undergraduate core curriculum and as preceptors who assist the undergraduate majors with the writing of BA papers.

After completing courses and exams, students turn to the PhD dissertation. The first step is a dissertation proposal that briefly outlines the research question, significance, argument, and method of the dissertation. PLSC 50000 The Dissertation Proposal Seminar, required in the winter quarter of the third year, is a weekly seminar devoted solely to the presentation and collective discussion of several drafts of each student’s dissertation proposal. The proposal must be approved by a committee of three faculty who agree to supervise the dissertation research and present the proposal for departmental approval. The deadline for this approval is June 1 of the third year.

Although advanced graduate research and writing is often a solitary enterprise, students in the department also typically continue to participate in one or more workshops, which are mainly devoted to students’ presentation of research in progress for discussion and constructive criticism. Political science students participate in workshops devoted to American Politics, Comparative Politics, East Asia, Political Economy, Political Psychology, Political Theory, and International Politics, to name just a few. There are many other interdisciplinary workshops throughout the University ranging from Law and Economics, to Gender and Sexuality, to Russian Studies, all of which are open to political science students.

Upon receiving final approval of the dissertation by the members of the dissertation committee, the candidate gives a formal presentation based on the dissertation. Following the presentation, which is open to the public, the candidate is questioned by an examining committee of at least three faculty members.

For more information about current faculty, students, requirements, and courses, consult the department webpage at http://political-science.uchicago.edu/.

**INFORMATION ON HOW TO APPLY**

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines, and department specific information is available online at: https://apply-ssd.uchicago.edu/apply/.

Questions pertaining to admissions and aid should be directed to ssd-admissions@uchicago.edu or (773) 702-8415.

**POLITICAL SCIENCE COURSES FOR 2020-21**

**PLSC 30102. Introduction to Causal Inference. 100 Units.**

This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent such as STAT 224/PHHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for ‘Advanced Topics in Causal Inference’ and ‘Mediation, moderation, and spillover effects.’
PLSC 30700. Introduction to Linear Models. 100 Units.
This course will provide an introduction to the linear model, the dominant form of statistical inference in the social sciences. The goals of the course are to teach students the statistical methods needed to pursue independent large-n research projects and to develop the skills necessary to pursue further methods training in the social sciences. Part I of the course reviews the simple linear model (as seen in STAT 22000 or its equivalent) with attention to the theory of statistical inference and the derivation of estimators. Basic calculus and linear algebra will be introduced. Part II extends the linear model to the multivariate case. Emphasis will be placed on model selection and specification. Part III examines the consequences of data that is ‘poorly behaved’ and how to cope with the problem. Depending on time, Part IV will introduce special topics like systems of simultaneous equations, logit and probit models, time-series methods, etc. Little prior knowledge of math or statistics is expected, but students are expected to work hard to develop the tools introduced in class.

Instructor(s): J. Hansen Terms Offered: Winter

PLSC 30901. 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): M. Nalepa Terms Offered: Autumn
Prerequisite(s): PLSC 40801 Social Choice Theory and PLSC 43401 Mathematical Foundations of Political Methodology or consent of instructor
Equivalent Course(s): PLSC 29102

PLSC 31000. 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: Winter
Prerequisite(s): PLSC 30901 or equivalent and consent of instructor. Undergraduates by consent only.
Equivalent Course(s): PLSC 29103

PLSC 31101. Computational Tools for Social Science. 100 Units.
The purpose of this course is to provide graduate students with the critical technical skills necessary to conduct research in quantitative/computational social science. This course is not an introduction to statistics, computer science, or specialized social science methods. Rather, the focus will be on practical skills necessary to be successful in further methods work. The first portion of the class introduces students to basic computer literacy, terminologies, and programming languages, covering Bash, R, and Git. The second part of the course provides students the opportunity to use the skills they learned in part 1 towards practical applications such as webscraping, data collection through APIs, automated text analysis, etc. We will assume no prior experience with programming or computer science.

Instructor(s): R. Terman Terms Offered: Autumn

PLSC 31410. Advanced Theories of Gender and Sexuality. 100 Units.
Beginning with the breakup of the New Left and the proliferation of ‘new social movements’ such as feminism, Black Power, and gay liberation, this seminar explores the key debates around which gender and sexuality were articulated as politically significant categories. How did feminist and queer politics come to be scripted increasingly in terms of identity and its negation? To what extent has a juridical and state-centered conception of politics come to displace quotidian practices of freedom and world-building? What are the limits to rights-oriented political movements? What are the political implications of the recent ontological turn to affect in feminist and queer theory?

Instructor(s): Linda Zerilli Terms Offered: Winter
Note(s): Undergraduates by consent only.
Equivalent Course(s): GNSE 21400, PLSC 21410, ENGL 21401, MAPH 36500, GNSE 31400, ENGL 30201

PLSC 31717. Plato on Love and Friendship. 100 Units.
This course will explore Plato’s understanding of love and friendship, their relations between them and relations to philosophy and politics through an introductory reading of his Phaedrus and Lysis.

Instructor(s): Nathan Tarcov Terms Offered: Autumn. Course will be offered Autumn 2020
Prerequisite(s): Open to undergrads by consent.
Equivalent Course(s): SCTH 31717, FNDL 21720
PLSC 31718. Machiavelli’s Prince. 100 Units.
A reading of THE PRINCE supplemented by relevant portions of Machiavelli’s DISCOURSES, FLORENTINE HISTORIES, and letters and selected secondary literature.
Instructor(s): Nathan Tarcov Terms Offered: Winter. Course to be taught Winter 2021
Equivalent Course(s): SCTH 31718

PLSC 35311. Models of Ancient Politics I: Athens, Sparta, Rome. 100 Units.
This course begins a two-quarter sequence on Athens, Sparta, and Rome as models of politics and their subsequent reception and appropriation in the history of Western political thought. This quarter, we will focus on understanding the institutions, political culture, and political theory of ancient Greece and Rome through an engagement with ancient texts and modern scholarship. Readings will include Thucydides, Plato, Aristotle, Xenophon, Plutarch, Polybius, Livy, and Sallust.
Instructor(s): M. Landauer Terms Offered: Winter
Equivalent Course(s): PLSC 25311

PLSC 35312. Models of Ancient Politics II: Modern Receptions. 100 Units.
This is the second course in a two-quarter sequence on the importance of Athens, Sparta, and Rome for Western political theory. This quarter we will focus on the reception and appropriation of ancient political models in modern European political thought. Authors to be read include Machiavelli, Montesquieu, Adams, Hume, Rousseau, Mill, and Grote, as well as modern scholars.
Instructor(s): M. Landauer Terms Offered: Spring
Equivalent Course(s): PLSC 25312

PLSC 35500. Public Opinion. 100 Units.
A close examination of techniques employed, categories utilized and assumptions made by contemporary American students of public opinion. Criticism of these approaches from historical, philosophical and comparative perspectives will be encouraged.
Instructor(s): E. Oliver Terms Offered: Winter

PLSC 35901. Enlightenment Political Thought. 100 Units.
A comparative examination of the political thought of Thomas Hobbes, Jean-Jacques Rousseau, and Immanuel Kant, with a focus upon the interrelated themes of freedom and authority; resistance and domination; and equality and inequality. We will also consider these political theories in the context of earlier sixteenth century texts on tyranny and resistance, such as the Vindiciae, Contra Tyrannos and La Boétie’s Discourse on Voluntary Servitude, and in comparison with Enlightenment writings by John Locke and David Hume.
Instructor(s): S. Muthu Terms Offered: Autumn
Equivalent Course(s): LLSO 26920, PLSC 26920

PLSC 36920. Freedom, Justice and Legitimacy. 100 Units.
In this course we will explore two main questions, which are central to both contemporary political theory and political discourse: (1) how different concepts and conceptions of freedom ground different theories of social justice and political legitimacy and (2) how to understand the relationship between justice and legitimacy. To what extent are justice and legitimacy separate ideas? Does legitimacy require justice? Are just states necessarily legitimate? We will critically analyze and normatively assess how different contemporary theories have answered, whether explicitly or implicitly, such questions. The course will focus on five major contemporary theories: liberal-egalitarianism as represented by the work of John Rawls; libertarianism, as represented by the work of Robert Nozick, neo-Lockean theories as represented by the work of John Simmons, neo-republicanism as represented by the work of Philip Pettit, and neo-Kantian theories as represented by the work of Arthur Ripstein.
Instructor(s): C. Cordelli, J. Wilson Terms Offered: Autumn
Equivalent Course(s): LLSO 26920, PLSC 26920

PLSC 37301. 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: Spring
Prerequisite(s): Consent of instructor.
Equivalent Course(s): PLSC 27301, FNDL 27301

PLSC 37323. Leo Strauss and Lucretius On the Nature of Things. 100 Units.
I shall discuss Leo Strauss’s ‘Notes on Lucretius’ (1968) and Lucretius’ DE RERUM NATURA with a special focus on the relation of philosophy and poetry.
Terms Offered: Spring. Course will be taught spring 2021
Note(s): Undergrads with consent only.
Equivalent Course(s): PHIL 37323, CLAS 36720, FNDL 27323, SCTH 37323

PLSC 38602. 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 28602

PLSC 38765. The Politics of Authoritarian Regimes. 100 Units.
This course provides an overview of topics related to politics in authoritarian regimes. We begin by introducing the concept of authoritarianism: how it differs from democracy and how authoritarian regimes differ from each other. We then investigate the tools authoritarian rulers employ to maintain power, including institutions, policies, and tactics, and we examine the effects and side effects of these tools. Finally, we study transitions of power and of institutions, both on the way out of authoritarianism (democratization) and on the way in (democratic backsliding). Students who take this course will acquire a broad understanding of authoritarian politics and how it is covered in the literature.

Instructor(s): Scott Gehlbach; Zhaotian Luo Terms Offered: Winter
Prerequisite(s):
Note(s): Prior recommended coursework: one semester in Statistics (Stats 220 or equivalent) and current or prior training in game theory (PBPL 222, Social Science Inquiry core, or equivalent).
Equivalent Course(s): PBPL 28765, PPHA 38765, PLSC 28765

PLSC 39501. International Political Economy. 100 Units.
This graduate seminar focuses on the prevailing theoretical and empirical research programs in international political economy (IPE). The course will introduce a variety of frontier research problems that animate current work in the field as well as provide experience evaluating empirical research. We will discuss relations between international markets and politics: mass politics, domestic political institutions, and international politics. A central goal of the course is to generate ideas for student research, including papers and dissertation topics.

Instructor(s): R. Gulotty Terms Offered: Spring

PLSC 40000. Readings: Political Science. 100 Units.
This is a general reading and research course for independent study.

PLSC 40100. Thesis Preparation: Polsci. 100 Units.
This is an independent study course related to master’s paper or dissertation research.

PLSC 40315. Black Fugitivity & Fugitive Democracy Radical Democratic Theory and Race. 100 Units.
What kind of rhetorical and political work is the trope of ‘fugitivity’ being used to perform by scholars across the humanities and social sciences? How should we assess its appeal, value, limitations, and dangers? This seminar pursues these broad questions by exploring figurations of fugitivity specifically in political theory and in black studies, in work by Hannah Arendt and Sheldon Wolin on the one hand, and in work by Hortense Spillers, Fred Moten, and Saidiya Hartman on the other hand. In these texts fugitivity gains its meanings by juxtaposing death-like imprisonment and impasse to creative action and vitality, but they represent the meaning, location, protagonists, and characteristic practices of fugitivity differently. How can it be that fugitivity is invoked both to secure and yet also to undo the political? Our goal is to discern the stakes in these differences about sociality, maternity, and blackness, about the democratic and the political. To do so we study texts by Arendt, Wolin, Spillers, Moten and Hartman. We explore debates over Arendt’s intervention into the Little Rock de-segregation struggle, and recent political theory essays on the relation between ‘fugitive democracy’ and ‘black fugitivity.’ We also raise questions about genre, and consider the literary as a form of political theory, by reading Harriet Jacob’s Incidents in the Life of a Slave Girl and Colson Whitehead’s Underground Railroad.

Instructor(s): George Shulman Terms Offered: Spring
Equivalent Course(s): KNOW 40315

PLSC 40600. Seminar on IR Theory. 100 Units.
This course is a PhD-level introductory survey of the major scholarly traditions in the field of International Relations. It provides an introduction to the central theoretical approaches including realism, liberalism, and constructivism and their variants. The course also exposes students to more recent non-paradigmatic research programs, reflections on the field’s development over time, and the recurring ‘meta-debates’ which underlie many of the differences in applied areas. Seminar discussion will identify and criticize the central arguments advanced by different scholars in order to assess the relative merits of different theoretical perspectives. The course is designed to help students prepare for the Department’s IR general exam: assigned and suggested readings are a starting point for building a reading list; the course offers practice with answering exam questions; students will exercise modes of critical analysis during seminar critical to passing the exam.

Instructor(s): R. Pape Terms Offered: Autumn

PLSC 40604. Militant Power Politics. 100 Units.
Is a general theory of militant group violence possible and, if so, what is the core logic? Over the past twenty years, the study of militant power politics has exploded both empirically, but especially theoretically. Today, there are a variety of theories of the causes, conduct and consequences of violence by militant non-state actors. The most important are ideological, religious, ethnic, and strategic theories, which rest on fundamentally different assumptions about the coherence of militant groups, the degree of rationality in their decision-making, and the nature of their dynamics in competition with rival states. This seminar will cover the main theories of militant
power politics, encouraging students to develop their own ideas about the development of general theories to account for major modern militant groups and carry out policy-relevant research in this area.

Instructor(s): R. Pape Terms Offered: Spring

PLSC 40610. Seminar on International Security Affairs. 100 Units.
This course introduces students to a selection of the principal literature that forms the foundation of contemporary international security affairs. One set of topics focus on traditional war-related topics, including the causes of war, sources of military effectiveness, and civilian victimization in war. A second set of topics focuses on pre-war and short-of-war issues, including coercive threats, arms racing under the security dilemma, the nuclear revolution thesis, and grey zone or covert uses of force. A third set of topics focuses on ideas, individuals, and institutions, including security-related international organizations, norms, and leader-level dynamics. Each week, our purpose will be to critically assess the strengths and limits of the central arguments of the readings, on their own terms.

Instructor(s): M. Nussbaum Terms Offered: Autumn

PLSC 40815. New Directions in Formal Theory. 100 Units.
In this graduate seminar we will survey recent journal articles that develop formal (mathematical) theories of politics. The range of topics and tools we touch on will be broad. Topics include models of institutions, behavior, and policy, and will span American politics, comparative politics, and international relations. Tools include game theory, network analysis, simulation, axiomatic choice theory, and optimization theory. Our focus will be on what these models are theoretically doing: What they do and do not capture, what makes one mathematical approach more compelling than another, and what we can ultimately learn from a highly stylized (and necessarily incomplete) mathematical representation of politics. The goal of the course is for each participant, including the professor, to emerge with a new research project.

Instructor(s): A. Carson Terms Offered: Winter

PLSC 41005. Political Economy I: Formal Models of Domestic Politics. 100 Units.
This course provides an overview of formal models of domestic politics that is, the theory of domestic politics as formalized using the language of game theory. The course covers nine classes of models: electoral competition under certainty and uncertainty, special interest politics, veto players, delegation, coalitions, political agency, non-democracy, and regime change. The material assumes prior coursework in game theory and proficiency in differential and integral calculus.

Instructor(s): Gelhbach, S Terms Offered: Winter

Prerequisite(s): PhD Students Only

Equivalent Course(s): PPHA 40102

PLSC 41500. Nationalism in the Age of Globalization. 100 Units.
Nationalism has been the most powerful political ideology in the world for the past two centuries. This course examines its future in the age of globalization, focusing in particular on the widespread belief that it is an outmoded ideology. Specific topics covered in the course include: the causes of nationalism, its effects on international stability, nationalism and empires, globalization and the future of the state, globalization and national identities, the clash of civilizations, American nationalism, and the clash between Zionism and Palestinian nationalism.

Instructor(s): J. Mearsheimer Terms Offered: Spring

PLSC 41501. Foundations of Realism. 100 Units.
The aim of this course is to explore some of the core concepts and theoretical ideas that underpin realist thinking. Given the richness of the realist tradition and the limits of the quarter system, many important issues cannot be addressed in any detail.

Instructor(s): J. Mearsheimer Terms Offered: Winter

PLSC 42020. Tragedy and Philosophy. 100 Units.
Ancient Greek tragedy has been of continuous interest to philosophers, whether they love it or hate it. But they do not agree about what it is and does, or about what insights it offers. We will study the tragic festivals and a select number of tragedies, also consulting some modern studies of ancient Greek tragedy. Then we shall turn to philosophical accounts of the tragic genre, including those of Plato, Aristotle, the Greek and Roman Stoics (especially Seneca), Lessing, Schlegel, Hegel, Schopenhauer, Nietzsche, Iris Murdoch, Sartre, and Bernard Williams. If we have time we will include some study of ancient Greek comedy and its philosophical significance. Admission by instructor permission and it must be sought in email by September 15. Prerequisite: An undergraduate major in philosophy or some equivalent solid philosophy preparation, plus my
permission. This is a 500 level course. Ph.D. students in Philosophy, Classics, and Political Theory may enroll without permission. Law students with ample philosophical background are welcome to enroll but should ask me first. Undergraduates may not enroll. Equivalent Course(s): PHIL 50250, CLAS 42020, RETH 50250

PLSC 42315. Democracy, Populism and Plutocracy. 100 Units.
How should contemporary democratic societies address the threat to liberty and equality posed by increasing economic inequality and intensifying oligarchic encroachment? Is populism a legitimate response, and if so what kind of populism? Readings include: Arendt, Green, Laclau Levitsky and Ziblatt, Mouffe, Ranciere, Rosanvallon, Urbinati, Winters and Wolin. Instructor(s): J. McCormick Terms Offered: Spring Note(s): Consent of instructor required.

PLSC 42701. Seminar in Chinese Politics. 100 Units.
This is a research-oriented seminar for graduate students interested in exploring current research on China and in conducting their own research. Our emphasis will be on the changing nature of the Chinese Party-state, and the relations between state and economy and between state and society as the Chinese society, economy and the level of technology have undergone dramatic changes in recent decades. Throughout the course we will also pay attention to the course, dynamics, and challenges of making reform. Though the readings are on China, we are to consider China's development comparatively and in view of recent developments in political science. Instructor(s): D. Yang Terms Offered: Winter

PLSC 42805. Empire, Law, and Global Justice. 100 Units.
In this research seminar we will read recent scholarship examining the law and politics of empire from the early modern period through the early twentieth century. Empires present particular problems of constitutional law, in particular the relationship between center and periphery. They are sites of conflict over membership, commerce, and the rights of colonized peoples. They are arenas in which conceptions of sovereignty, authority, and regulation are created and fought over. We will read works by historians, political scientists, and legal scholars that situate these issues in the context of particular empires, in both the Atlantic and Pacific worlds, as well as in relation to a more broadly imperial global order. Instructor(s): J. Pitts Terms Offered: Winter Equivalent Course(s): PLSC 22805, SCTL 42805

PLSC 43100. Maximum Likelihood. 100 Units.
The purpose of this course is to familiarize students with the estimation and interpretation of maximum likelihood, a statistical method which permits a close linkage of deductive theory and empirical estimation. Among the problems considered in this course include: models of dichotomous choice, such as turnout and vote choice; models of limited categorical data, such as those for multi-party elections and survey responses; models for counts of uncorrelated events, such as executive orders and bookburnings; models for duration, such as the length of parliamentary coalitions or the tenure of bureaucracies; models for compositional data, such as allocation of time by bureaucrats to task and district vote shares; and models for latent variables, such as for underlying predispositions. The emphasis in this course will be on the extraction of information about political and social phenomena, not upon properties of estimators. Instructor(s): J. Brehm Terms Offered: Autumn Prerequisite(s): PLSC 30700 Intro to Linear Models or consent of instructor.

PLSC 43300. Political Psychology. 100 Units.
This course is about how the human mind can shape our attitudes and behaviors in the realm of politics. Do our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive short-cuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive short-cuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive short-cuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive short-cuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive short-cuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive short-cuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive short-cuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive short-cuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive short-cuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive short-cuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive short-cuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive short-cuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or our personalities matter for our political choices? How much does what we learn from others determine our political beliefs, or is it most given by self-interested status? When we introduce heuristics, or cognitive short-cuts, to our decisions, what biases follow? How much of what we think about politics comes from our sense of identity, or our personalities matter for our personal...
the constructivist agenda in international relations, its boundaries and its critics. In the last part of the course we examine current research in international relations that draws on constructivist methods, including work on the role of norms, epistemic communities, transnational civil society, and the origins of the state.

Instructor(s): R. Terman Terms Offered: Spring

PLSC 43801. Plato’s Legacies. 100 Units.
Some of the most significant efforts to question political theory’s core concepts, unsettle its approaches, and expose its dangerous ideals have depended on major re-interpretations of Plato’s thought. This course investigates the broad critical impulse to treat Plato as the originator of political positions and interpretive assumptions that late modernity frequently seeks to critique and less often to celebrate. We consider the charges of essentialism, authoritarianism, and foundationalism, among others, and ask to what (if any) extent considerations of the texts’ historical contexts and dramaturgical conditions have factored into these assessments. Readings will include works by Popper, Strauss, Arendt, Derrida, Castoriadis, Wolin, Irigaray, Cavarero, Butler, and Rancière alongside Plato’s dialogues. Students are expected to be familiar with Plato’s thought upon enrolling.

Instructor(s): D. Kasimis Terms Offered: Spring

Equivalent Course(s): CLAS 33815

PLSC 43902. U.S. Congress. 100 Units.
The purpose of this seminar is to introduce graduate students to the literature on the U.S. Congress. Although we will read a range of studies with different methodological approaches and theoretical perspectives, including some comparative research, we will focus in particular on the development of the U.S. Congress over time. We will be concerned with analyzing, explaining, and understanding key transformative sequences in American legislative politics-tracing the implications of these transformations through to contemporary times. To discuss these questions in appropriate depth, we will limit our inquiry to Congress as an institution (e.g., internal processes and behavior), discussing congressional campaigns and elections only as they relate to these subjects.

Instructor(s): R. Bloch Rubin Terms Offered: Autumn

PLSC 44205. Decolonization and Political Theory. 100 Units.
This course turns to the renewed attention to decolonization in political theory, intellectual history, and social theory. Reading the recent and growing literature on decolonization, it explores two threads. First, it seeks to understand how the recent work on constitutionalism, popular sovereignty, and indigeneity reframes problem of decolonization, revising and reconfiguring the dilemmas of politics after empire. Second, it examines how the context and lens of decolonization and postcolonial social formations might help us to rethink and reframe key concepts of political theory including democracy and sovereignty. This is reading intensive course focused on recent works rather than primary texts.

Instructor(s): A. Getachew Terms Offered: Winter

PLSC 45501. Black Political Thought: The Problem of Freedom. 100 Units.
In the history of political thought slavery constitutes the paradigmatic metaphor of unfreedom against which normative visions of freedom are articulated. But as historians and theorists have noted, this juxtaposition of slavery and freedom often appears with little regard to the historical experience of the most expansive modern system of slavery-the transatlantic slave trade and chattel slavery in the New World. This course examines the ‘problem of freedom’ by centering this experience. Drawing on texts that range from the slave narrative to the novel, it examines how visions of freedom were articulated through the experience of new world slavery, considers the ambivalence and limits of emancipation and explores why and how the figure of the slave recurs in contemporary political culture. These questions and aims are informed by two broader impulses. First, contemporary political theory has much to gain from a more explicit and nuanced engagement with the experience and legacy of slavery. Second, the transatlantic slave trade and new world slavery are constitutive of black modernity and black political thought. Returning to and rethinking this site is thus one way of better grasping its contours.

Instructor(s): A. Getachew Terms Offered: Spring

Equivalent Course(s): CRES 45510

PLSC 45710. Race and Capitalism. 100 Units.
This course will address issues of race and capitalism.

Instructor(s): Dawson, Michael Katzenstein, Emily Terms Offered: Winter

Equivalent Course(s): CRES 45700

PLSC 46401. Co-evolution of States and Markets. 100 Units.
This course will focus on the emergence of alternative forms of organization control (e.g., centralized bureaucracy, multiple hierarchies, elite networks, and clientage) in different social structural contexts (e.g., the interaction of kinship, class, nation states, markets and heterodox mobilization). Themes will be illustrated in numerous cross-cultural contexts.

Instructor(s): J. Padgett Terms Offered: Winter

Equivalent Course(s): SOCI 40232

PLSC 47703. Exemplary Leaders: Livy, Plutarch, and Machiavelli. 100 Units.
Cicero famously called history the ‘schoolmistress of life.’ This course explores how ancient and early modern authors-in particular, Livy, Plutarch, and Machiavelli-used the lives and actions of great individuals from
the Greek and Roman past to establish models of political behavior for their own day and for posterity. Such figures include Solon, Lycurgus, Alexander, Romulus, Brutus, Camillus, Fabius Maximus, Scipio Africanus, Julius Caesar, and Augustus. We will consider how their actions are submitted to praise or blame, presented as examples for imitation or avoidance, and examine how the comparisons and contrasts established among the different historical individuals allow new models and norms to emerge. No one figure can provide a definitive model. Illustrious individuals help define values even when we mere mortals cannot aspire to reach their level of virtue or depravity. Course open to undergraduates and graduate students. Readings will be in English. Students wishing to read Latin, Greek, or Italian will receive support from the professors.

Instructor(s): J. McCormick, M. Lowrie Terms Offered: Winter
Equivalent Course(s): CLCV 27716, CLAS 37716, FNDL 27716, PLSC 27703

PLSC 48001. Field Seminar in Comparative Politics I. 100 Units.
This seminar broadly surveys the study of comparative politics in contemporary political science.
Instructor(s): S. Stokes Terms Offered: Autumn

PLSC 48101. Field Seminar in Comparative Politics II. 100 Units.
This seminar broadly surveys the study of comparative politics in contemporary political science.
Instructor(s): S. Stokes Terms Offered: Winter

PLSC 48401. Quantitative Security. 100 Units.
Since Quincy Wright’s A Study of War, scholars of war and security have collected and analyzed data. This course guides students through an intellectual history of the quantitative study of war. The course begins with Wright, moves to the founding of the Correlates of War project in the late 1960s, and then explores the proliferation of quantitative conflict studies in the 1990s and 2000s. The course ends by considering the recent focus on experimental and quasi-experimental analysis. Throughout the course, students will be introduced to the empirical methods used to study conflict and the data issues facing quantitative conflict scholars. For students with limited training in quantitative methods, this course will serve as a useful introduction to such methods. For students with extensive experience with quantitative methods, this course will deepen their understanding of when and how to apply these methods.
Instructor(s): P. Poast Terms Offered: Winter
Equivalent Course(s): PPHA 39830

PLSC 49500. American Grand Strategy. 100 Units.
This course examines the evolution of American grand strategy since 1900, when the United States first emerged on the world stage as a great power. The focus is on assessing how its leaders have thought over time about which areas of the world are worth fighting and dying for, when it is necessary to fight in those strategically important areas, and what kinds of military forces are needed for deterrence and war-fighting in those regions.
Instructor(s): J. Mearsheimer Terms Offered: Winter
Equivalent Course(s): PLSC 28400

PLSC 50000. Dissertation Proposal Seminar. 100 Units.
A weekly seminar devoted to the presentation and collective discussion of several drafts of each student’s dissertation proposal.
Instructor(s): L. Zerilli Terms Offered: Winter

PLSC 51404. Global Inequality. 100 Units.
Global income and wealth are highly concentrated. The richest 2% of the population own about half of the global assets. Per capita income in the United States is around $47,000 and in Europe it is around $30,500, while in India it is $3,400 and in Congo, it is $329. There are equally unsettling inequalities in longevity, health, and education. In this interdisciplinary seminar, we ask what duties nations and individuals have to address these inequalities and what are the best strategies for doing so. What role must each country play in helping itself? What is the role of international agreements and agencies, of NGOs, of political institutions, and of corporations in addressing global poverty? How do we weigh policies that emphasize growth against policies that emphasize within-country equality, health, or education? In seeking answers to these questions, the class will combine readings
on the law and economics of global development with readings on the philosophy of global justice. A particular focus will be on the role that legal institutions, both domestic and international, play in discharging these duties. For example, we might focus on how a nation with natural resources can design legal institutions to ensure they are exploited for the benefit of the citizens of the country.

Instructor(s): M. Nussbaum; D. Weisbach Terms Offered: Winter
Prerequisite(s): Students will be expected to write a paper, which may qualify for substantial writing credit.
Note(s): This is a seminar scheduled through the Law School, but we are happy to admit by permission about ten non-law students.
Equivalent Course(s): RETH 51404, PHIL 51404

PLSC 51512. Workshop: Law and Philosophy. 50 Units.

(++, A, CORE, SRP, WP, CL, SEM) The year-long Workshop will expose students to work in ‘general jurisprudence’ from roughly the last five years, including some new and forthcoming work. General jurisprudence is that part of philosophy of law concerned with the central questions about the nature of law, the relationship between law and morality, and the nature of legal reasoning. Confirmed speakers include Emid Ataq (Cornell), Julie Dickson (Oxford), David Plunkett (Dartmouth), Stephen Sachs (Duke), and Kevin Toh (University College London). Students who have taken Leiter’s ‘Jurisprudence I’ course at the law school are welcome to enroll. Students who have not taken Jurisprudence I must contact the instructor with information about their prior study of legal philosophy. Detailed familiarity with Hart’s The Concept of Law and Dworkin’s criticisms of Hart is essential. A final paper of 20-25 pages is required.
Instructor(s): Matthew Etchemendy; Brian Leiter Terms Offered: Autumn Spring Winter
Prerequisite(s): Any students who has not taken Jurisprudence I with Prof. Leiter must get instructor approval.
Students should contact Prof. Leiter with detailed information about their prior study of legal philosophy: where, with whom, what texts were studied. Learning Outcomes Include: ● Be familiar with the general approaches to the study of law and legal reasoning. ● Demonstrate the ability to identify and understand key concepts in substantive law, legal theory, and procedure. ● Demonstrate the ability to conduct legal research. ● Demonstrate communication skills, including oral advocacy. ● Demonstrate an understanding of the interdisciplinary nature of law and the contributions that other disciplines can make to the study of law.
Note(s): Students must enroll for all three quarters to receive credit.
Equivalent Course(s): RETH 51301, HMRT 51301, GNSE 50101, PHIL 51200

PLSC 53101. Seminar: 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). An emphasis in this course will be the methodologies and research agendas utilized by scholars in this field.
Instructor(s): M. Dawson Terms Offered: Spring

PLSC 61901. Colloquium: Historical Texts of Hindu Nationalism. 100 Units.
This course will discuss and analyze some classic texts of Hindu nationalism, including those by Vivekananda, Savarkar, Golwalkar, and others.
Instructor(s): D. Chakrabarty and J. Pitts Terms Offered: Spring
Equivalent Course(s): HIST 61901, SALC 61901