Department of Political Science

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, 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 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.

Students are required to take and pass a comprehensive exam in the main field by the beginning of the third year. 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 September 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 the exam after the first year. Students are also required to meet a course distribution requirement for the secondary subfield by the end of the second year. Courses and criteria for meeting the requirement will be determined by each subfield.

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 paper in the context of their courses, and to consider seminar papers as bases for an MA paper. 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 May 15 of the second 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 paper 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.

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 the end of Autumn Quarter of the fourth 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 in 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, and requirements, 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://socialsciences.uchicago.edu/admissions/how-to-apply (https://socialsciences.uchicago.edu/admissions/how-to-apply/).

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

POLITICAL SCIENCE COURSES

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/PBHS 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." Equivalent Course(s): CHDV 20102, MACS 51000, SOCI 30315, STAT 31900, PBHS 43201, CHDV 30102

PLSC 30123. Large-Scale Computing for the Social Sciences. 100 Units. Computational social scientists increasingly need to grapple with data that is too big and code that is too resource intensive to run on a local machine. Using Python, students in this course will learn how to effectively scale their computational methods beyond their local machines --optimizing and parallelizing their code across clusters of CPUs and GPUs, both on-premises and in the cloud. The focus of the course will be on social scientific applications, such as: accelerating social simulations by several orders of magnitude, processing large amounts of social media data in real-time, and training machine learning models on economic datasets that are too large for an average laptop to handle. Equivalent Course(s): MAPS 30123, MACS 30123

PLSC 30230. Contemporary Democratic Theory: Realism, Deliberative Democracy, and Agonism. 100 Units. What is democracy? Is democracy a matter of finding consensus or regulating dissent? How might we go about making our own society more democratic? Should we strive for more democracy or is democracy merely
a means to an end? What is the relationship between democratic theory and practice? This course will consider
leading attempts in contemporary democratic theory to grapple with these questions and many more. We will
consider both the foundational texts of contemporary democratic theory including Hannah Arendt, Carl Schmitt,
Jurgen Habermas, and Robert Dahl, and then build from those texts to see how contemporary theorists have
attempted to rearticulate, redefine, redesign, and revolutionize democracy in the past 25 years.
Equivalent Course(s): PLSC 20406, MAPS 20230, MAPS 30230
PLSC 30235. Computing for the Social Sciences. 100 Units.
This is an applied course for social scientists with little-to-no programming experience who wish to harness
growing digital and computational resources. The focus of the course is on learning the basics of programming
and on generating reproducible research. Topics include coding concepts (e.g., data structures, control structures,
functions, etc.), data visualization, data wrangling and cleaning, version control software, exploratory data
analysis, etc. Students will leave the course with basic computational skills implemented through many methods
and approaches to social science; while students will not become expert programmers, they will gain the
knowledge of how to adapt and expand these skills as they are presented with new questions, methods, and
data. The course will be taught in R.
Equivalent Course(s): MAPS 30500, ENST 20550, PSYC 30510, SOCI 40176, MACS 20500, SOS C 26032, CHDV
30511, MACS 30500, SOCI 20278
PLSC 30301. American Politics Field Seminar I. 100 Units.
A survey of some of the main themes, topics and approaches in the study of American politics and government.
Equivalent Course(s): PLSC 22301
PLSC 30320. Race and the Politics of Vulnerability. 100 Units.
This course will borrow from and build on the work of W.E.B Dubois, who asks in his canonical text, The Souls
of Black Folk, what does it feel like to be a problem. Throughout the quarter, we will interrogate the question:
what does it feel like to be a vulnerable subject in a vulnerable political and economic system. Moreover, how
do we build solidarities of resistance under such conditions? Our engagement with DuBois reminds us that
explorations of vulnerability cannot be divorced from engagements with the racial order, white supremacy, and
racial capitalism. For many years vulnerability was thought to be the purview primarily of the self-help domain,
understood largely at an individual level. However, feminist scholars remind that us a more radical imagining of
political vulnerability ties us to others collectively, demands a shared accountability to and for others, focuses
not only on the individual but also the structural, and under the best conditions necessitates that we imagine new
ways of being and new worlds of possibility. Thus, centering vulnerability in our political analyses means using
the lens of vulnerability not only as a means of critique, but also as a generative space of possibility. Throughout
the quarter, we will explore how the idea and experience of vulnerability as it intersects with race and racial
order relates to and shapes our politics today and how it facilitates or hinders a politics of solidarity moving
forward.
Equivalent Course(s): CRES 22302, PLSC 20200, RDIN 30200, RDIN 20200
PLSC 30401. American Politics Field Seminar II. 100 Units.
A survey of some of the main themes, topics and approaches in the study of American politics and government.
PLSC 30500. Introduction to Quantitative Social Science. 100 Units.
This is the first course in the quantitative methods sequence in political science. Students will build skills to
execute and evaluate key research designs for causal and descriptive research. The course also lays the necessary
foundation for future coursework in quantitative methods.
PLSC 30501. Introduction to Research Design. 100 Units.
This course is an introduction to research design as practiced by political scientists from all subfields. The
first part of the course pays particular attention to formulating precise research questions; the structure and
content of theories; the formulation of testable hypotheses, and the logic of empirical tests. The second part of the
course considers different epistemic approaches to research design in political science starting with the highly
influential approach advanced in Designing Social Inquiry. Critics of the work from both within and outside of
DSF’s epistemical framework are considered. We end the course with consideration of the challenges and potential of
research designs constructed to investigate causal inference.
PLSC 30502. Race, Freedom, and the State. 100 Units.
The rise of popular abolitionist movements over the past two decades has brought renewed attention to the
complicity of the state (broadly understood) in maintaining structures of racial domination. Since the early
modern period, however, democratic, liberal, and republican political theorists have sought to reconcile state
power with the idea of freedom-sometimes postulating the formation of the state as freedom’s precondition.
While scholars and activists have advanced a wide array of arguments about the proper role of the state in
dismantling racial domination, the discourse of abolition at times encourages suspicion toward using state
power for the purpose of realizing racial justice. In this course we will engage contemporary dissatisfaction with
the state by turning back to the development of the idea of the modern state and its relationship to racialized
regimes of domination. We will ask, why did early modern and modern thinkers tie the ideal of freedom to
the establishment of the state? In what ways were these theories of the state bound up with the practice of
racial domination and hierarchy? Can we reimagine the state so that its institutions promulgate racial justice
and equality? Or would movements for freedom and equality find more useful theoretical resources in anti-
statist traditions? Authors that we will cover include Jean-Jacques Rousseau, Georg Hegel, W.E.B. Du Bois, Lucy Parsons, Cedric Robinson, Charles Mills, Angela Davis, and Saidiya Hartman

Equivalent Course(s): PLSC 20500, RDIN 30500, RDIN 20500

**PLSC 30506. Cities, Space, Power: Introduction to urban social science. 100 Units.**

This lecture course provides a broad, multidisciplinary introduction to the study of urbanization in the social sciences. The course surveys a broad range of research traditions from across the social sciences, as well as the work of urban planners, architects, and environmental scientists. Topics include: theoretical conceptualizations of the city and urbanization; methods of urban studies; the politics of urban knowledges; the historical geographies of capitalist urbanization; political strategies to shape and reshape the built and unbuilt environment; cities and planetary ecological transformation; post-1970s patterns and pathways of urban restructuring; and struggles for the right to the city.

Equivalent Course(s): CCCT 30506, SOCI 30506, SOCI 20506, HIPS 20506, CHSS 30506, ENST 20506, KNOW 30506, PLSC 20506, ARCH 20506, CHST 20506, CEGU 20506

**PLSC 30521. Sociology of urban planning: cities, territories, environments. 100 Units.**

This course provides a high-intensity introduction to the sociology of urban planning practice under modern capitalism. Building upon urban sociology, planning theory and history as well as urban social science and environmental studies, we explore the emergence, development and continual transformation of urban planning in relation to changing configurations of capitalist urbanization, modern state power, sociopolitical insurgency and environmental crisis. Following an initial exploration of divergent conceptualizations of "planning" and "urbanization," we investigate the changing sites and targets of planning; struggles regarding the instruments, goals and constituencies of planning; the contradictory connections between planning and diverse configurations of power in modern society (including class, race, gender and sexuality); and the possibility that new forms of planning might help produce more socially just and environmentally sane forms of urbanization in the future.

Equivalent Course(s): KNOW 30521, ARCH 20521, PBPL 20521, CHST 20521, ENST 20521, SOCI 30521, PPHA 30521, GEOG 20521, PLSC 20521, SOCI 20521, CEGU 20521

**PLSC 30600. Causal Inference. 100 Units.**

This is the second course in quantitative methods in the Political Science PhD program. The course is an introduction to the theory and practice of causal inference from quantitative data. It will cover the potential outcomes framework, the design and analysis of experiments, matching, weighting, regression adjustment, differences-in-differences, instrumental variables, regression discontinuity designs and more. Students will examine and implement these approaches through a variety of examples from across the social sciences. The course will use the R programming language for statistical computing.

**PLSC 30700. Introduction to Linear Models. 100 Units.**

This is the third course in quantitative methods in the Political Science PhD program. 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.

**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.

Equivalent Course(s): PLSC 29102, HMRT 29102

**PLSC 30904. Religion and State in Israel and the Middle East. 100 Units.**

Religion and State in Israel and the Middle East

Equivalent Course(s): HIST 36006, JWSC 20904, NEHC 20904, NEHC 30904

**PLSC 30999. International Migration. 100 Units.**

This course examines the drivers of international migration and its consequences for international politics. Students will consider the reasons people move from one country to another, and analyze how states and international organizations facilitate, obstruct, and deter people from crossing borders. The goal of the course is to provide students with a strong foundation for understanding the key theoretical, legal, and political concepts that shape current debates over international migration. Using an interdisciplinary approach, the course covers themes such as how globalization, global capitalism, conflict, and climate change impact contemporary patterns of regular and irregular migration, how states and the international community respond to forced displacement, and the ways in which border externalization, militarization, and surveillance are proliferating throughout the globe. Students will write one op-ed advocating for a change or continuation in current approaches to managing
migration, and two policy papers examining two separate case studies related to international migration. A key component of this course is editing and analyzing others’ work.
Equivalent Course(s): INRE 39550, PLSC 20999

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.
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 the opportunity to use the skills they learned in part 1 towards practical applications such as web-scraping, data collection through APIs, automated text analysis, etc. We will assume no prior experience with programming or computer science.

PLSC 31225. Conflicting Theories of Justice and Law. 100 Units.
This class studies prominent types of theories of justice, looking at their implications for law. The focus of the course will be on understanding the arguments that support each theory and on constructing a substantive and respectful debate among them. In each case both historical and recent readings will be chosen. Theories will include: liberal, socio-democratic, conservative, libertarian, and Marxian. We will then take up issues of race and gender, examining the implications of the diverse theories for the contemporary legal treatment of questions in these areas.
Equivalent Course(s): PHIL 31205, PLSC 21225, PHIL 21205, RETH 31205

PLSC 31410. Advanced Theories of Gender and Sexuality. 100 Units.
Beginning with the fraught legacy of the New Left and the proliferation of “new social movements” such as feminism and gay liberation, this seminar explores the key debates around which gender and sexuality were articulated as tenacious but open structures of power subject to political critique and social transformation. The relatively stable yet dynamic character of what Gayle Rubin in 1975 famously called “the sex/gender system” raises basic questions of structure and event: (1) how are systemic relations of domination and rule historically constituted and sustained over time?; and (2) how can that which is regularly reproduced be not only momentarily interrupted, but fundamentally altered through both quotidian and extraordinary forms of action and worlding? The unexpected character of the new social movements called for a radical rethinking of structures and their transformation. Haunted by unpredictable forms of resistance, heteropatriarchal structures challenged theorists and activists to forge new frameworks of critique that refigured basic concepts of power, subjectivity, and agency. These frameworks are examined with an eye to how racialized sexuality and gender are created and contested in the context of modern biopolitical capitalism and its constitution of naturalized conceptions of rule.
Equivalent Course(s): GNSE 21400, CCCT 21400, MAPH 36500, GNSE 31400, PLSC 21410, ENGL 30201, CCCT 31400, ENGL 21401

PLSC 31510. Introduction to Text as Data for Social Science. 100 Units.
Social scientists increasingly use large quantities of text-based data to address problems in industry and academy. This course provides students with an overview of popular techniques for collecting, processing, and analyzing text data from a social science perspective. We will first learn how to collect text data from a variety of sources, including application programming interfaces (APIs) and web-scraping. The second portion of the class provides an overview of popular methods to analyze text data, including sentiment analysis, topic models, supervised classification, and word embeddings. The course is applied in nature. While many of the techniques we discuss have their origins in computer science or statistics, this is not a CS or statistics course. Ultimately, the goal is to introduce students to modern techniques for computational text analysis and help them apply these methods to their own research.
Equivalent Course(s): PLSC 21510

PLSC 31700. Foundations of Human Rights. 100 Units.
This seminar will provide graduate students with an advanced introduction to the study of human rights, covering key debates in history, law, philosophy, political science, international relations, social science, and critical theory. As a graduate seminar, this will be a small class (capped at 20 students), and a strong emphasis will be placed on in-class discussion and debate. The course will examine cutting-edge research on topics including: the origins of human rights (Section I); the concept of human dignity (Section II); the nature and grounds of human rights (Section III); the relationship between human rights morality and law (Section IV); the legality and morality of humanitarian intervention (Section V); the feasibility and claimability of human rights (Section VI); contemporary criticisms of human rights (Section VII); human rights and the accommodation of diversity (Section VIII); and the future of human rights (Section IX).
Equivalent Course(s): HIST 39420, HMRT 30600

PLSC 31716. Xenophon's Socrates. 100 Units.
This course offers an introductory reading of Xenophon's Socratic works, which provide the chief alternative to Plato's Socratic dialogues. We will read and discuss Xenophon's Apology of Socrates, Symposium, Oeconomicus, and Memorabilia, make some comparisons to Platonic works, and consider some secondary interpretations. Themes may include piety, teaching and corruption, virtue, justice and law economics, family, friendship, and eros.
Equivalent Course(s): FNDL 22134, SCTR 31716

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.
Equivalent Course(s): SCTR 31717, FNDL 25103

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.
Equivalent Course(s): LLSO 25718, SCTR 31718

PLSC 31719. Xenophon's Education of Cyrus. 100 Units.
This seminar is intended as an introductory reading of one of the classic treatments of political leadership, Xenophon's The Education of Cyrus. Themes will include the qualities and motives of a successful leader or ruler, especially in acquiring and expanding rule, relations between rulers and ruled, Xenophon's portrayals of Cyrus and other characters in the book, the relation between political and military leadership and more broadly between politics and war, the tension between empire and freedom, Cyrus's bi-cultural education and multinational rule, the roles of morality, religion, and love in politics, and differences between constitutional or legitimate and tyrannical or despotic rule. We will consider Xenophon's art of writing and the literary character of the book. Open to undergraduates with instructor consent.
Equivalent Course(s): SCTR 31719

PLSC 31771. Three Comedies of Sexual Revolution. 100 Units.
This seminar will discuss three comedies of sexual revolution from three different times and places. Aristophanes's Assemblywomen recounts how under the leadership of the able Praxagora the women of Athens take over the Assembly and legislate a new regime in which private property is replaced by communism and sexual equity is achieved in favor of the old and unattractive at the expense of the young and attractive. Machiavelli's Mandragola dramatizes the tricks by which young Callimaco manages with the aid of the trickster parasite Ligurio to have sex with Lucrezia, the beautiful young wife of the elderly lawyer Nicomaco, with the consent of both her and her husband, ushering in a new regime in which all are satisfied. In Shakespeare's Measure for Measure Angelo the interim duke of Vienna institutes a repressive sexual regime in which the brothels are closed and extramarital sex is a capital crime. What might we learn about sexual relations from these diverse plays? Why are they comedies?
Equivalent Course(s): PLSC 21771, FNDL 25103

PLSC 31802. Global Justice and the Politics of Empire. 100 Units.
Over the last four decades, political theorists and philosophers have transcended the nation-state form and taken their concerns about redistribution, democracy, and rights global. Though often not explicitly acknowledged, this global turn emerged just at the tail end of decolonization when political and economic crises from large-scale famines to authoritarianism and ethnic violence rocked the newly emerging post-colonial world. This course will examine how contemporary debates around global justice broadly construed interact and intersect with the legacies of imperialism and decolonization. In exploring questions of redistributive justice, global democracy, human rights, and humanitarian intervention, we will consider the following questions: (1) in what ways are debates about global justice responding to the legacies of imperial rule, (2) how are the historical and contemporary manifestations of international hierarchy challenged and rethemed, and (3) is contemporary cosmopolitanism an alibi for new forms of imperialism?
Equivalent Course(s): PLSC 21802

PLSC 31805. Survey and experimental methods in political science. 100 Units.
This is an introductory research design and methods course for graduate students who are interested in quantitative research methods - particularly survey and experimental approaches. We will focus on the ways in which political scientists collect, analyze, and interpret survey and experimental data. Students will learn about the fundamentals of research design and quantitative analysis, including theory building, measurement, hypothesis testing, as well as data cleaning, management, and analysis. Prior coursework in statistical methods or coding is not required and will be covered as part of the course.
Equivalent Course(s): MAPS 31805, PLSC 21805

PLSC 31901. The Politics of Industrial Transformation. 100 Units.
This course examines the political sources of and responses to industrial and technological development, a key determinant of the wealth of nations and a crucial component of solutions to global challenges. Key topics include the relationship between state and market; institutional sources of comparative advantage; the role of national security; the relationship between the national and the global; the challenges of regulating new
industries; and the potential of mobilizing industries to address climate change. Readings will focus on the post-WWII era, and the experiences of developed countries, particularly those of the U.S., will be discussed in conjunction with those of developing countries. Equivalent Course(s): MAPS 31901, MAPS 21901, PLSC 21601

PLSC 31903. Chinese Politics. 100 Units.
This course takes an in-depth look into Chinese political institutions and behaviors through a comparative perspective. It is divided into four modules. Module one overviews the historical development of the Chinese state and explores how its imperial legacies have shaped political norms and practices in the modern era. Module two examines the roles and functions of the PRC’s major political institutions, including the Party, the central and local bureaucracy, the people’s congresses, and the judiciary. We hope to understand how those institutions engage with each other in policymaking and implementation, and when tensions will arise among different agencies. Module three investigates three major “paradigm shifts” in modern Chinese politics, namely Mao’s socialist transformation in 1949, Deng’s reform and opening-up in 1978, and Xi’s power consolidation since 2012. We will discuss the political and economic challenges those reforms aim to address, and their effects and consequences. Lastly, module four explores major governance challenges facing the Chinese regime, including corruption, censorship and propaganda, the disputes over Taiwan, among many others.” Equivalent Course(s): MAPS 31903

PLSC 31915. Aristotle’s Politics. 100 Units.
In this course we will read together Aristotle’s Politics, along with some of the important secondary literature on that work. We will supplement our reading with short excerpts from other Aristotelian texts, including the Rhetoric, the Nicomachean Ethics, the Topics, and the History of Animals. We will pay particularly close attention to the less studied, “empirical” books of the Politics (IV-VI) as of central importance for understanding Aristotle’s political philosophy and his broader political project. Equivalent Course(s): PLSC 21915

PLSC 32080. The Practice of Political Theory. 100 Units.
This course will introduce students to several leading approaches in contemporary political theory as practiced in American political science departments. The courses’ primary goal is to facilitate the study of the methodologies behind various approaches to political theory. In the course we will study the philosophical presuppositions that undergird various methods, some of the foundational texts in them, and more recent works that exemplify the approach. Ultimately, we will ask how we, as political theorists, might use and improve upon these methods in our own research, and what these methods can tell us about how political theory is practiced today. The course will include sections on history of political thought, critical theory, normative political thought, comparative political thought, and post-modernism among others. The course is designed to fulfill the MAPSS requirement for methods for students focusing on political theory. The course is open to undergraduates and non-mapss students by instructor’s consent. It is ideal for any student considering or writing a BA or MA thesis in political theory or pursuing graduate education. Equivalent Course(s): MAPS 31801, PLSC 22160, MAPS 21801

PLSC 32100. Machiavelli’s Discourses on Livy. 100 Units.
This course is devoted to reading Machiavelli’s Discourses on Livy supplemented by substantial selections from Livy’s history of Rome. Themes include princes, peoples, and elites; republics and principalities; pagan and Christian religion and morality; war and empire; founding and reform; virtue, corruption, liberty, and fortune; ancient history and modern experience; reading and writing; and theory and practice. Equivalent Course(s): FNDL 29300, PLSC 20800, SCTR 31710

PLSC 32101. Machiavelli’s Literary Works. 100 Units.
A reading of Machiavelli’s plays, stories, poems, and selected letters both as literary works and for their relation to his comprehensive works, The Prince and Discourses on Livy. Themes to be explored include politics, erotics, and religion. Familiarity with The Prince is assumed. Equivalent Course(s): SCTR 31701, FNDL 20801, PLSC 20801, LLSS 20802

PLSC 32115. Machiavelli and the Arthashastra. 100 Units.
TBD
Equivalent Course(s): SALT 38303, FNDL 29313, HREL 34800, RLST 27301

PLSC 32210. Roman Philosophers on the Fear of Death. 100 Units.
All human beings fear death, and it seems plausible to think that a lot of our actions are motivated by it. But is it reasonable to fear death? And does this fear do good (motivating creative projects) or harm (motivating greedy accumulation, war, and too much deference to religious leaders)? Hellenistic philosophers, both Greek and Roman, were preoccupied with these questions and debated them with a depth and intensity that makes them still highly influential in modern philosophical debate about the same issues (the only issue on which one will be likely find discussion of Lucretius in the pages of The Journal of Philosophy). The course will focus on several major Latin writings on the topic: Lucretius De Rerum Natura Book III, and extracts from Cicero and Seneca. We will study the philosophical arguments in their literary setting and ask about connections between argument and its rhetorical expression. In translation we will read pertinent material from Plato, Epicurus, Plutarch, and a few modern authors such as Thomas Nagel, John Fischer, and Bernard Williams. Prerequisite: ability to read the material in Latin at a sufficiently high level, usually about two years at the college level.
In public life, why and how are some people accepted as truth-tellers while others are not? Is truth simply a problem of and for “correct” reasoning? What assumptions about argumentation and evidence go unexplored in this way of framing the problem? What if truth were a problem of truth-telling instead? When and how do social, racial, and gender hierarchies authorize received understandings of a (credible) truth-teller? What is credible telling usually thought to sound like? What are the conditions for listening and hearing the truth? To think through these questions, we take as a lens the archetype of Cassandra, the babbling prophetess of classical Greek myth and tragedy doomed not to be believed. Cassandra has served as a resource and source of inspiration for a range of critical thinkers, including but not limited to theorists, feminists, poets, and novelists. What is a “Cassandra”? Does her “deranged” way of seeing the world - her prophetic speech - disorient or destabilize? We will consider how, in her different representations, Cassandra places questions of language, patriarchy, and sexual violence at the center of general discussions of credibility and critique. Readings range from ancient Greek thought to 21st century theory.

Equivalent Course(s): GNSE 22333, CCCT 32333, CCCT 22333, PLSC 22333, GNSE 32333, FNDL 22333

PLSC 32605. African Political Theory. 100 Units.

The idea of this course is to understand what a study of political theory/philosophy can contribute to the understanding of Africa’s political history. By talking of “Africa” we follow Gyekye (1995) who, in making the case that one could talk about an “African philosophy”, while he recognized that there is terrific variation and heterogeneity within Africa, also argued that there are common elements in many of the cultures in Africa. Our starting point is the research of Vansina (1990) and McIntosh (1999) who emphasized the way in which African political institutions diverged from those of Eurasia over the longue durée. Specifically, Africa did not generally see the emergence of large bureaucratized and centralized states, but instead saw a proliferation of less decentralized polities governed in many different ways. Henn and Robinson (2021) calculate using historical estimates of political institutions and population that at the time of the scramble for Africa at most 30% of Africans lived in what anthropologists classify as states. Social scientists, such as Goody (1971) and Herbst (2000) have proposed various explanations for this pattern, such as the absence of cavalry and horses (Law, 1980) and low population densities. But Vansina himself proposed a basically cultural explanation. He argued that Central Africans wished to “preserve the autonomy of the local community” and instead of creating states innovated all sorts of other institutions to take advantage of scale.

PLSC 32736. Economics, Politics and African Societies. 100 Units.

This course has two objectives. First, we will try to convince ourselves that the lenses through which economics and political science have tried to explain “African” development are charged with presuppositions that have limited our ability to grasp the logic of those societies. There is nothing specific to those disciplines in that regard, they are part of a given cultural and historical context. In doing that, this course is also about the rich diversity of the societies lumped in the term Africa. Second, we will try to undo the learnings weaved through that lens, but at the same time engage with a fertile ground for research, with a focus on generating new research ideas that carry less, we hope, the heavy veil of our assumptions. It is open to Masters students but it is primarily aimed at PhD students who want to know about Africa and can imagine themselves doing research there. We hope that it will help them identify new and interesting questions. The Masters students will be examined by an exam. The PhD students will have to write a short research proposal on some question on Africa and the last two lectures will be devoted to presentations. - This course is previously PPHA 37235 - African Development.

Equivalent Course(s): ECON 35585, PPHA 32736

PLSC 32740. Order and Violence. 100 Units.

Most countries in the world have been independent for about 50 years. Some are peaceful and have prospered, while some remain poor, war-torn, or both. What explains why some countries have succeeded while others remain poor, violent, and unequal? Moreover, fifty years on, a lot of smart people are genuinely surprised that these countries’ leaders have not been able to make more progress in implementing good policies. If there are good examples to follow, why haven’t more countries followed these examples into peace and prosperity? Finally, we see poverty and violence despite 50 years of outside intervention. Shouldn’t foreign aid, democracy promotion, peacekeeping, and maybe even military intervention have promoted order and growth? If not why not, and what should we do about it as citizens? This class is going to try to demystify what’s going on. There are good explanations for violence and disorder. There are some good reasons leaders don’t make headway, bureaucracats seem slothful, and programs get perverted. The idea is to talk about the political, economic, and natural logics that lead to function and dysfunction.

Equivalent Course(s): PPHA 32740

PLSC 32805. BAD VIBES ONLY?: NEGATIVE EMOTIONS AND THE POLITICS OF QUEER-FEMINIST CRITIQUE. 100 Units.

This course examines the role of negative emotions in the history of political thought and subsequently, in feminist and queer politics. Emotions in general, and negative emotions in particular, tend to be thought of as antithetical to politics. The liberal tradition boasts a longstanding view of emotions as personal and pre-political. When it does take emotions seriously, it tends to emphasize the democratic value of ‘good vibes’ like love, empathy, and generosity. Feminist and queer critics of liberalism have long challenged this view of emotions, and indeed, have drawn upon negative emotions in particular to articulate their critiques of, as well
as imagine alternatives to, liberal conceptions of justice, freedom, and equality. In the first part of this course, we will familiarize ourselves with the way negative emotions have been theorized in the writings of Aristotle, Nietzsche, and Freud, among other canonical thinkers in the history of political thought. In the second part, this seminar will turn to focus each week on the way ‘bad vibes’ like envy, resentment, rage, and grief have informed queer-feminist critiques of liberal notions of equality, justice, and freedom. Readings will include Ahmed, Ngai, Butler, and Hartman. Students will consider how negative emotions or affects like rage, grief, and the like can be mobilized towards political ends, as well as the theoretical and practical consequences of these emotions’ characterization as political.

Equivalent Course(s): GNSE 23148, PLSC 23148, GNSE 32805, MAPS 32805

PLSC 32815. Emergence of Capitalism in Early Modern Europe. 100 Units.
This course investigates the emergence of capitalism in Europe and the world as a whole between the early sixteenth and the late eighteenth centuries. We discuss the political and cultural as well as the economic, sources of capitalism, and explore Marxist, neoclassical, and cultural approaches.

Equivalent Course(s): HIST 33304, PLSC 23415, HIST 23304, LLSS 23415

PLSC 33002. Ethics in International Relations. 100 Units.
Ethical questions pervade international politics. Do affluent states have an obligation to make economic sacrifices to mitigate the progression of global warming? Are human rights universal? Should states waive the intellectual property rights of pharmaceutical companies to enable global access to vaccines? Can military intervention be justified despite its breach of sovereignty? Despite the frequent invocation of normative language in global politics, scholars of international relations have only recently started to turn their attention toward studying ethics as an important political phenomenon. This marks a shift away from considering ethics as epiphenomena to interests and power. This seminar explores the role of ethics in international relations, both in theory and in practice. It draws on readings from normative international relations theory and political philosophy to take up ethical dilemmas encountered in world affairs in the context of debates about the environment, humanitarian intervention, nuclear weapons, development, and global health.

Equivalent Course(s): PLSC 23002, INRE 33000

PLSC 33010. Liberalism and Empire. 100 Units.
The evolution of liberal thought coincided and intersected with the rise of European empires, and those empires have been shaped by liberal preoccupations, including ideas of tutelage in self-government, exporting the rule of law, and the normativity of European modernity. Some of the questions this course will address include: how was liberalism, an apparently universalistic and egalitarian theory, used to legitimate conquest and imperial domination? Is liberalism inherently imperialist? Are certain liberal ideas and doctrines (progress, development, liberty) particularly compatible with empire? What does, or what might, a critique of liberal imperialism look like? Readings will include historical works by authors such as Locke, Mill, Tocqueville, and Hobson, as well as contemporary works of political theory and the history of political thought (by authors such as James Tully, Michael Ignatieff, David Kennedy, and Uday Mehta).

Equivalent Course(s): KNOW 21401, PLSC 23010, SCTH 33010, CCCT 33010, HMRT 23010, LLSS 25903

PLSC 33015. Education for Liberty: Locke & Rousseau. 100 Units.
None available.

Equivalent Course(s): SCTH 31750, FNDL 29303

PLSC 33029. Justice for Animals in Ethics and Law. 100 Units.
Animals are in trouble all over the world. Intelligent sentient beings suffer countless injustices at human hands: the cruelties of the factory farming industry, poaching and trophy hunting, assaults on the habitats of many creatures, and innumerable other instances of cruelty and neglect. Human domination is everywhere: in the seas, where marine mammals die from ingesting plastic, from entanglement with fishing lines, and from lethal harpooning; in the skies, where migratory birds die in large numbers from air pollution and collisions with buildings; and, obviously, on the land, where the habitats of many large mammals have been destroyed almost beyond repair. Addressing these large problems requires dedicated work and effort. But it also requires a good normative theory to direct our efforts. This class is theoretical and philosophical. Because all good theorizing requires scientific knowledge, we will be reading a good deal of current science about animal abilities and animal lives. But the focus will be on normative theory. We will study four theories currently directing practical efforts in animal welfare: the anthropocentric theory of the Non-Human Rights Project; the Utilitarian theory of Jeremy Bentham, J. S. Mill, and Peter Singer; the Kantian theory of Christine Korsgaard; and an approach using the Capabilities Approach, recently developed by Martha Nussbaum.

Equivalent Course(s): RETH 33029, PHIL 33029

PLSC 33300. Interpretive Methods in the Social Sciences. 100 Units.
This course is designed to provide students with an introduction to interpretive methods in the social sciences. Students will learn to “read” texts and images while also becoming familiar with contemporary thinking about interpretation, narrative, ethnography, and social construction. Among the methods we shall explore are: semiotics, hermeneutics, ordinary language theory, and discourse analysis.

Equivalent Course(s): ANTH 33300, CCCT 33300
PLSC 33501. International Political Economy. 100 Units.
What explains a government's decision to block a trade deal, prevent foreign investors from gaining control of a local factory, or ban the export of rare earth minerals? This course develops theory and evidence that these decisions reflect domestic and international politics. We will discuss the political dimension of the integration of the global economy and the way that globalization separates workers, business, and consumers. Drawing on methods and theory from international political economy, we will critically examine the prospects for international cooperation on trade and immigration, as well as the future of international governance.
Equivalent Course(s): PLSC 23501

PLSC 33615. Reconstructing Democracy: Tocqueville and Du Bois. 100 Units.
Over the last few years, ideas of democratic crisis and democratic breakdown have been pervasive in public and scholarly discussion. This course examines two classical texts on American Democracy-Tocqueville’s Democracy in America and Du Bois Black Reconstruction. We will think through central puzzles of democratic politics-from majoritarianism to the role of racial identity and imperial expansion guided by Tocqueville and Du Bois.
Equivalent Course(s): CCCT 33615, PLSC 23615, CCCT 23615

PLSC 33805. Lesbian, gay, bisexual, and transgender politics in the United States. 100 Units.
This course surveys academic research on sexuality and gender in American politics. Drawing from interdisciplinary perspectives, it focuses on key arguments and debates about how politics shapes and is shaped by sexuality and gender relations. We will pay particular attention to the development of sexuality and gender identity as analytic and political concepts; the role of the State and political institutions to the formation of sexuality and gender; the relationship between social movements, counter-movements, and political parties; the political behavior and attitudes of LGBT people; and the ways in which intersectional inequalities structure LGBT politics.
Equivalent Course(s): PLSC 23805, GNSE 33805, SOCI 30342, MAPS 33805, GNSE 23151, PBPL 23805, HMRT 33805

PLSC 33901. Xenophon on Leadership. 100 Units.
Equivalent Course(s): SCTH 31714, FNDL 21717

PLSC 33910. Rulership Ancient and Modern: Xenophon’s Education of Cyrus and Machiavelli’s Prince. 100 Units.
A reading of two of the classic treatments of political rulership: Xenophon’s The Education of Cyrus and Machiavelli’s Prince. We will consider the qualities needed to acquire, maintain, and increase political power, the relations between rulers and ruled, the relations between political and military leadership and more broadly between politics and war, the roles of morality and religion in politics, differences between legitimate and tyrannical rule, and differences between modern and ancient views of rulership. (A)
Equivalent Course(s): FNDL 23910, LLSO 23910, SCTH 31713, PLSC 23910

PLSC 33917. Anticolonial Political Thought. 100 Units.
This course examines three canonical figures in history of anticolonial thought-Gandhi, Fanon and C.L.R James to reconstruct their political visions of decolonization and independence. Along with each of these thinkers, we will explore key secondary sources that illuminate key interpretive debates.
Equivalent Course(s): PLSC 23917

PLSC 33930. The Federalist Papers and Anti-Federalist Writings. 100 Units.
This course examines the debate over the ratification of the Constitution through a reading of The Federalist Papers and selected Anti-Federalist writings as works of continuing relevance to current practical and theoretical debates. Issues include war and peace, interests and the problem of faction, commerce, justice and the common good as ends of government, human nature, federalism, republican government, representation, separation of powers, executive power, the need for energy and stability, the need for a bill of rights, and constitutionalism.
Equivalent Course(s): PLSC 23901, FNDL 21719, LLSO 23901, SCTH 31715

PLSC 34401. Herodotus and Thucydides: History and Politics. 100 Units.
In this course we read Herodotus and Thucydides not only as historians but as political thinkers. The course will be organized around an intensive engagement with two central texts: Herodotus' Histories and Thucydides' History of the Peloponnesian War. As we read through these works, we will also take up the wider historical and political context-e.g., the fifth-century rise of Athenian democracy and imperialism-and the relationship between our texts and other genres, including philosophy, drama, and rhetoric. The aim of the course is not only to give students a close familiarity with our two authors and some of the scholarship surrounding them, but also, more broadly, to think through the relationship between political theory and history. How might political theory guide the writing of history, and how can history contribute to theorizing politics? What can our reading of Herodotus and Thucydides tell us about how to think about these questions in different eras and contexts?
Equivalent Course(s): PLSC 34401, FNDL 24403

PLSC 34402. Greek Political Thought. 100 Units.
This course is designed to help students in political theory and related fields think about-and do-the history of political thought by recovering the strangeness of ancient democracy and its critics. It is an advanced survey of the political thought of classical Athens with particular emphasis on the cultural, institutional, and poetic practices through which Athenians enacted democracy and questioned its assumptions and effects. In sixth
century Athens, the notion that the people could and should rule themselves—not by virtue of wealth, property, or family name but simply by birth-served as a radical rejection of the longstanding view that political power belonged in the hands of the few (the wealthy, propertied, and elite). We contextualize the dramatic poetry, philosophy, oratory, and history that emerged in the subsequent century or so, under conditions of expanding and contracting empire. We read them as critical reflections on what life was like under this new political arrangement and ask to what extent the works of Thucydides, Aristophanes, Euripides, and Plato can be said to constitute the birth of political theory as an idea and a practice.

Equivalent Course(s): PLSC 24402

PLSC 34799. Same-Sex Sexuality: History, Philosophy, and Law. 100 Units.

This new course examines two important historical periods in Western thought during which same-sex conduct and attraction were extensively debated, both politically and philosophically: ancient Greece and Rome, and Victorian and post-Victorian Britain. We will examine the evidence for ancient Greek and Roman attitudes and practices and the normative arguments of the philosophers, especially Plato and the Greek Stoics. Then we leap forward to Victorian Britain, where a newly honest reading of the Greek evidence provided gay men with a rallying point against Christian laws (female same-sex acts were never illegal in Britain), and philosopher Jeremy Bentham provided eloquent arguments for the decriminalization of same-sex acts (fully published only in 2013). We then pause to study a literature that questions whether sexual orientation is a timeless category or a cultural artifact, and a related debate about alleged biological accounts of same-sex desire. Then we move on to the Wolfenden Commission Report of 1957 that recommended the decriminalization of same-sex acts in Britain (with the case of Alan Turing as a central example of what troubled the reformers), along with the related legal-philosophical debate between H. L. A. Hart and Lord Devlin debate (and its roots in the earlier debate about liberty between J. S. Mill and Fitzjames Stephen).

Equivalent Course(s): PHIL 24799, CLCV 24719, RETH 34799, CLAS 34719, GNSE 24799, GNSE 24799, PHIL 34799, PLSC 24799

PLSC 34804. Montesquieu’s My Thoughts. 100 Units.

TBD

Equivalent Course(s): SCTX 34804, FNDL 23204

PLSC 35002. Race and the American State. 100 Units.

This course explores how the politics of race have shaped the American state, and how that state's governing institutions have, in turn, altered the meaning and place of race in our polity. Drawing on work by sociologists, historians, and political scientists broadly situated at the intersection of race and institutions, we will attempt to put the U.S. in comparative perspective. Key questions we will tackle include the following: how has race affected the construction of the American state, and the composition and development of its key institutions? How has race affected national policymaking on both social and economic issues? How have state actors deployed race as a tool of governance, and how have those efforts changed over time?

PLSC 35010. Black Politics in the U.S. 100 Units.

This seminar for graduate students will cover topics in Black Politics in the United States.

Equivalent Course(s): CRES 45501

PLSC 35101. Three Erotic Dialogues: Plato, Xenophon, Plutarch. 100 Units.

An exploration of the moral, political, psychological, theological, and philosophical significance of erotic phenomena through reading three classical dialogues on eros: Plato's Symposium, Xenophon's Symposium, and Plutarch's Erotikus. (A)

Equivalent Course(s): GNSE 26103, PLSC 25101, GNSE 36103, FNDL 21207, SCTX 34801

PLSC 35110. Empire and International Justice. 100 Units.

How did European thinkers from 1492 onward understand and evaluate the extraordinary developments by which some European countries came to rule over much of the non-European world? This seminar examines theories of international justice and global relations from the early sixteenth through the nineteenth centuries. Philosophers, theologians, and political actors in this period responded to the key issues of global politics in the modern age, including the seizure of non-European lands; the establishment of slavery and the slave trade; the religious and cultural conversion of colonized peoples; the emerging institutions and practices of global commerce; and the impact of these developments upon both European and non-European societies. Indeed, many dilemmas that confront citizens and states today about humanitarian intervention, national sovereignty, conquest and occupation, empire, and human rights in a global context have an intriguing and complex intellectual history. The readings are primary texts by influential thinkers from the period of the initial Spanish conquests of the Americas through the mid-nineteenth century, including Montesquieu, Diderot, Burke, Bentham, Adam Smith, Cugoano, Kant, Herder, Constant, Tocqueville, John Stuart Mill, and Karl Marx.

Equivalent Course(s): PLSC 25110

PLSC 35131. Organized Criminal Groups in Latin America. 100 Units.

Many areas in Latin America suffer with organized criminal violence, one of the most significant urban and national security challenges of the 21st century. This violence is promoted by armed non-state groups such as drug trafficking organizations, guerrillas, militias, mafias, warlords, gangs, and vigilantes that have established subnational criminal governance regimes and dictate important parameters of social, economic, and political life. Through the state is frequently distant and negligent in areas controlled by these groups, it is never entirely
absent. Many residents in territories dominated by these groups attend schools, visit health clinics, receive cash transfers, continue to vote and work in formal parts of the city. How can organized criminal groups can thrive in functional democracies with institutions to provide public goods, including security and justice? This course will examine this issue with a theoretical and empirical focus on Latin America.

Equivalent Course(s): PLSC 25131, LACS 25131, LACS 35131

**PLSC 35205. Racial Justice and Injustice. 100 Units.**
The course will explore moral and political problems of racial justice and injustice. Topics may include antidiscrimination theory, the fair political representation of racial minorities, reparations for racial injustice, racial segregation, the use of racial preferences in various practices of selection, and the evaluation of practices of law enforcement and punishment. We will use reflections on particular problems such as these to inquire about the uses of racial concepts in political theory; the connections between racial justice and ostensibly more general conceptions of justice; and the connections between racial equality and other egalitarian ideals.

Equivalent Course(s): LLSO 25205, CRES 25205, PLSC 25205

**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.

Equivalent Course(s): PLSC 25311

**PLSC 35312. Models of Ancient Politics II: Modern Receptions. 100 Units.**
This is the second course in a two-semester 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.

Equivalent Course(s): PLSC 25312

**PLSC 35395. American Political Culture. 100 Units.**
What are the values and beliefs that organize American politics? In this seminar, we’ll answer this question looking at both historical works of American political and contemporary studies of mass attitudes. Particular attention will be paid to American “exceptionalism,” the role of class, race, and religion, and the impact of media.

**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.

**PLSC 35601. The Evolution of Ideology and Partisanship. 100 Units.**
The seminar examines the evolution of partisanship and ideology in America over the past sixty years. We will examine the factors that shape ideological movements, how ideology has altered the nature of political parties, and what factors party attachment in an era of increasing polarization. Students will conduct original research projects based on readings and class discussion.

**PLSC 35705. Radical Enlightenments. 100 Units.**
An examination of some of the modern roots of radical critical inquiry in the writings of eighteenth-century thinkers on topics such as injustice, domination and oppression, prejudice, oligarchic interests, slavery and empire, equality of the sexes, private and public goods, commerce and economic relations, the politics of arts and aesthetics, state power, and revolution/reform.

**PLSC 35706. Humanity, Equality, and Cultural Difference in World History. 100 Units.**
How and why did the idea of a common humanity begin to emerge and in what ways did it develop over time alongside (and influenced by) conceptions of equality and human diversity? Using Siep Stuurman’s magisterial study The Invention of Humanity as its core text, this seminar will analyze a global history of ideas, drawing from multiple traditions of thought - theological, literary, philosophical, political - with their manifold understandings of shared humanity, equality, and difference. Our reading will occasionally be supplemented with texts from both ancient and modern, concluding with contrasting recent perspectives on the challenges of theorizing a worldwide human community.

Equivalent Course(s): GLST 25706, PLSC 25706

**PLSC 35801. Formal Models in Comparative Politics. 100 Units.**
In this course we will discuss 10 newly published or still in press papers in Comparative Politics that employ formal modeling. We will study models of the state and its security agencies (by Dragu and Tyson), models of state-building (by Robinson and Lessing), models of authoritarianism and regime change (Svolik, Little, and Miller) and models of corruption and clientelism (by Stokes, Nichter, and Rueda). Because of its topical breadth, this course may therefore be also taken as a field survey in comparative politics.

**PLSC 35805. Conspiracy in the Thought and Politics of Ancient Greece. 100 Units.**
This seminar explores the role that conspiracies, real and perceived, played in the political life, cultural imagination, and literature of democratic Athens. We dive into the climate of suspicion, democratic erosion, and
stasis that plagued Athens during the Peloponnesian War and treat this convulsive terrain as the inspiration for such classic texts as Lysistrata and the Republic. We consider the Greek equivalent to a “conspiracy” in order to trouble the contemporary category itself and ask how Greek thinkers understand the function of secret, collaborative plots in a democracy. What do they see as the “hidden” routes of power in a democracy? How does a concern with covert politics inform experimentation in literary form and manifest as a thematic preoccupation with plotting? The course leaves time to discuss the contemporary fascination with conspiracies and to think comparatively across cultural and historical democratic contexts.

Equivalent Course(s): PLSC 25805

PLSC 35807. Plato’s Symposium. 100 Units.

The seminar is devoted to close readings and extended discussions of Plato’s Symposium. We will explore the views on Eros presented in the various speeches comprising the dialogue, among them: love’s relationship to physical beauty and human desire; its potential for prompting heroic action and forging moral education; its significance for the soul and place in the cosmos. We will also analyze the literary aspects of the work (plot, action, allegory); the dialogue’s historical setting (democratic Athens beset by domestic conspiracies and engaged in an apocalyptic war); its implications for political philosophy; and the function of a symposium in classical Athens. We will devote several sessions at the end of term to major interpretations of the dialogue.

Equivalent Course(s): FNDL 25002, PLSC 25807

PLSC 35818. Stoic Ethics Through Roman Eyes. 100 Units.

The major ideas of the Stoic school about virtue, appropriate action, emotion, and how to live in harmony with the rational structure of the universe are preserved in Greek only in fragmentary texts and incomplete summaries. But the Roman philosophers give us much more, and we will study closely a group of key texts from Cicero and Seneca, including Cicero’s De Finibus book III, his Tusculan Disputations book IV, a group of Seneca’s letters, and, finally, a short extract from Cicero’s De Officiis, to get a sense of Stoic political thought. For fun we will also read a few letters of Cicero’s where he makes it clear that he is unable to follow the Stoics in the crises of his own life. We will try to understand why Stoicism had such deep and wide influence at Rome, influencing statesmen, poets, and many others, and becoming so to speak the religion of the Roman world. (A)

Equivalent Course(s): PHIL 35818, PHIL 25818, CLAS 35818, RETH 35818, PLSC 25818, CLCV 25818

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.

PLSC 35997. Three Comedies of Sexual Revolution. 100 Units.

This seminar will discuss three comedies of sexual revolution from three different times and places. Aristophanes’s Assemblywomen recounts how under the leadership of the able Praxagora the women of Athens take over the Assembly and legislate a new regime in which private property is replaced by communism and sexual equity is achieved in favor of the old and unattractive at the expense of the young and attractive. Machiavelli’s Mandragola dramatizes the tricks by which young Callimaco manages with the aid of the trickster parasite Ligurio to have sex with Lucrezia, the beautiful young wife of the elderly lawyer Nicomaco, with the consent of both her and her husband, upshering in a new regime in which all are satisfied. In Shakespeare’s Measure for Measure the interim duke of Vienna institutes a repressive sexual regime in which the brothels are closed and extramarital sex is a capital crime. What might we learn about sexual relations from these diverse plays? Why are they comedies?

Equivalent Course(s): FNDL 25002, PLSC 25807

PLSC 36005. International Relations of South Asia. 100 Units.

South Asia is one of the most complex, dynamic, and dangerous foreign policy environments in the world, encompassing decades of warfare in Afghanistan, the rise of India as a major power, instability in and around a nuclear-armed Pakistan, and Myanmar’s tenuous opening to the world. This course will systematically explore the foreign policies of the region’s states, extra-regional involvement and intervention by China, the United States, and Russia/Soviet Union, and the domestic politics and internal conflicts that have shaped international politics. It will combine international relations theory, detailed research on individual countries, and thematic topics (such as alliances, nuclear weapons, the domestic politics of security policy, international implications of insurgencies and coups, economic globalization, and the causes and prevention of interstate war), using a blend of lecture and discussion. Though the primary focus will be on India, Pakistan, and Afghanistan, the course will also cover Bangladesh, Nepal, Sri Lanka, and Myanmar.

Equivalent Course(s): PLSC 26005

PLSC 36100. Civil War. 100 Units.

Civil war is the dominant form of political violence in the contemporary world. This graduate seminar will introduce students to cutting edge scholarly work and to the task of carrying out research on internal conflict. We will study the origins, dynamics, and termination of civil wars, as well as international interventions, post-conflict legacies, and policy responses to war. A variety of research approaches will be explored, including qualitative, quantitative, and interpretive methods, micro- and macro-level levels of analysis, and sub- and cross-
national comparative designs. Our emphasis throughout will be on designing rigorous research that persuasively addresses important questions.
Equivalent Course(s): PLSC 26100

PLSC 36205. Formal Models of Race and Ethnic Politics. 100 Units.
This course will examine ways in which the methods of formal theory can deepen our insight into questions concerning race and ethnic politics. It will cover both models developed to address racialized phenomena, as well as classes of models well suited to studying classic questions within REP.

PLSC 36206. American Political Economy and Race. 100 Units.
This course will explore how individual or group identity and social location is understood in economics. Specifically, we will use a political economy framework, which emerges from the premise that economic life has material, cultural, and political dimensions and that an individual’s (or group’s) identity or social location—e.g., race, gender, and class—may constrain or empower agents in their participation in economic and political life. The readings will draw from diverse disciplines including political science, economics, and sociology and will focus primarily on the intersection of race and class.

PLSC 36301. Ethnographies of the Middle East. 100 Units.
This course focuses on ethnographies published in the last two to three years, so they represent some of the prevailing questions researchers of the Middle East are working on now. The texts selected cover a variety of topics (revolution, authoritarian retrenchment, the politics of artistic production, gender and sexuality, migration, violence, state infrastructure, and environmentalism) and the books include efforts to learn something about various countries in the region (e.g., Saudi Arabia, Bosnia, Syria, Egypt, Palestine, Turkey, and Morocco). Among the questions we shall ask are the following: What makes ethnography a distinctive sensibility, a particular form of writing or a specific genre of address? What kinds of themes predominate and why? What types of questions can ethnographies grapple with especially well? What skills does one need to produce a compelling ethnography? How does theory tend to get deployed in these works? How well do ethnographies speak to general concerns that extend beyond a particular case or, for that matter, any one discipline’s preoccupations? No previous background in anthropology or Middle East studies is necessary. Attendance is mandatory. Students will be required to produce one in-class presentation and to write either a take-home final or a research paper.
Equivalent Course(s): PLSC 26301, CCCT 36301, ANTH 24115, CCCT 26301, ANTH 31906

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

PLSC 36413. The Politics of Executives and Bureaucracies. 100 Units.
The growth of power in the presidency and the administrative state is among the most important developments in American governance over the last century. This course surveys the politics of executive branch. It addresses questions about presidential power, electoral influences on presidential behavior, the relationship between presidents and Congress, bureaucratic autonomy, patronage and presidential appointments, and political influences on bureaucratic decision making. While much of the course material will focus on national institutions in the US, students will be encouraged to explore applications at the subnational level and in contexts outside the US. The course aims to help graduate students develop research agendas that address these and related questions and is appropriate for students with research interests in American politics, presidential systems outside the US, and political institutions and political economy more generally.

PLSC 36501. The Politics and Art of Black Death. 100 Units.
Equivalent Course(s): CMST 21002, ARTV 27404, CRES 27404, CMST 31002, PLSC 26501, ARTV 37404, CRES 37404

PLSC 36710. Leo Strauss. 100 Units.
None available.
Equivalent Course(s): SCTR 31760

PLSC 36720. Leo Strauss & the Theologico-Political Problem. 100 Units.
None available.
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.

The purpose of this seminar is two-fold. First, the seminar aims to introduce students to the political science literature on courts understood as political institutions. In examining foundational parts of this literature, the seminar will focus on the relationship between the courts and other political institutions. The sorts of questions to be asked include: Are there interests that courts are particularly prone to support? What factors influence judicial decision-making? What effect does congressional or executive action have on court decisions? What is the relationship between courts and public opinion? What impact do congressional or executive actions have? While the answers will not always be clear, students should complete the seminar with an awareness of and sensitivity to the political nature of the American legal system. Second, by critically assessing approaches to the study of the courts, the seminar seeks to highlight intelligent and sound approaches to the study of political institutions. Particular concern will focus on what assumptions students of courts have made, how evidence has been integrated into their studies, and what a good research design looks like.

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. Particular concern will focus on what assumptions students of courts have made, how evidence has been integrated into their studies, and what a good research design looks like.
Equivalent Course(s): SCTR 37320, PHIL 37320, FNDL 27320

PLSC 37321. Leo Strauss: Natural Right and History. 100 Units.
I shall present a new reading of NATURAL RIGHT AND HISTORY, focusing on the first 4 chapters, discussing the philosophical intention and the political impact of this seminal book that laid the foundation of the "Straussian School."
Equivalent Course(s): SCTR 37321, GRMN 37321, FNDL 27321, PHIL 37321

PLSC 37322. Jerusalem and Athens - On the Conflict between Revelation and Philosophy. 100 Units.
I shall discuss the subject on the basis of 4 lectures Leo Strauss gave on 'Jerusalem and Athens' and "Reason and Revelation" in the period 1946-1967.
Equivalent Course(s): FNDL 27322, SCTR 37322, PHIL 37322

PLSC 37323. Leo Strauss and Lucretius On the Nature of Things. 100 Units.
Leo Strauss's oeuvre contains two discussions of the works of classical poets: An outstanding book on Aristophanes' comedies (Socrates and Aristophanes, 1966), and a demanding essay on Lucretius' poem ("Notes on Lucretius", 1968). Socrates and Aristophanes I shall teach in the spring of 2022. In the spring of 2021, I shall present my interpretation of Strauss's "Notes on Lucretius" and of Lucretius' work itself – a most radical, non-teleological and non-anthropocentric view of nature. In a 1949 letter to E. Voegelin Strauss wrote about Lucretius: "His poem is the purest and most glorious expression of the attitude that elicits consolation from the absolutely hopeless truth for the only reason that it is the truth ... The closest approximation in our world is the side of Nietzsche that is turned to science." A special focus of the seminar will be on the poetic means Lucretius uses for teaching philosophy. Literature: Leo Strauss: "Notes on Lucretius," in: Liberalism Ancient and Modern. New York 1968, pp. 76–139. Lucretius: De rerum natura / On the Nature of Things. Ed. Cyril Bailey, Oxford 1947. The seminar will be taught remotely and will take place Monday/Wednesday, 10:20 a.m. - 01:30 p.m.*, during the first five weeks of the term (March 29 - April 28, 2021).
Equivalent Course(s): SCTR 37323, PHIL 37323, FNDL 27323, CLAS 36720

PLSC 37324. Philosophy and Comedy: Leo Strauss’s 'Socrates and Aristophanes' 100 Units.
Leo Strauss's Socrates and Aristophanes (1966) discusses not only the most important and most influential of all comedies, The Clouds, but also all the other comedies by Aristophanes that have come down to us. The book is the only writing of Strauss's that deals with the whole corpus of a philosopher or poet. And it is the most intense and most demanding interpretation of Aristophanes a philosopher has presented up to now: In Socrates and Aristophanes Strauss carries on a dialogue with Aristophanes on the wisdom of the poet, on the just and unjust speech, on philosophy and politics, on the diversity of human natures, and on an œuvre that asks the question: quid est deus? what is a god?
Equivalent Course(s): SCTR 37324, CLAS 37521, FNDL 27003, PHIL 37324

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

PLSC 37815. Politics and Public Policy in China. 100 Units.
This course offers a historical and thematic survey of Chinese politics and of salient issues in China's public policy. We review the patterns and dynamics of political development or lack thereof in the Mao and reform eras, including the Great Leap Forward, the Cultural Revolution, and the politics of reforms. Later sections of the course look at China's political institutions, leadership, as well as various issues of governance and public policy, including state-society relations, the relationship between Beijing and the provinces, corruption, population and environment. Emphasis is on how institutions have provided the incentives for change as well as how institutions have been transformed.
Equivalent Course(s): PLSC 27600

PLSC 38502. Law and Gender in the US and Israel: Comparative Perspectives. 100 Units.
This course will revolve around the axis of feminist critique of the law in Israel and the US. Various feminist approaches to the law will be introduced with attention to the main beneficiaries of the legal system. The interrelation between law and gender in contemporary Israel and the United States will be discussed in classic public law legal fields-for example, criminal law and the legal construction of gender-based violence, women's representation in public space and offices-as well as in private law, with particular emphasis on personal injury law. The course will delve into the interrelations between the legal system, society and the perception of gender roles. We will consider the intersection of these topics with issues of race, class, sexual orientation, and immigrant status. Class discussions will feature abstract philosophical arguments as well as concrete legal questions concerning both Israeli and American societies.
Equivalent Course(s): PLSC 28502, GNSE 28504, GNSE 38504, JWSC 28502

PLSC 38510. Jews, Palestinians, and Israel. 100 Units.
A distinction will be made between mainly three approaches to Zionism: essentialist-proprietary, constructivist-egalitarian, and critical-dismissive. This will be followed by an explanation of these approaches' implications for four issues: pre-Zionist Jewish history; institutional and territorial arrangements in Israel/Palestine concerning
the relationships between Jews and the Palestinians; the relationships between Israeli Jews and world Jewry; and the implications of these approaches for the future of Israel/Palestine and the future of Judaism.
Equivalent Course(s): PLSC 28510, JWSC 20233, NEHC 24800, NEHC 34800

PLSC 38515. Democratic Recession: the Israeli Case. 100 Units.
This course will deal specifically with the Israel's democratic slippage during the past decade. It will examine its causes, its dynamics and its consequences, weaving in references to comparative case studies. A prior knowledge of Israeli politics, history and/or society is helpful but not necessary.

PLSC 38555. The Economy of Conspiracy. 100 Units.
This is an interdisciplinary seminar in political theory on the role of conspiracy and conspiratorial thinking in democratic thought and politics open to advanced undergraduate and graduate students. A portion of the course will focus on recent theoretical approaches to and empirical cases of the place of conspiracies and conspiracy theories in the life and death of democracies. Most of the course will be devoted, however, to finding new and creative ways to think about the conspiratorial as a mode of making speculative, critical claims about politics and, especially, democracy. We will look at how problems of oikonomia -- financialization, grey markets, the reproductive control of women, family wealth, and household labor -- got trapped in conspiratorial terms, especially in the thought of democratic Athens. How does conspiracy function as a critical language for analyzing democratic politics? And how does writing about democracy-as a set of representational techniques-participate in rendering democratic power conspiratorial? What insights into contemporary problems of democratic politics might this theoretical approach yield? Enrollment by permission of instructor only.
Equivalent Course(s): CCCT 38555, PLSC 28555, CCCT 28555

PLSC 38602. Advanced National Security Strategy. 100 Units.
With the war in Ukraine and potential flashpoints in Asia and the Middle East, now is an excellent time to survey contemporary US and International 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, better comprehend 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, including Ukraine, Taiwan and the Middle East.
Equivalent Course(s): PLSC 28602

PLSC 38740. Conflict and Applied Data Science. 100 Units.
This course will examine why people fight, the effects of fighting, and possible solutions to prevent conflict in the future. The reasons people fight, and the ways in which they fight, depend on economics, politics and psychology; we will draw on all three disciplines throughout the course. Different forms of fighting, whether terrorism or civil wars, have typically been studied separately; we will bridge this divide and study them together, assessing common root causes and approaches for resolving these conflicts.
Equivalent Course(s): PPHA 38740

PLSC 38765. 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.
Equivalent Course(s): PPHA 38765

PLSC 38801. Politics and Cinema under Authority. 100 Units.
Why do authoritarian regimes take interest in art and culture? How do citizens respond to these efforts? Between authoritarian propaganda and outright contestation of authoritarianism is a wide niche of art and media production that is just independent enough to capture the attention of the citizens and yet subtle enough to not alarm authoritarian rulers. This is relevant for film and television in particular, which cannot function under authoritarian regimes without official approval. In this course, we explore the compromises filmmakers make to continue their creative practice and the concessions state actors grant to accommodate artistic work using the 10-episode television series, Dekalog (1988), by the acclaimed Polish director Krzysztof Kieslowski. To answer our questions, we draw on literature and methodology from political science and film and media studies. We investigate what is to be gained by combining approaches from two disciplines that are rarely in conversation with each other.
Equivalent Course(s): CMST 28805, CDIN 38800, PLSC 28805, REES 38800, CDIN 28801, REES 28800

PLSC 38813. Justice and the Economy. 100 Units.
This seminar will explore how contemporary political philosophy conceptualizes the economy, frames the question of economic justice and injustice, and provides a normative case for and against ways of organizing economic institutions. By focusing on a set of specific issues including the justification of property rights, the
moral and institutional demands of economic justice, freedom and domination within the labor market, the
normative status of corporations, capitalism as a form of structural injustice, and the possibility (or lack thereof)
of just financial markets, the seminar will offer a chance to read both classical authors in contemporary political
philosophy, including John Rawls, Iris Young, Elizabeth Anderson, and Robert Nozick, as well as more recent
and less known literature on the subject. A focus on economic justice will also provide an opportunity to discuss
how contemporary political philosophy is either indebted or oblivious to a series of theoretical frameworks
traditionally used to approach questions of economic justice, including classical liberalism, republicanism,
utilitarianism, Marxism, critical theory, and utopian thought.
Equivalent Course(s): PLSC 28813, LLSO 38813

PLSC 39000. Global Justice. 100 Units.
What duties do states and societies have beyond their borders? Are obligations of justice global in scope? What
is the moral standing of states? This course will examine theories of global distributive and political justice,
controversies over cosmopolitan democracy, and theories of human rights, in light of global social structures
and international inequalities. We will consider contemporary arguments in political philosophy, sometimes
in conversation with texts in the history of political thought. Authors will include Immanuel Kant, John Rawls,
Thomas Pogge, Amartya Sen, Thomas Nagel, Iris Marion Young. (A)
Equivalent Course(s): HMRT 39000, LLSO 21810, PLSC 21810

PLSC 39202. The Secret Side of International Politics. 100 Units.
This course introduces students to the secret side of international politics. The class features weekly lectures
and "research/writing lab" meetings. The lecture and associated readings survey a wide range of theoretical
approaches for describing and analyzing the causes and consequences of conducting international politics
"behind closed doors." We will cover intelligence analysis, secret alliances, secrecy in crisis decision-making, and
covert wartime military operations. We will draw on political science but also organization studies, psychology,
and anthropology. Questions we will address include: What agreements do diplomats negotiate privately and
why? For what ends do state use secrecy in wartime? What do covert cooperative partnerships look like and
when do they succeed? What espionage practices do states use and how have they changed over time? The core
assignment is an original research paper that draws on archival/declassified materials, due from each student at
the end of term. Regular checkpoint assignments will take place during the quarter. In the weekly lab meetings,
students will receive guidance in the research and writing process, including how to access relevant archival
materials, how to organize your research materials, how to effectively prepare to write, and how to write well.
This course is intended for advanced undergraduates (political science majors and non-majors welcome) with
a large reading load and a challenging paper assignment.
Equivalent Course(s): PLSC 29202

PLSC 39300. Comparative Politics of the Middle East and North Africa. 100 Units.
This course examines major theoretical concerns in comparative politics using cases from the Middle East.
It investigates the relationships between political and economic change in the processes of state-building,
economic development, and national integration. The course begins by comparing the experience of early and
late developing countries, which will provide students with a broad historical overview of market formation
and state-building in Europe and will cover the legacies of the Ottoman empire, European colonialism, and
the Mandate period in the Middle East. The course then explores topics such as: the failure of constitutional
regimes and the role of the military, class formation and inequality, the conflict between Pan-Arabism and state-
centered nationalisms, the role of political parties, revolutionary and Islamicist movements, labor migration and
remittances, and political and economic liberalization in the 1990s.
Equivalent Course(s): PLSC 26300

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.

PLSC 39601. The Political Economy of International Trade. 100 Units.
This graduate seminar focuses on the political economy of international trade. We will draw on insights from
international law, economics, and political science to answer research questions in international political
economy and provide the foundations for the evaluation and production of empirical research. Topics include
the determinants of trade policy preferences, the rationale for international trade agreements and the workings
of the global trade regime. A central goal of the course is to generate ideas for student research, including papers
and dissertation topics.

PLSC 39701. Building World Order after Major Wars. 100 Units.
This course focuses on the recurrent problem (both practical and theoretical) of rebuilding world order after
major wars. It covers the aftermath of the three wars in 1800: the Wars of the French Revolution and Napoleon,
World War I, and World War II, plus the analogous situation after the collapse of the Soviet Union and its empire.
All those can be compared to the very different problems of rebuilding after wars in the early modern era, such
as the wars of Louis XIV. The course is built around major premises. First, following Gilpin and Ikenberry, it
assumes major wars disrupt the existing international order, that the immediate aftermath is in flux, and that the
arrangements developed then set the contours of international politics for years to come. Second, it argues that the ideology and purposes of Great Powers, as well as their material resources, affect key features of post-war order. Third, it supplements the existing literature, which focuses on international institutions, to argue that a crucial part of building international order is establishing and stabilizing domestic regimes in the defeated states. The key features of those regimes track the preferences of the victors. (D)

**PLSC 39900. Strategy. 100 Units.**
This course covers American national security policy in the post-cold war world, especially the principal issues of military strategy that are likely to face the United States in the next decade. This course is structured in five parts: (1) examining the key changes in strategic environment since 1990, (2) looking at the effects of multipolarity on American grand strategy and basic national goals, (3) focusing on nuclear strategy, (4) examining conventional strategy, and (5) discussing the future of war and peace in the Pacific Rim.
Equivalent Course(s): PLSC 28900

**PLSC 39901. What Was Multilateralism? 100 Units.**
A foundational institution of modern international relations, multilateralism has been "in crisis" since its emergence in the 19th century. Its normative commitments - publicity, reciprocity, equality, impartiality, restraint, and community - have motivated generations of transformational agents and become imprinted in the quotidian practices of international political life. In spite of or maybe because of multilateralism's presence, its critics have enlisted the social theories of their time to critique multilateralism as unworkably idealistic or cunningly reactionary. What explains the staying power of an institution that knows few allies and many enemies? This course explores the crisis of multilateralism by taking seriously the idea that the institution has survived by ritualizing its normative content without ever cohering as an institutional form. We will explore this dynamic by reading several moments of crisis through classic and current theory. We will discover how political, economic, and social crises animate theory, and how theory, in turn, leaves its mark on what crisis actors imagine to be possible. Students are invited to write in a public-facing format: open-ended peer dialogue; syllabus plus keynote lecture; or op-ed blog post plus link annotation. After collectively assembling a theory reference guide, they will each explore a crisis phenomenon and use the theoretical resources this course provides to illuminate the crisis for their audience.
Equivalent Course(s): INRE 39900, PLSC 29901

**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 40101. M.A. Colloquium. 100 Units.**
This course is for Political Science students writing a master's paper.

**PLSC 40102. Advanced Topics in Causal Inference. 100 Units.**
This is a graduate-level course considering modern advances in causal inference and experimental design. In particular, we will consider how machine learning methods can be leveraged to address causal questions. We will read a selection of papers introducing and implementing techniques and research designs, with applications to the social and health sciences and public policy. We will discuss what these new methods are able to offer, and where they may have limitations. The course will be oriented around class discussion and student presentations on the readings. An introductory course in probability and statistics is required; this prerequisite can be met by coursework in statistics, biostatistics, economics, political science, sociology, or related fields. Coursework in causal inference is recommended but not required; additional reading references will be provided for students who have not had prior exposure to causal inference methodology.

**PLSC 40110. Formal Political Theory I. 100 Units.**
This is the first course in a three-quarter sequence in Formal Political Theory that introduces foundational concepts in decision theory and noncooperative game theory, the key mathematical tools needed for applied theory, and applications from political economy. This quarter focuses primarily on static games of complete and incomplete information and related solution concepts, including (Bayesian) Nash equilibrium and mixed-strategy Nash equilibrium. Students must have recently completed coursework in differential and integral calculus, optimization theory, and methods of mathematical proof. Enrollment of master's students is at the discretion of the instructor.
Equivalent Course(s): PPHA 40110, PECO 40110

**PLSC 40111. Formal Political Theory II. 100 Units.**
This course follows on Formal Political Theory I, which it takes as a prerequisite. This quarter focuses on dynamic games of information and related solution concepts, including subgame-perfect Nash equilibrium and Markov perfect equilibrium. Applications include folk theorems for repeated games, bargaining models, and moral hazard.
Equivalent Course(s): PPHA 40111, PECO 40111
PLSC 40112. Formal Political Theory III. 100 Units.  
This course follows on Formal Political Theory I and II, which it takes as prerequisite. This quarter focuses primarily on dynamic games of incomplete information and related solution concepts, including weak perfect Bayesian equilibrium and sequential equilibrium. Applications include models of costly signaling and cheap talk.  
Equivalent Course(s): PECO 40112, PPHA 40112

PLSC 40244. Climate change, history and Social Theory. 100 Units.  
This course considers some of the major approaches to climate change and society that have been elaborated by contemporary social and environmental theorists. Key topics include the legacies of environmental thought in classical social theory; the histories and geographies of environmental crises under capitalism; the conceptualization of "nature" in relation to societal dynamics; the role of capitalism and fossil capital in the production of "metabolic rifts"; questions of periodization and associated debates on the "Anthropocene," the "Capitalocene" and the "Plantationocene"; the interplay between urbanization and climate emergencies; the (geo)politics of decarbonization; insurgent struggles for climate justice; and possible post-carbon futures.  
Equivalent Course(s): HIST 43204, SOCI 40244, CHSS 43204, CCCT 43204

PLSC 40315. Black Fugitivity & Fugitive Democracy Radical Democratic Theory and Race. 100 Units.  
What does "fugitivity" mean as a concept? As a trope, what kind of rhetorical and political work is it being used to perform by scholars across the humanities and social sciences? How should we assess its appeal, value, limitations, and dangers? This seminar explores these broad questions by comparing figurations of fugitivity in Black Studies and political theory, specifically in works of Black Study by Hortense Spillers, Fred Moten, and Saidiyah Hartman, and in works of political theory by Sheldon Wolin and Hannah Arendt. In these texts fugitivity gains its meanings by juxtaposing social death and impasse to insurgent movement, creative natality, and aliveness, but theorists represent the meaning, location, protagonists, and characteristic practices of fugitivity differently. Our goal is to discern the stakes in these differences about sociality, maternity, Blackness, and the "grammar" of the democratic and the political. Additional reading includes Neil Roberts' Freedom as Marronage, Christina Sharpe's In the Wake, and recent political theory on the relation between "fugitive democracy" and "Black fugitivity" as well as Toni Morrison's Paradise and Colson Whitehead's The Underground Railroad, literary fiction as a form of political theory by reading.  
Equivalent Course(s): AMER 40315, GNSE 40315, KNOW 40315, CRES 40315

PLSC 40402. Theories of Temporality. 100 Units.  
This course explores theories of temporality in an effort to think about modern capitalism's abstractions, specificities, permutations and evolution. We shall grapple with varying conceptions and experiences of time, the politics of hope, and the temporal and affective questions opened up by pronouncements of defeat. The class asks: how can one theorize the present without being presentist? How might we think about futures past, politics' hypotheticals, revolutionary potential, and the phenomenology of waiting. We shall read work by Marx, Benjamin, Koselleck, Postone, Chakrabarty, Meister, Threadcraft, and Arendt (to name key examples) before focusing on topics such as nostalgia, hope/despair, and climate change. We shall also read at least one novel, view a film, and discuss a play that resonate in instructive ways with the themes explored by the course.  
Equivalent Course(s): CCCT 40402

PLSC 40502. Data Analysis with Statistical Models. 100 Units.  
This course is part of the second year of the Quantitative Methodology sequence in the Department of Political Science and builds on the first year sequence (PLSC 30500, 30600, 30700). It will introduce students to likelihood and Bayesian inference with a focus on multilevel/hierarchical regression models. The overarching framework of this class is model-based inference for description and prediction -- a complement to the design-based framework of PLSC 30600 Causal Inference. Students will learn both the theory behind Bayesian modeling as well as how to implement common estimators (e.g. Expectation-Maximization, Markov Chain Monte Carlo (MCMC)) in the R statistical programming language. Applied examples will be drawn from across the political science literature, with a particular emphasis on the analysis of large survey data (e.g. the American National Election Survey (ANES), the Cooperative Election Survey (CES), the European Social Survey (ESS)).

PLSC 40503. Essays of Hume and Smith. 100 Units.  
No description available  
Equivalent Course(s): FNDL 23106, SCTH 30503

PLSC 40510. Political Violence in America Today. 100 Units.  
In recent years, masses have stormed democratic institutions of government in the United States, Germany, and Brazil, but there is great confusion about why. Each of these instances of mass political violence caught scholars, journalists, and the world by surprise and lead to important questions. The purpose of this graduate seminar is to ask those questions, read the literature relevant to them and encourage students to conduct new research to improve our understanding of the scope and dynamics of mass political violence in the United States and other democracies around the world. Crucial questions include: How do violent mass movements evolve? How does the political violence that America has experienced in 2020 and 2021 differ from past periods of heightened right-wing political violence in the 1970s and 1990s and heightened racial tensions in the 1960s? What is the impact of changes in American national identity, social capital, technology and media and social media on spreading dissent, organizing protests, and contemporary political violence?
PLSC 40525. Computational Methods for American Politics. 100 Units.
In this class, students will be introduced to several computational techniques aimed at exploring, understanding, and diagnosing substantive American political phenomena. Rather than focus on derivations and proofs of models, the main focus of the course will be applying and diagnosing model fit, along with computation and application in R. The goal of the class is twofold: first, to offer students a methodological toolbox to tackle complex questions of interest in the social sciences. The second goal, then, is to prepare students for applied quantitative research, offering modern data science techniques and computational training in the service of understanding and predicting American political behavior in a range of contexts. The course will be a combination seminar/applied, where we will read and discuss the latest developments as well as classical works related to a week’s topic, but also apply the concepts in R. Equivalent Course(s): MAPS 40500, PLSC 20525, MACS 40500

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.

PLSC 40601. Advanced Topics in Causal Inference. 100 Units.
This is a graduate-level course considering modern advances in causal inference and experimental design. In particular, we will consider how machine learning methods can be leveraged to address causal questions. We will read a selection of papers introducing and implementing techniques and research designs, with applications to the social and health sciences and public policy. We will discuss what these new methods are able to offer, and where they may have limitations. The course will be oriented around class discussion and student presentations on the readings. An introductory course in probability and statistics is required; this prerequisite can be met by courses in statistics, biostatistics, economics, political science, sociology, or related fields. Coursework in causal inference is recommended but not required; additional reading references will be provided for students who have not had prior exposure to causal inference methodology. Instructor consent required.

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.

PLSC 40605. Seminar in International Relations Theory. 100 Units.
With great power politics roaring back in Europe, Asia and around the world, now is an excellent time for graduate students to consider the latest theoretical research on conflict and cooperation among states. This course introduces students to the main theories of international politics, and particularly to the core debates among and within Realism, Liberalism, and Constructivism. It builds on this foundation by focusing on the critical new issues in debate both within and among these schools of international relations theory. Its overarching purpose is to enable students to critically assess the strengths and limits of the central arguments advanced by different scholars within these approaches and to provide a foundation for students to advance their own ideas about how to contribute to these research programs.

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.

PLSC 40801. Social Choice Theory. 100 Units.
This course will provide you with an introduction to the field of social choice theory, the study of aggregating the preferences of individuals into a “collective preference.” It will focus primarily on classic theorems and proof techniques, with the aim of examining the properties of different collective choice procedures and characterizing procedures that yield desirable outcomes. The classic social choice results speak not only to the difficulties in aggregating the preferences of individuals, but also to the difficulties in aggregating any set of diverse criteria
that we deem important to making a choice or generating a ranking. Specific topics we will cover include preference aggregation, rationalizable choice, tournaments, sophisticated voting, domain restrictions, and the implicit trade-offs made by game theoretic versus social choice theoretic approaches to modeling.

Equivalent Course(s): PLSC 20750

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, groups, and behavior, 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.

Equivalent Course(s): PPHA 40815, PLSC 20815, PBPL 40815, PECO 40815

PLSC 40825. Unsupervised Machine Learning. 100 Units.
A full understanding of data structure is not always possible, nor are tidy labeled data always available to researchers. With an applied focus, this course will cover prominent unsupervised machine learning techniques such as clustering, partitioning, dimension reduction, and deep learning for discovering latent, non-random structure in data. Further, mechanisms involved in unsupervised machine learning will also be covered, such as measuring distance, visualization, and methods of validation. Where appropriate, we will also cover best practices in functional programming.

Equivalent Course(s): PLSC 20825, MACS 40800, MAPS 40800

PLSC 41101. The Politics of Wealth Redistribution. 100 Units.
How do political institutions affect the structure and scope of wealth redistribution initiatives? This graduate seminar will introduce students to the scholarly literature on redistribution, focusing primarily on recent work. We will study the causes and consequences of redistribution, focusing both on the institutions that shape incentives for governments to implement redistribution, as well as the mechanisms, actors, and international conditions that can erode government incentives or capabilities to redistribute. The emphasis of the course will be twofold: rigorously examining the inferences we can draw from existing work, and designing research that can contribute to a better understanding of the fundamental questions regarding redistributive policies.

Equivalent Course(s): LACS 48710

PLSC 41102. Inequality and Redistribution. 100 Units.
Inequality is a defining issue of our time. Why are some societies more unequal than others, and why are some more proactive in tackling inequality through policies of redistribution? This graduate seminar will introduce students to the scholarly literature on inequality redistribution, focusing primarily on recent work. We will study the causes and consequences of inequality and redistribution, focusing both on the institutions that shape incentives for governments to implement redistribution, as well as the mechanisms, actors, and international conditions that can erode government incentives or capabilities to redistribute. The emphasis of the course will be twofold: rigorously examining the inferences we can draw from existing work, and designing research that can contribute to a better understanding of the fundamental questions regarding redistributive policies.

PLSC 41105. Political Economy I: Formal Models of Politics. 100 Units.
This course provides an overview of formal models of politics, including models of electoral competition, coalition formation, political agency, and nondemocracy. Students must have completed the three-quarter sequence in Formal Political Theory or analogous coursework in game theory and mathematical methods.

Equivalent Course(s): PECO 40102, PPHA 40102

PLSC 41111. Sylvia Wynter and the Decolonization of Political Theory. 100 Units.
Beginning in the 1970s, the Cuban-born, Jamaican philosopher Sylvia Wynter has developed a radical critique of the colonial foundations of our conceptions of the “human” even as she has sought to reanimate the meanings and possibilities of humanism. The course tracks the development of her political thinking from its emergence in the context of decolonization in the Caribbean, to her reconsideration of the history of “1492,” and her effort to reinvent humanism. Along the way we will encounter Wynter in a range of genres from the novel and play to the theoretical essays for which she is best known. We will also situate her in relation to her interlocutors in Caribbean political thought and in wider transformations of social and political philosophy. Above all we will be interested in what it means rethink the tasks of political theory with the resources Wynter provides. We will engage, in this regard, examples of contemporary theory that engage Wynter as a critical interlocutor.

Equivalent Course(s): CCCT 41111

PLSC 41150. Advanced Topics in Political Economy: Comparing Societies. 100 Units.
The course will study the cultural, social, and institutional foundations of contemporary and historical societies around the world. Particular attention will be paid to factors that are typically taken for granted and presumed universal within the economics discipline. These include perceptions of reality (including birth, death, the afterlife, the spiritual world, nature, and the environment), and moral frameworks (including views about right/wrong, fairness, equality, and community membership). We will consider how these differences then affect and
are affected by resulting cultural values, social structures, and formal political and legal institutions. The course is targeted to advanced (second-year or later) Ph.D. students with an interest in economic development, political economy, cultural economics, and/or economic history.
Equivalent Course(s): PPHA 41150

PLSC 41203. Political Regimes and Transitions. 100 Units.
Despite a shift toward democracy in much of the world, many states have remained solidly autocratic while others are plagued by political instability. This graduate seminar will introduce students to fundamental questions in the study of political regimes: What distinguishes democracy from dictatorship? How does the functioning of democratic institutions affect democratic survival? Why are some dictatorships more stable than others, and what role do institutions such as legislatures, parties, and elections play in their stability? What political and economic factors explain regime transitions, and why do transitions tend to cluster both spatially and temporally? The course will examine how these questions are addressed in current scholarship, with an emphasis on enabling students to design research projects that contribute to our understanding of how political regimes function, persist, and change.
Equivalent Course(s): LACS 41205

PLSC 41302. Modern Theories of the State. 100 Units.
The course will explore the context and content of late medieval and early modern theories of the state. We will read normative political and legal theory from Italy, England, Germany, Switzerland, and the Netherlands. Questions to be posed include: What is revealed about the claims made on behalf of states and sovereignty by commencing from an understanding of contemporary states as infrastructurally weak rather than strong? Early modern states evolved from earlier political forms. What political and normative work was performed by focusing, as so many theorists did, on fictive moments of origin? The overwhelming majority of macroregional powers in world history to that point had understood themselves to be empires. What contribution did thinking about empire make to the emergent notion of the national state?
Equivalent Course(s): HIST 68901

PLSC 41401. Contemporary Theories of Global Justice. 100 Units.
This course involves a critical examination of different conceptions of international and global justice, including both statist and cosmopolitan perspectives. It provides an avenue for exploring questions about the nature of international morality; the scope of principles of justice beyond the nation-state; the moral and political significance of global inequality; the limits of state sovereignty and the value of nationality; the ethics of immigration; as well as the very boundaries of political philosophy itself. We will read texts by Thomas Hobbes, Immanuel Kant, John Rawls, Hans Morgenthau, Charles Beitz, Thomas Pogge, Iris Marion Young, Thomas Nagel, and David Miller among others. (A)

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.

PLSC 41501. Foundations of Realism I. 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.

PLSC 41502. Foundations of Realism II. 100 Units.
A deeper exploration of Realism

PLSC 41510. Nationalism and Multiculturalism. 100 Units.
The main goal of the course is to conduct a critical discussion of the different types of multicultural and national rights, their possible justifications, and the way they should apply in Israel, compared to some other cases. In order to facilitate this, two general topics will be discussed: the concepts of the nation and of cultural groups; a normative typology of nationalist ideologies and types of multicultural programs. These then will be applied to more particular issues such as national self-determination, cultural preservation rights, nationalism and immigration, with special attention to the Israeli case (e.g. Israel’s Law of Return, refusal to allow the return of Palestinian refugees, etc.).
Equivalent Course(s): NEHC 34801

PLSC 41600. Liberalism and American Foreign Policy. 100 Units.
This course examines how America's liberal tradition affects its foreign policy.

PLSC 41700. Social Movements. 100 Units.
This course is an introduction to theoretical and empirical research on social movements. In this course we will take social movements to mean national-level collective mobilizations organized for political change. During the quarter we will examine and debate what a range of scholars across disciplines have written about some of the fundamental questions regarding the emergence, evolution and political impact of social movements.
PLSC 42013. Adam Smith's Social and Political Thought. 100 Units.
Adam Smith’s thought, and his immense influence, ranged across a remarkable array of subjects: from rhetoric and the art of writing, through the early history of language and thought, through moral philosophy and the history of law and government, to the political economy of the modern commercial state and the politics of global empires. This seminar reads Smith’s Theory of Moral Sentiments and Wealth of Nations in light of his broader intellectual concerns in less well-known works, and in the philosophical and political context of the Scottish Enlightenment, especially in relation to the work of David Hume. We will pay particular attention to such topics as Smith’s ambivalent account of progress, his narrative of global history, his critique of European commercial society and imperial expansion, and his polemical and didactic purposes. We will also read selectively from the rich body of new scholarly literature on Smith.
Equivalent Course(s): CCCT 42013, SCTH 32013, CCCT 22013, PLSC 22013

PLSC 42020. Greek Tragedy and Philosophy. 100 Units.
(CORE, SEM, ++) Ancient Greek tragedy has been of continuous interest to Western 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. This seminar 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 Greco and Roman Stoics (especially Seneca), Lessing, Hegel, Schopenhauer, Nietzsche, Iris Murdoch, Sartre, and Bernard Williams. This class is offered on the Law School’s academic calendar. The first class will be Tuesday, September 26. Admission by permission of the instructor. Permission must be sought in writing by August 21 to martha_nussbaum@law.uchicago.edu. Prerequisite: An undergraduate major in philosophy or some equivalent solid philosophy preparation, plus my permission. This is a 500 level course. PhD students in Philosophy, Social Thought, Classics, and Political Theory may enroll. MA students need permission, and the MAPH and MAPSS programs discourage 500 level courses in a student's first quarter. Law students with ample philosophical background are welcome to enroll but should ask Professor Nussbaum first. Undergraduates may not enroll. Method of evaluation: A seminar paper of 20-25 pages and an oral presentation preceded by a short paper of 5-7 pages.
Equivalent Course(s): CLAS 42020, RETH 50250, PHIL 50250

PLSC 42101. John Rawls' Theory of Justice. 100 Units.
This course involves a sustained critical examination of John Rawls’ theory of “justice as fairness,” as an avenue for wider exploration of questions about the nature and role of the concept of justice; the value of liberty and equality, and their relationship; distributive justice; the justification of democracy; and the enterprise of political philosophy itself. We will focus on Rawls' A Theory of Justice, and read many critics of Rawls, including Robert Nozick, G.A. Cohen, Susan Moller Okin, Charles Mills, and others.
Equivalent Course(s): HMRT 42101

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, Nozick, G.A. Cohen, Susan Moller Okin, Charles Mills, and others.

PLSC 42420. Approaches to the History of Political Thought. 100 Units.
This course will examine some of the most influential recent statements of method in the history of political thought, alongside work by the same authors that may (or may not) put those methods or approaches into practice. We will read works by Quentin Skinner, Reinhart Koselleck, J.G.A. Pocock, Leo Strauss, Sheldon Wolin, Michel Foucault, and David Scott among others, with some emphasis on writings about Hobbes and questions of sovereignty and the state. (E)
Equivalent Course(s): SCTH 42420, CCCT 42420

PLSC 42501. Athenian Democracy and its Critics. 100 Units.
This course explores the ancient Athenian experience of democracy through the writings of some of its staunchest partisans and fiercest critics. The course introduces students to the ideology and institutions of Athenian democracy. We investigate topics such as the role of popular institutions in politics, including the Assembly and the Popular Courts; Athens' extensive system of political accountability; and the democratic values that the Athenians took as justification for their politics and way of life. The course also analyzes some of the critical responses Athenian democracy provoked. Topics covered include the relationship between democracy and tyranny; Athenian democracy and imperialism; and the role of rhetoric in democratic decision-making. Readings include works by ancient historians, philosophers, dramatists, and rhetoricians, as well as modern scholars.
Equivalent Course(s): CLAS 32515, PLSC 22501

PLSC 42515. The Political Nature of the American Judicial System. 100 Units.
The purpose of this course is to introduce students to the political nature of the American judicial system. In examining foundational parts of the political science literature on courts understood as political institutions,
course will focus on the relationship between courts, other political institutions, and the broader society. The sorts of questions to be asked include: Are there interests that courts are particularly prone to support? What factors influence judicial decision-making? Are judicial decisions influenced by public opinion? What effects do congressional or executive actions have on court decisions? What impact do court decisions have? While the answers will not always be clear, students should complete the course with an awareness of and sensitivity to the political nature of the American judicial system. The course is not case-based. No prior knowledge of the judicial system is necessary.

Equivalent Course(s): LLSO 24011, PLSC 22515

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’ll 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.

PLSC 42805. Law and Empire. 100 Units.
This course will consider the entangled histories of international law and European imperialism from the early modern period to the present. Some of the earliest texts of modern international law were written to grapple with questions about the justifiability of European imperial and commercial practices. Later arguments that states are equal and independent under international law were used both to justify and to obscure imperial relations as well as to criticize it, as, arguably, were human rights arguments in the twentieth century. We will read authors including Vitoria, Montesquieu, Vattel, Bentham, Mill, Du Bois, and Mohammed Bedjaoui as well as recent writings on the history of empire and international law.

Equivalent Course(s): SCTH 42805, PLSC 22805, CCCT 22805, CCCT 42805

PLSC 42910. Kant's Political Thought. 100 Units.
An intensive examination of Immanuel Kant’s political thought. We will examine his writings about a broad range of topics, including human nature, freedom, social relations, property, government, justice, religion, history and progress, revolution, equality and inequality, and cosmopolitanism.

PLSC 42912. Hobbes, Rousseau, Kant. 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.

PLSC 43001. The Refugee. 100 Units.
This course is an advanced seminar in political theory about the refugee, a topic we will treat as an unstable figure, a legal status, a mobile historical and naturalized construct, a political aporia, and an organizing concept for considering relations among the following topics: membership; migration; home; rights; sovereignty; exile; kinship; criminality; justice; desert; compassion; and humanitarianism. We will be asking who or what a refugee is and why this figure is generally thought to signify a condition unique to the modern era (any particular modern moment?); of what political dynamics the refugee is borne and further enabling; and how this category might compare to similar ones we find in the different contexts of ancient Greece, its literature, and its political thought. We will thus consider whether in the "original" classical Greek practicing and theorizing of supplication, exile, and asylum seeking-practices-which were undertaken, notably, outside of a rights and nation-state framework but in most cases within a democratic order-we can find new ways to unsettle preeminent postwar approaches to the refugee and to the production of statuslessness/statelessness.

Equivalent Course(s): PLSC 24305

PLSC 43002. State Formations and Types of States: Global Perspectives. 100 Units.
Why, historically, did states emerge, and what did they do? The course begins by investigating standard narratives of European state formation, then proceeds to ask whether non-European and premodern state formations conform to the scholarly theories. Finally, we wonder whether theories of state formation fit empires or federal states. This course asks students simultaneously to take seriously social science explanations for state formation and the historical record.

Equivalent Course(s): HIST 43002

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 compositional data, such as allocation of time by bureaucrats to task and district vote shares; and models for latent variables, such as for predispositions. The emphasis in this course will be on the extraction of information about political and social phenomena, not upon properties of estimators.
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 those we feel are most similar to? Can we trust political actors, and under what kinds of conditions? When is a message persuasive, and why?

PLSC 43301. Democracy and Equality. 100 Units.
Democracy has often been celebrated (and often criticized) for expressing some kind of equality among citizens. This course will investigate a series of questions prompted by this supposed relationship between democracy and equality. Is democracy an important part of a just society? What institutions and practices does democracy require? Is equality a meaningful or important political ideal? If so, what kind of equality? Does democracy require some kind of equality, or vice-versa? The course will begin by studying classical arguments for democracy by Jean-Jacques Rousseau and John Stuart Mill, and then focus on contemporary approaches to these questions. The course will conclude with some treatment of current democratic controversies, potentially including issues of race and representation; the fair design of elections; the role of wealth in political processes; and the role of judicial review. The course aims to deepen participants’ understanding of these and related issues, and to develop our abilities to engage in argument about moral and political life. This course is part of the College Course Cluster program, Inequality. Equivalent Course(s): LLSO 29705, PLSC 23313

PLSC 43401. Mathematical Foundations of Political Methodology. 100 Units.
This is a first course on the theory and practice of mathematical methods in social science research. These mathematical and computer skills are needed for the quantitative and formal modeling courses offered in the political science department and are increasingly necessary for courses in American, Comparative, and International Relations. We will cover mathematical techniques (linear algebra, calculus, probability) and methods of logical and statistical inference (proofs and statistics). A weekly computing lab will apply these methods, as well as introduce the R statistical computing environment. Students are expected to have completed SOSC 30100: Mathematics for Social Sciences.

PLSC 43434. Politics and Sociology of Markets. 100 Units.
Course will survey conceptions of market exchange in both micro and macro dimensions. The emphasis will be (mostly) on sociological and normative understandings of markets as forms of order. Equivalent Course(s): SOCI 40261

PLSC 43501. Strategies and Techniques of Empirical Research. 100 Units.
This course aims to help advanced political science graduate students improve how they communicate their empirical research findings. We will focus on techniques of effective writing, how to present quantitative information, and how to identify compelling narratives that link research findings together. (E)

PLSC 43502. Machine Learning. 100 Units.
This course introduces techniques to collect, analyze, and utilize large collections of data for social science inferences. The ultimate goal of the course is to introduce students to modern machine learning techniques and provide the skills necessary to apply the methods widely. In achieving this ultimate goal, students will also: 1) Learn about core concepts in machine learning and statistics, developing skills that are transferable to other types of data and inference problems. 2) Develop their programming abilities in R and be introduced to Python. 3) Be introduced to substantive problems.

PLSC 43505. Introduction to Machine Learning. 100 Units.
This course requires Python programming experience. The course will train students to gain the fundamental skills of machine learning. It will cover knowledge and skills of of running with computational research projects from a machine learning perspective, including the key techniques used in standard machine learning pipelines: data processing (e.g., data cleaning, feature selection, feature engineering), classification models (e.g., logistic regression, decision trees, naive bayes), regression models (e.g., linear regression, polynomial regression), parameter tuning(e.g., grid-search), model evaluation (e.g., cross-validation, confusion matrix, precision, recall, and f1 for classification models; RMSE and Pearson correlation for regression models), and error analysis (e.g., data imbalance, bias-variance tradeoff). Students will learn simple and efficient machine learning algorithms for predictive data analysis as well as gain hands-on experience by applying machine learning algorithms in social science tasks. The ultimate goal of this course is to prepare students with essential machine learning skills that are in demand both in research and industry. Equivalent Course(s): MAPS 33002, MACS 33002, MACS 23002

PLSC 43600. The Political Thought of W. E. B. Du Bois. 100 Units.
The course will survey the political thought of leading American and international intellectual W. E. B. Du Bois. Because Du Bois's intellectual and activist contributions range across the fields of history, sociology, education, fiction, philosophy, political theory, literary theory, biography, and autobiography, the course samples works by him in each of these fields. Central themes include: (1) Du Bois's shifting understanding of race as a concept, (2) his internationalist and Pan-African orientation, (3) his turn to Marxist analysis and political commitments. The
PLSC 43605. The Politics of the Middle East. 100 Units.
This course will provide an analytical overview of the politics, regimes, and institutions of one of the most geopolitically important and exciting regions of the world: the Middle East. Blending literatures from international security, human rights, and comparative politics, we will cover a wide range of political, economic, and social issues as well as contemporary debates pertaining to the region. Some of these topics will include civil resistance and compliance under different types of authoritarianism, domestic conflict and proxy wars, the legacies of military coups and third-party interventions, the status and agency of women, political governance and participation in oil-monarchies, and the political repercussions of the Syrian civil war and ensuing refugee crisis. Where possible, we will situate these topics against the backdrop of cooperative and conflictual regional dynamics, engage contemporary debates and recent developments, and draw on multiple country profiles and case studies as illustrative examples. By the end of this class, you will be able to analyze the complex, modern-day politics of the Middle East, identifying the key players, issues and challenges, and also gain a deeper and more nuanced understanding of intra and interstate relationships that shape the region.
Equivalent Course(s): INRE 43605, INRE 23605, PLSC 23605

PLSC 43701. Constructivism. 100 Units.
This seminar traces the development of the constructivist program in international relations in order to better understand its elements, assumptions, and methods, and apply those to current issues. We start by uncovering the roots of constructivism in sociology and philosophy and examine structuration theory, the English School, world systems theory, regime theory, and sociological institutionalism. The second part of this course focuses on 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.

PLSC 43711. Plato’s Laws. 100 Units.
In this course we will read together Plato’s Laws, along with some of the important secondary literature on the dialogue. Since the Laws is a dialogue about nearly everything, the topics we will cover will vary accordingly: political institutions, moral psychology, the uses and abuses of drinking parties, atheism, political legitimacy and friendship, persuasion and force, and much more.
Equivalent Course(s): PLSC 23711

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.
Equivalent Course(s): CLAS 33815

PLSC 43820. Plato’s Republic. 100 Units.
This course is devoted to reading and discussion of Plato’s Republic and some secondary work with attention to justice in the city and the soul, war and warriors, education, theology, poetry, gender, eros, and actually existing cities.
Equivalent Course(s): SCTR 31770, FNDL 29503, SCTR 21770, PLSC 21770

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-tracking 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.

PLSC 44110. The Politics of Value Pluralism. 100 Units.
Value pluralism— the idea that difficult moral questions may have more than one right answer, that some of those answers conflict, and that there may be no rationally authoritative way of choosing between them—has attracted increasing attention from political theorists and philosophers. If true, this non-obvious and heterodox view raises significant challenges for political practice. How can we engage our fellow citizens rationally, if we do not share their moral assumptions, aims, or evidentiary authorities? On what basis can we hold political authorities accountable, if we cannot agree on the same moral criteria to distinguish legitimate from illegitimate uses of political power? If difficult moral questions permit more than one right answer, will that encourage practices of
toleration and generosity, or the brute force of majority preference? This seminar will ask what value pluralism really means, what evidence we have for it, and what consequences it entails for a liberal politics.

Equivalent Course(s): MAPS 44100

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.

PLSC 44305. Topics in Black Politics. 100 Units.
This course will address topics in Black politics.

PLSC 44410. Authoritarian Regimes. 100 Units.
The persistence of many authoritarian regimes since the end of the Cold War has inspired a major new literature in comparative politics on how non-democracy works. This graduate seminar for PhD students considers some conceptual and theoretical issues and debates in this new wave of research, such as: How should authoritarian regimes, including so-called “hybrid regimes,” best be classified? What kind of institutions makes authoritarianism more or less stable and durable? How do these regimes try to generate compliance and support? Why do so many of them hold elections and convene parliaments? What economic factors tend to bolster or undermine dictatorship? And how do they both extract support and deflect threats from their international environment? (C)

PLSC 44701. Comparative Approaches to Civil War. 100 Units.
This course blends theoretical, empirical, and conceptual work on civil conflict with detailed studies of cases. It will assess research on civil war “onset,” mobilization, violence, civilian agency, and resolution, while linking these broader literature to conflicts in the Middle East and South Asia. The course will emphasize theoretical innovations grounded in detailed empirical knowledge, including primary texts, ethnographies, films, and other forms of cultural production.

PLSC 44702. Lab and Field Experiments in Comparative Politics and Policy. 100 Units.
Over the last several decades in what has become known as an “experimental revolution,” social scientists have used experimental designs to study the effects of interventions and policies. The growing popularity of experimental methodology gives researchers leverage on causal questions, and bringing these designs to the field helps to bring their research designs closer to the real social phenomena they seek to understand. In this course, we will study how these methods have been used to study politics and policy, with examples from Africa, Latin America, and India. We will ask what types of questions experiments can answer, and what types of things we can manipulate and measure. We will review design considerations, such as methods to account for treatment spillover, and randomization procedures. We will also read critiques of experimental methods and field experiments; students will discuss ethical considerations, and will consider tradeoffs to limitations of experimental designs in field settings. While we will carry out some calculations, this course will not be oriented towards statistical programming, and there are no prerequisites for this course.

PLSC 44801. Network Theory for International Political Economy. 100 Units.
This course introduces students to the ongoing network turn in international political economy (IPE). It has three goals. First, students will replace purely metaphorical (and vague) talk of networks with focused propositions about the network properties and dynamics of contemporary phenomena such as international hierarchy, regional fragmentation amidst global integration, and the fate of sovereign territoriality in an age of (violent) transnational activism. Second, students will ponder competing explanations of the network turn in IPE: have IPE scholars abandoned conventional analytical tools in favor of network theory, because the conventional toolkit already came with rudimentary network-theoretic devices that simply needed sharpening; or did some changes in the real international economy prompt the shift? Finally, students will critically assess the ability of SNT to be a vehicle for innovative social science. They will do this, in part, by devising a research proposal of their own that assesses the validity and utility of testing a single network-theoretic proposition against some conventional competitor.

Equivalent Course(s): INRE 44802

PLSC 44810. Hannah Arendt: From Kantian Aesthetics to the Practice of Political Judgment. 100 Units.
The third volume of Hannah Arendt’s The Life of the Mind was never written. As her editor, Mary McCarthy, observed: “After her death, a sheaf of paper was found in her typewriter, blank except for the heading ‘Judging’ and two epigraphs. Sometime between the Saturday of finishing ‘Willing’ [the second volume of the aforementioned work] and the Thursday of her death, she must have sat down to confront the final section.” In this course we will consider the possibility that Arendt does in fact address the problem of validity (which, with Kant she calls “subjective validity”), with one important caveat: she does not think that validity in itself is the all-important problem or task for political judgment—the affirmation of political community as the realm of human plurality and freedom is. We will examine those aspects of Kant’s Critique of Judgment that she neglected, such as the non-cognitive function of productive imagination and the limits of reproductive imagination in
the aesthetic of the sublime. We shall also consider the rather different critical view, advanced by postmodern thinkers like Lyotard, that Arendt does not repudiate but rather shares Habermas’ attempt to ground political community on a practice of judgment at whose center stands not the demand to create political community anew, but the idea that radical differences of opinion are in principle resolvable by means of proofs.

**PLSC 44904. Is Our Democracy Broken? Myths and Realities of American Politics. 100 Units.**
Pessimism about American politics is rampant. But how worried should we be? Is increasing economic inequality bad for our democracy? Does polarization threaten our constitutional system? How should we think about the growth of executive power? Has the judiciary become too politicized? The federal bureaucracy too unresponsive? Is there too much money in American politics? Are our political institutions overly biased against have-nots? In this course, we will try and find the answers, sifting through work by historians and political scientists to understand and evaluate conventional wisdom about the state of American politics today.
Equivalent Course(s): PLSC 24904

**PLSC 44905. Feminism and the Radical Democratic Imaginary: Futures Past. 100 Units.**
In Part I of this course we explore how conceptualizations of the past shape imaginative visions of possible futures. How we understand the past has a direct bearing on what can count as a “realistic” course of social, political, and economic action. Our conception of the past is itself shaped by a projected future and different societies have different ways of imagining the relations between their own future and past. Originating in the revolutionary 18th century, Western feminism’s conceptualization of this relation, its own “futures past” (to speak with Reinhard Koselleck), is characterized by an anticipatory and distinctively modern temporality that assumes the novelty and openness of the future. If the history of feminism calls at times for rewriting, that is less because new facts are discovered than that the ever-changing present opens new perspectives on the past and makes new demands on what it can mean. The past is figured more in terms of projected futures than fidelity to how things really were. For this reason, feminist historiography is rife with debates about whose story is told, and the idea of a “wave” itself has with good reason been criticized as overly generalizing in ways that blind us to the far more fraught and complex histories not captured in its conceptual net.
Equivalent Course(s): GNSE 44905

**PLSC 44906. Feminism and the Radical Democratic Imaginary, Part II. 100 Units.**
The political history of Western feminism is typically described as encompassing various “waves” of theory and practice, with each wave building on, but also going beyond, an earlier wave. Thus, the second-wave (1968-1980s) is seen as taking up and radicalizing the first wave (1848-1920) struggle for political rights by expanding the concept of rights and of politics itself beyond the confines of the formal political sphere; the third wave (1991-?) is seen as taking up and radicalizing the second wave’s concept of “women” as the political subject of feminism; and so on. Handy though this periodization may be, it has left many feminists wondering which wave they are in anymore. Some feminists argue that the various waves have given way to “intersectional feminism,” but that description does not address the fundamental question of what kind of critical political work the concept of a “wave” was supposed to do in the first place. It was not until 1968 that people started talking about feminism in terms of different waves, and that feminism came to be understood as having a history at all. This shift allowed feminists to root their political demand for change in a historical democratic struggle for social justice, not least as a way of countering the popular view of the women’s liberation movement as an impossibly utopian project made up by a bunch of crazy man-hating misfits.
Equivalent Course(s): GNSE 44906

**PLSC 45010. Social Theory and the Economy. 100 Units.**
This course will survey a variety of works in economic sociology, political economy and organization theory. The focus will be substantively on the changing character of market process, the location of production and the governance of flows of labor and capital. Theoretically, we will survey recent work in Actor-Network Theory, Experimentalist Governance, field theory and institutionalism. Among others, we will read work by Polanyi, Sahlins, Beckert, Latour, Callon, Mackenzie, Fligstein, Boltanski, Sabel, Thelen.
Equivalent Course(s): SOCI 40227

**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.
Equivalent Course(s): CRES 45510
PLSC 4550. The Study of Criminal Justice and Race in the United States. 100 Units.
This course will familiarize students with the major themes in recent scholarship on criminal justice and race in the United States. These include how racial hierarchies influence legislation, the role criminal justice plays in racial construction, the functioning of bureaucracies in racialized societies, and the political consequences of criminal justice policy. It will also take this scholarship as an object of study to critically assess the scope of questions being answered in this area, and examine the relationship between epistemological commitments, ontological premises, and the ability of systematic inquiry to serve or subvert racial hierarchies.
Equivalent Course(s): CRES 45503

PLSC 4550. Agriculture, Environment and Political Economy. 100 Units.
This course will look at the industrialization of Agriculture both as an historical phenomenon and as a contemporary problem in the debate about climate change. Literatures on peasants and economic development, anti-monopoly and cooperatives, food regimes, economic planning, shifts in employment and the changing relations between rural and urban economic life will be surveyed. In general, the aim will be to explore the extent to which agricultural development, particularly in advanced political economies, has been shaped by political economic struggles and changing clusters of ideas about employment, food, the environment and democracy.
Equivalent Course(s): SOCI 40245

PLSC 45601. Theories of Capitalism since Veblen. 100 Units.
This course serves as an introduction to the literature on political economy in the twentieth century. Emphasis will be placed on the way in which various authors normatively understand the relationship between politics and economic process. Works by Veblen, Weber, Keynes, Hayek, Schumpeter, Polanyi, Kalecki, Bell, Aglietta, Rajan &amp; Zingales, Streeck, and Blyth, among others, will be considered.
Equivalent Course(s): SOCI 40222

PLSC 45605. Political Theories of the Corporation. 100 Units.
This course will survey political ideas about the corporation in Europe, the US and Japan. The first part of the course will explore historical debates about the relationship between the corporation and democracy, while the second part will be devoted to a range of contemporary debates on the democratization of the corporation itself and to problems of monopoly in contemporary democratic order.
Equivalent Course(s): SOCI 40224

PLSC 45678. Evolution of Consciousness. 100 Units.
This course explores the nature and evolution of consciousness. The approach here is rooted first in biology and then expands to include human language, culture, and political systems. Our goal is to come up with a better understanding of what consciousness is, how it evolves, and where it might be going in the future. One area of particular interest will be examining how many of the crises of modernity (climate change, technological shifts, political polarization) are related to the current configuration of human consciousness
Equivalent Course(s): PLSC 25678

PLSC 45705. Theories of Global Capitalism since Hobson. 100 Units.
This course examines theories of capitalist globalization and its relationship to/ role in economic and political development in the non Western world since the beginning of the 20th century. Emphasis will be placed on the way in which various authors normatively understand the relationship between politics and economic process. Works by Hobson, Lenin, Luxemburg, Schumpeter, Lewis, Hirschman, Frank, Evans, Arrighi, Vernon, Stiglitz, Rodrik and others will be considered.
Equivalent Course(s): SOCI 40223

PLSC 45706. The Sociology of Work in Industry, Agriculture and Services. 100 Units.
This course will survey sociological and political economic writings on work and the organization of production in the main domains of contemporary political economic life: industry, services and agriculture. The first part of the course will survey the main theoretical traditions in sociology, anthropology, economics and political science that have concerned themselves with work, while the second part of the course will focus on cases and ethnographies of contemporary workplaces and production processes in both the developed and developing world.
Equivalent Course(s): SOCI 40223

PLSC 45710. Race and Capitalism. 100 Units.
This course will address issues of race and capitalism.
Equivalent Course(s): CRES 45700

PLSC 45801. The Ethics of War. 100 Units.
The course examines moral problems surrounding war. We will focus on traditional questions of jus ad bellum - the conditions under which war is justified-and of jus in bello - the moral principles that regulate the conduct of war. We will also consider pacifist claims that war is never justified. While considering normative philosophical approaches to war in general, we will give special attention where possible to problems arising in recent conflicts, such as the use of drone strikes, asymmetric warfare between states and non-state groups, and humanitarian intervention. (A)
PLSC 45804. Feminists Read the Greeks. 100 Units.
Since the 1970s, thinkers writing on gender, sex, and sexuality have staged a series of generative, critical, and sometimes controversial encounters with ancient Greek thought, politics, and culture. As one classicist puts it, feminist theory has “gone a long way… toward inscribing classical Greek philosophy at the origins of some of the most tenacious assumptions about sexual difference in the Western tradition.” This course explores the ways that the texts and practices of ancient Greece, if not the idea of “the Greeks,” have provided theoretical and symbolic resources for feminists and others to think critically about gender (and sexuality) as a conceptual and political category. What sorts of interpretive and historical assumptions govern these engagements? To what extent might the trajectories of gender studies, feminism, and classics be intertwined? Was there a concept of “gender” in ancient Greece? Of sexuality? Is it fair to say, as many have, that classical Greek ideas about gender and the sexed body are wholly opposed to those of the moderns? What other oppositions could this habit of thought be working to keep in place? Sample reading list: Sophocles’ Antigone, Plato’s Republic, Foucault’s The Use of Pleasure, Ann Carson’s Oresteia, Judith Butler’s Antigone’s Claim.
Equivalent Course(s): PLSC 25804, KNOW 25804, CCCT 45804, CCCT 25804, GNSE 45804, GNSE 25804

PLSC 45805. Realism and Futurity in Contemporary Critical Political Thought. 100 Units.
This seminar will examine different understandings of the idea of equality (moral, social and political) in contemporary analytical political thought. It will explore a series of questions that have been at the center of recent debates between egalitarians, including: what the foundation of equal moral status between persons is; whether the main reasons for objecting to social inequalities are intrinsically egalitarian or rather derive from non-egalitarian values; what (if anything) should be equalized; how justice and equality relate to each other; whether the ideal of social equality should ultimately be understood as a relationship between persons or as a distributive ideal; whether the ideal of social equality makes sense only within bounded political societies, or is instead broader in scope. We will read the work of, among others, Elizabeth Anderson, Richard Arneson, Charles Beitz, Simon Caney, G.A. Cohen, Ronald Dworkin, Thomas Nagel, Derek Parfit, John Rawls, Thomas Scanlon, Samuel Scheffler, Amartya Sen and Larry Temkin.

PLSC 46201. New Media and Politics. 100 Units.
Throughout history “new media,” for better or worse, have on occasion transformed politics. The use of radio to share Roosevelt’s fireside chats and of television to broadcast the Civil Rights Movement are recognized as landmark moments when “new media,” intersecting with political life, changed the course of political engagement. Today’s “new media” (the Internet, digital media production, and computer games) may also radically change how we think about and engage in politics. This course will explore the historical and potential impact of new media on politics.
Equivalent Course(s): SOCI 40232

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.
Equivalent Course(s): GRMN 45306, HIST 64607

PLSC 46407. Colloquium: Marx VII. 100 Units.
This course will continue an intensive examination of central aspects of Karl Marx’s mature social theory. A prerequisite for the course is familiarity with the first volume of Capital in this sequence. Following a brief review of central aspects of the first two volumes, we will focus on a close reading of the third volume of Capital. Those texts will be approached as an attempt to formulate a critical and reflexive theory that would be adequate to the character and dynamic of modern social life.
Equivalent Course(s): GRMN 45307, HIST 64608
PLSC 46409. Colloquium: Marx IX. 100 Units.
This course will continue an intensive examination of central aspects of Karl Marx's mature social theory. A prerequisite for the course is familiarity with the first two volumes of Capital in this sequence. Following a brief review of central aspects of the first two volumes, we will focus on a close reading of the third volume of Capital. Those texts will be approached as an attempt to formulate a critical and reflexive theory that would be adequate to the character and dynamic of modern social life.
Equivalent Course(s): GRMN 45308, HIST 64609

PLSC 46411. The Emergence of Organizations 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. (C)
Equivalent Course(s): SOCI 40194

PLSC 46412. Colloquium: Marx X. 100 Units.
This course will continue an intensive examination of central aspects of Karl Marx's mature social theory. A prerequisite for the course is familiarity with the first two volumes of Capital in this sequence. Following a brief review of central aspects of the first two volumes, we will focus on a close reading of the third volume of Capital. Those texts will be approached as an attempt to formulate a critical and reflexive theory that would be adequate to the character and dynamic of modern social life.
Equivalent Course(s): GRMN 45309, HIST 64610

PLSC 46600. Political Economy of Development. 100 Units.
This course is intended as an introduction for Ph.D. students to the research literature in the political economy of development. Its purpose is to give students both a sense of the frontier research topics and a good command of how social science methodological tools are used in the area. This class is for PhD and Harris MACRM students only, with no exceptions. Must have completed a PhD level Microeconomics course to enroll.
Equivalent Course(s): ECON 35570, PPHA 41120

PLSC 46666. Democracy, Regulation and Planning. 100 Units.
Will focus on the regulatory aspects of democracy.
Equivalent Course(s): SOCI 40262

PLSC 47403. Carl Schmitt's Political Thought. 100 Units.
This course is devoted to the political thought of controversial conservative Weimar lawyer and National Socialist partisan, Carl Schmitt. We will read and discuss his major works on sovereignty, the exception, legal theory, parliamentary government, liberalism versus democracy, and "the political." Students are expected to come to the first session having read Political Theology in its entirety. (A)
Equivalent Course(s): PLSC 27403, FNDL 28305

PLSC 47701. Political Economy of International Security. 100 Units.
How do money and markets influence states' security policies? This course uses classic and current work in the field to directly explore the role of economics in creating state military power. Topics include the instruments of war finance, the economic incentives to intervene in conflict, the ability of economic interdependence to prevent conflict, how alliance policies influence the arming and trading policies of states, and labor mobility as a cause of border instability. A central goal of the course is to generate ideas for your own research, including papers and dissertation topics.

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.
Equivalent Course(s): FNDL 27716, CLCV 27716, PLSC 27703, CLAS 37716

PLSC 47805. Normativity After Wittgenstein. 100 Units.
You must bear in mind that the language game is so to say something unpredictable. I mean: it is not based on grounds. It is not reasonable (or unreasonable). It is there-like our life." -On Certainty §559 In the now longstanding debate over positivism, Wittgenstein has appeared to many social and political theorists as offering an alternative to the impossible choice between objectivism and subjectivism. Wittgenstein's understanding of rules and rule-following, it is said, offers a third way of thinking about normativity that takes into account the (subjectivist) notion of the unique or meaningful nature of human thought and action, without relinquishing the (objectivist) idea that normativity necessarily transcends individuals, their actual practices of speaking and acting. Accordingly, Wittgenstein is seen as replacing the positivist's law-governed (nomothetic) view of
human speech and action with a rule-governed account that does not reduce meaning to individual subjective states. In this course we critically interrogate this view of normativity in Wittgenstein's thought. We take up the "therapeutic reading" of his work pioneered by Stanley Cavell, according to which Wittgenstein does not put forward an alternative theory of linguistic meaning but seeks to expose misunderstandings about what kinds of structures must underwrite everything that humans can meaningfully do or say.

PLSC 48000. Seminar: Comparative Politics, Field Seminar in Comparative Politics. 100 Units.
This seminar broadly surveys the study of comparative politics in contemporary political science.

PLSC 48001. Field Seminar in Comparative Politics I. 100 Units.
This seminar broadly surveys the study of comparative politics in contemporary political science.

PLSC 48101. Field Seminar in Comparative Politics II. 100 Units.
Over the last several decades in what has become known as an "experimental revolution," social scientists have used experimental designs to study the effects of interventions and policies. The growing popularity of experimental methodology gives researchers leverage on causal questions, and bringing these designs to the field helps to bring their research designs closer to the real social phenomena they seek to understand. In this course, we will study how these methods have been used to study politics and policy, with examples from Africa, Latin America, and India. We will ask what types of questions experiments can answer, and what types of things we can manipulate and measure. We will review design considerations, such as methods to account for treatment spillover, and randomization procedures. We will also read critiques of experimental methods and field experiments; students will discuss ethical considerations, and will consider tradeoffs to limitations of experimental designs in field settings. Undergraduates should have taken PLSC 26969 or obtain instructor consent.
Equivalent Course(s): PLSC 28110

PLSC 48301. Inference in Diplomatic History and International Relations. 100 Units.
This is the first course in the two course sequence "Evidence and Analysis in International Relations Research." The course will address a host of questions fundamental to international relations research, particularly when that research entails writing historical case studies. These questions include: What does it mean to identify a causal relationship? What is the relationship between diplomatic history and IR? What controversies have arisen over the use of archival evidence, diplomatic histories, and memoirs in international relations scholarship? What are the techniques for acquiring and using such source materials? How should one interpret information found in such source materials? How have scholars used diplomatic histories to create large-n data? Students who complete this course will be prepared to smoothly transition into the sequence's second course, "Quantitative Security" (offered in the Winter term).
Equivalent Course(s): PLSC 28110

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.
Equivalent Course(s): PPHA 39830

PLSC 48700. Crime, Conflict and the State. 100 Units.
Scholars of civil war emphasize the importance, and perhaps primacy, of criminal profits for insurgencies, especially in the post-cold war era. But theories of civil war generally rest on an assumption that insurgents aim to replace state power. This seminar approaches the issue from the other end of the spectrum: armed conflict between states and "purely" criminal groups--particularly drug cartels. Cartel-state conflict poses a fundamental puzzle: Why attack the state if you seek neither to topple nor secede from it? After a brief survey of the literature on civil war and organized crime, we will study recent work on criminal conflict, particularly in Latin America. We also consider the related topics of prison-based criminal networks and paramilitaries, and explore how crime and political insurgency interact in places like West Africa and Afghanistan. Throughout, we evaluate the concepts, questions and designs underpinning current research.
Equivalent Course(s): LACS 48700, PPHA 37105

PLSC 48800. Introduction to Constitutional Law. 100 Units.
This course is designed as an introduction to the constitutional doctrines and political role of the U.S. Supreme Court, focusing on its evolving priorities and its responses to basic governmental and political problems. Topics include the development of judicial power, the interaction of states and the federal government, judicial involvement in economic policy, and the Court's treatment of minority rights. The course aims to provide students with an understanding of the political history of the Court as well as some knowledge of doctrinal developments. Students should complete the course with an awareness of the political nature of much of what
the Court does and with the ability to read, follow, and intelligently discuss Supreme Court decisions. It is not a law school course. No prior knowledge of the U.S. Supreme Court or its decisions is expected or required. There are no prerequisites. Equivalent Course(s): LLSO 23900, PLSC 28800

PLSC 48801. Constitutional Law for LL.M. Students. 100 Units.
This course is designed to introduce LL.M. students to U.S. constitutional law. Topics to be covered include the theory, development and practice of judicial review, the allocation of powers among the legislative, executive, and judicial branches, and the role of and interactions between the states and the federal government in the federal structure. In addition, the course will cover key doctrines in the areas of equal protection and substantive due process.

PLSC 49100. On Violence. 100 Units.
This seminar begins by covering major theorists of and debates about violence. Among the authors we shall read are Arendt, Fanon, Sartre, Benjamin, Foucault, Membre, Zizek, and Butler. We shall then explore a few ethnographies that explore issues related to violence in theoretically motivated, grounded research, including works by Masco, Scheper-Hughes, Siegel, and Taussig. The aims of the course are to combine political theory and comparative politics concerns with theoretically-motivated work in anthropology and literary studies. Considering the relationship between overt coercion and systemic violence, attending to genres of writing about violence, and focusing on the everyday lived experiences of violence, the course grapples with questions of race, class, gender, mediation, representation, and political power. The course will also reflect on the cathartic pleasures, emotional paradoxes, and anti-political dimensions of violence. Students will participate avidly in class discussions and write one seminar paper OR take a final take-home exam. Equivalent Course(s): CCCT 49100, ANTH 52515

PLSC 49200. American Political Development. 100 Units.
In this course we will explore long-term changes in the American political system. Covering key works in the field, course readings will be organized around several core questions. How did we get the political institutions we have today? How has American political culture shaped these institutions? What is the relationship between changes in the economy and changes in state and party organization? We will also attend to issues of method, especially the links between history and social science.

PLSC 49301. Emotions, Reason, and Law. 100 Units.
Emotions figure in many areas of the law, and many legal doctrines (from reasonable provocation in homicide to mercy in criminal sentencing) invite us to think about emotions and their relationship to reason. In addition, some prominent theories of the limits of law make reference to emotions. (Thus Lord Devlin and, more recently, Leon Kass have argued that the disgust of the average member of society is a sufficient reason for rendering a practice illegal, even though it does no harm to others. J. S. Mill and Herbert Hart argue against this view, but preserve a role for some emotions in the law.) Emotions, however, are all too rarely studied closely, with the result that both theory and doctrine are often confused. The first part of this course will study major theories of emotion, asking about the relationship between emotion and cognition, focusing on philosophical accounts, but also learning from anthropology, psychology, and psychoanalytic thought. We will ask how far emotions embody cognitions, and of what type, and then we will ask whether there is reason to consider some or all emotions "irrational" in a normative sense. We then turn to the criminal law and select areas of constitutional law, asking how specific emotions figure in doctrine and theory: anger, fear, compassion, disgust, guilt, and shame. (A) (I)
Equivalent Course(s): GNSE 38300, PHIL 25209, RETH 32900, GNSE 28210, PHIL 35209

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. Equivalent Course(s): PLSC 28400

PLSC 49701. Cultural Cold War. 100 Units.
In this course we will consider culture wars amidst the Cold War. We will range across media and aesthetic schools to examine the entanglement of art and politics, culture and diplomacy, creativity and propaganda, consumerism and the avant-garde, nuclear aspirations and dystopian visions, artistic freedom and police operations. The course's basic premise is that, notwithstanding the bipolar world it created, the Cold War was a multisided affair, so our readings will extend beyond the United States and the Soviet Union to include various national contexts. Equivalent Course(s): INRE 39701, HIST 49701, REES 49701

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.

PLSC 50103. Comparative Legal Institutions. 100 Units.
This course is designed to examine a range of legal institutions from a comparative and interdisciplinary perspective. It is not a traditional course in comparative law, in that it focuses not so much on particular rules of substantive law but on the structure of different legal systems and the consequences of those structural
differences for law and society. In particular, we will focus on the economic impact of legal traditions. Readings will be drawn from legal and social science literature, including works from anthropology, economics, political science and sociology. The course will explicitly cover non-Western legal traditions to an extent not found in conventional comparative law courses. Furthermore, American institutions are explicitly included in the comparison: this is not simply a course in foreign law. Assessment is by a three-hour take-home exam. In lieu of taking the exam, there is an option to write a research paper (6000-7500 words) sufficient to fulfill the substantial writing requirement; LLM, second-year and third-year students can exercise this option freely but only a limited number of first-year students may avail themselves of it. Participation may be considered in final grading.

**PLSC 50315. Amartya Sen’s Philosophical Work. 100 Units.**
Amartya Sen is, of course, a distinguished economist, winner of the 1998 Nobel Prize. But he is also a philosopher whose philosophical thought informs his economic writings and who has long defended the importance of philosophy for economic thought. This course will study the philosophical aspects of his thought, not attempting to separate them from his economic contributions, which would be wrong, but attempting to focus on the specific contributions Sen has been able to make to economics in virtue of being a philosopher. We will begin by studying two distinct though related strands of his thought: work on choice, welfare, and measurement, and work on development. We continue with his influential critique of Utilitarianism on the nature of preference and value, and the importance of equality. We will then devote substantial time to The Idea of Justice, a major contribution to political philosophy. Finally, we will examine more recent writings on Indian rationalist philosophy and on religious identity.
Equivalent Course(s): PHIL 50315, RETH 50315

**PLSC 50325. Public Morality and Legal Conservatism. 100 Units.**
This seminar will study the philosophical background of contemporary legal arguments alluding to the idea of “public morality,” in thinkers including Edmund Burke, James Fitzjames Stephen, and Patrick Devlin, and the criticisms of such arguments in thinkers including Jeremy Bentham, John Stuart Mill, and Herbert Hart. We will then study legal arguments on a range of topics, including drugs and alcohol, gambling, nudity, pornography and obscenity, non-standard sex, and marriage.
Equivalent Course(s): RETH 50325, GNSE 50325, PHIL 50325

**PLSC 50901. Qualitative Methods and Research Design. 100 Units.**
This course examines small-N research designs and methods for engaging in qualitative research. We will discuss concept formation, case selection, comparative case studies, process-tracing, combinations with other methods, and the virtues and limitations of different approaches to theory development and causal inference. We will then consider some of the tools that are often associated with qualitative research, including ethnography, interviews, archival work, and historiography. Because other courses in the department and university cover some of these methods in greater depth, this class will particularly emphasize their relationship to research design.

**PLSC 51204. John Stuart Mill. 100 Units.**
A careful study of Mill’s Utilitarianism in relation to his ideas of self-realization and of liberty. We will study closely at least Utilitarianism, On Liberty, the essays on Bentham and Coleridge, The Subjection of Women, and the Autobiography, trying to figure out whether Mill is a Utilitarian or an Aristotelian eudaimonist, and what view of ‘permanent human interests’ and of the malleability of desire and preference underlies his political thought. If time permits we will also study his writings about India.
Equivalent Course(s): RETH 51604, PHIL 51204

**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. (I)
Equivalent Course(s): PHIL 51404, RETH 51404

**PLSC 51512. Workshop: Law and Philosophy. 50 Units.**
(++, A, CORE, SRP, WF, CL, SEM) Theme: Advanced Topics in General Jurisprudence The Workshop will explore in more depth issues touched upon in the basic course on “general jurisprudence” at the Law School. 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. 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 Professor Leiter 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. Scheduled speakers for
the Workshop include Thomas Adams (Oxford), Mark Greenberg (UCLA), Giorgio Pino (Rome III), Louis Duarte D’Almeida (Lisbon), Daniel Wodak (Penn), and the Law & Philosophy Fellow Alma Diamond, among others. Equivalent Course(s): PHIL 51200

PLSC 51516. Henry Sidgwick. 100 Units.
The most philosophically explicit and rigorous of the British Utilitarians, Henry Sidgwick made important contributions to normative ethics, political philosophy, and metaethics. His work also has important implication for law. His great work The Methods of Ethics, which will be the primary focus of this seminar, has been greatly admired even by those who deeply disagree with it - for example John Rawls, for whom Sidgwick was important both as a source and as a foil, and Bernard Williams, who wrote about him with particular hostility. Sidgwick provides the best defense of Utilitarianism we have, allowing us to see what it really looks like as a normative ethical and social theory. Sidgwick was also a practical philosopher and activist, writing on many topics, but especially on women’s higher education, which he did much to pioneer at Cambridge University, founding Newnham College with his wife Eleanor. A rationalist who helped to found the Society for Psychical Research, an ardent feminist who defended the ostracism of the “fallen woman,” a closeted gay man who attempted to justify the proscriptions of Victorian morality, Sidgwick is a philosopher full of deep tensions and fascinating contradictions, which work their way into his arguments. So we will also read the work In the context of Sidgwick’s contorted relationship with his era. (I) (IV)
Equivalent Course(s): PHIL 51516, RETH 51516

PLSC 51800. Ideology. 100 Units.
This course examines selections from the vast literature on ideology-with attention to the political commitments and intellectual genealogies that have made the concept both important and vexed. We begin with Weber and then explore a variety of trajectories in the Marxist tradition. The bulk of the course will entail considering ideology’s relationship to material practice, the notion of interpellation, and concepts linked to ideology, such as hegemony and false consciousness. We shall also analyze ideology’s connection to contemporary concerns, such as those related to “subject” formation, new developments in capitalism, and dynamics associated with contemporary “democratic” liberal, as well as authoritarian, regimes. We conclude by considering briefly how social science has employed and developed this body of knowledge. (C)
Equivalent Course(s): ANTH 54505

PLSC 51900. Feminist Philosophy. 100 Units.
The course is an introduction to the major varieties of philosophical feminism. After studying some key historical texts in the Western tradition (Wollstonecraft, Rousseau, J. S. Mill), we examine four types of contemporary philosophical feminism: Liberal Feminism (Susan Moller Okin, Martha Nussbaum), Radical Feminism (Catharine MacKinnon, Andrea Dworkin), Difference Feminism (Carol Gilligan, Annette Baier, Nel Noddings), and Postmodern “Queer” Gender Theory (Judith Butler, Michael Warner), and recent writing on trans feminism. After studying each of these approaches, we will focus on political and ethical problems of contemporary international feminism, asking how well each of the approaches addresses these problems. (A)
Equivalent Course(s): RETH 41000, HMRT 31900, GNSE 29600, PHIL 21901, GNSE 39600, PHIL 31900

PLSC 52316. Machiavelli’s Political Thought. 100 Units.
This course is devoted to the political writings of Niccolò Machiavelli. Readings include The Prince, Discourses on Livy’s History of Rome, selections from the Florentine Histories, and Machiavelli’s proposal for reforming Florence’s republic, “Discourses on Florentine Affairs.” Topics include the relationship between the person and the polity; the compatibility of moral and political virtue; the utility of class conflict; the advantages of mixed institutions; the principles of self-government, deliberation, and participation; the meaning of liberty; and the question of military conquest.
Equivalent Course(s): PLSC 27216, LLSO 28233, FNDL 28102

PLSC 52402. Florentine Political Thought. 100 Units.
This course is devoted to the political writings of the giants of medieval and Renaissance Italian and specifically Florentine political thought: Petrarch, Salutati, Bruni, Bracciolini, Savonarola, Guicciardini and, of course, Machiavelli.
Equivalent Course(s): PLSC 22402, LLSO 22402

PLSC 52403. Cicero on Friendship and Aging. 100 Units.
TBD
Equivalent Course(s): FNDL 24208, PHIL 34208, LATN 28614, RETH 38614, PHIL 24208, CLAS 28614

PLSC 52601. New Directions in Feminist Political Theory. 100 Units.
TBD
Equivalent Course(s): GNSE 52600

PLSC 53000. Seminar on Great Power Politics. 100 Units.
The aim of this course is to explore some of the key questions concerning relations among the great powers.

PLSC 53025. Philosophy of Animal Rights. 100 Units.
A close study of some recent philosophical classics about animal ethics and animal rights, including Christine Korsgaard’s Fellow Creatures, Sue Donaldson and Will Kymlicka’s Zoopolis, and a manuscript of my own,
Justice for Animals, that is due at the end of 2021. We will also read some of the recent work by scientists such as Frans De Waal, Mark Bekoff, and Victoria Braithwaite on animal cognition.
Equivalent Course(s): RETH 53025, PHIL 53025

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.

PLSC 53300. Seminar on Nuclear Weapons and International Politics. 100 Units.
The aim of this course is to examine how nuclear weapons have affected the conduct of international relations. Special attention will be paid to subjects like: 1) nuclear deterrence, 2) the causes of nuclear proliferation, 3) the consequences of nuclear proliferation, 4) strategies for employing nuclear weapons, 4) the role of nuclear weapons in the Cold War, 5) how nuclear weapons will affect relations among the great powers in the emerging multipolar world, and 6) whether there has been a “nuclear revolution.”

PLSC 53900. Thucydides. 100 Units.
This course offers an introductory reading of Thucydides's History of the Peloponnesian War, on the classic guides to politics, both domestic and international. Themes may include: progress and decline; justice, necessity, and expediency; fear, honor, and gain as motives of political action; the strengths and weaknesses of democracies and oligarchies in domestic and foreign policy; stability and revolution; strategy; statesmanship, ad prudence; the causes and effects of war; relations between stronger and weaker powers; imperialism, isolationism, and alliances; and piety, chance, and the limits of rationality. We will conclude by reading the first books of Xenophon's Hellenica to see how the war ended.
Equivalent Course(s): SCTH 31780, PLSC 23900, FNDL 21780

PLSC 54400. Machiavelli & Clausewitz on War. 100 Units.
TBD
Equivalent Course(s): FNDL 29311, SCTH 31790, LLSO 28511, PLSC 24400

PLSC 55000. Bernard Williams. 100 Units.
Bernard Williams (1929-2003) was one of the most influential 20th century Anglophone philosophers. He is best known for his work on questions about ethics, reasons for acting, character, moral psychology, and the shape of a human life, but wrote extensively on topics ranging from truth and truthfulness, opera, cultural studies, and political and social philosophy. He drew from ancient Greek philosophy, from Descartes, from Nietzsche, and from a solid core of good sense and good taste. His work is peppered with sharp criticisms of mainstream Anglophone philosophy and astute observation of the complexities of life. Special emphasis on his work in practical philosophy-in ethics, in moral psychology, and in political and social philosophy-will give us a glimpse into the nature of the questions and problems he helped to formulate and make acute, many of which continue to haunt analytic practical philosophy.
Equivalent Course(s): PHIL 53001, RETH 53000

PLSC 55300. Workshop: Political Economy. 000 Units.
This is a non-credit workshop; open to PhD and MACRM students only.
Equivalent Course(s): ECON 56100, PPFA 56100

PLSC 55818. Hellenistic Ethics. 100 Units.
The three leading schools of the Hellenistic era (starting in Greece in the late fourth century B. C. E. and extending through the second century C. E. in Rome) - Epicureans, Skeptics, and Stoics - produced philosophical work of lasting value, frequently neglected because of the fragmentary nature of the Greek evidence and people's (unjustified) contempt for Roman philosophy. We will study in a detailed and philosophically careful way the major ethical arguments of all three schools. Topics to be addressed include: the nature and role of pleasure; the role of the fear of death in human life; other sources of disturbance (such as having definite ethical beliefs?); the nature of the emotions and their role in a moral life; the nature of appropriate action; the meaning of the injunction to “live in accordance with nature.” If time permits we will say something about Stoic political philosophy and its idea of global duty. Major sources (read in English) will include the three surviving letters of Epicurus and other fragments; the skeptical writings of Sextus Empiricus; the presentation of Stoic ideas in the Greek biographer Diogenes Laertius and the Roman philosophers Cicero and Seneca. (I) (III)
Equivalent Course(s): PHIL 55818, CLAS 45818, RETH 55818

PLSC 56101. International Human Rights. 100 Units.
This course is an introduction to international human rights law, covering the major instruments and institutions that operate on the international plane. It includes discussion of the conceptual underpinnings of human rights, the structure of the United Nations System, the major international treaties, regional human rights machinery, and the interplay of national and international systems in enforcing human rights. There are no prerequisites.
Grading will be on the basis of a take-home exam at the end of the quarter. Students who wish to write, in lieu of
the exam, a paper sufficient to satisfy the substantial writing requirement, may do so upon approval of the topic in advance.
Equivalent Course(s): HMRT 37700, PPHA 38752, LLSO 23262

**PLSC 56300. The Global Plantation. 100 Units.**
From its emergence in the late-medieval Mediterranean, to the slave societies of the New World, through its late colonial heritage in Africa, Asia, and the Pacific, the plantation has been a paradigmatic institution of racial-capitalist modernity. Through a range of texts that includes slave narratives, novels, political economy, sociological studies and recent histories of capitalism, this course explores how the plantation opened a vexed problem-space in which concepts central to the modern world (such as sovereignty, freedom, and labor) emerged, were debated, and continuously refigured. While the plantation is frequently figured as an institution of the past, this transnationally and transhistorically oriented course will examine a set of thinkers who argue for the aliveness of the plantation's present in the shaping of political, economic, and social trajectories in the postcolonial world.
Equivalent Course(s): CRES 56300, CDIN 56300, ENGL 55603, ANTH 50405

**PLSC 57200. Network Analysis. 100 Units.**
This seminar explores the sociological utility of the network as a unit of analysis. How do the patterns of social ties in which individuals are embedded differentially affect their ability to cope with crises, their decisions to move or change jobs, their eagerness to adopt new attitudes and behaviors? The seminar group will consider (a) how the network differs from other units of analysis, (b) structural properties of networks, consequences of flows (or content) in network ties, and (c) dynamics of those ties.
Equivalent Course(s): SOCI 50096

**PLSC 59903. Modern Indian Political and Legal Thought. 100 Units.**
India has made important contributions to political and legal thought, most of which are too little-known in the West. These contributions draw on ancient traditions, Hindu and Buddhist, but transform them, often radically, to fit the needs of an anti-imperial nation aspiring to inclusiveness and equality. We will study the thought of Rabindranath Tagore (Nationalism, The Religion of Man, selected literary works); Mohandas Gandhi (Hind Swaraj (Indian Self-Rule), Autobiography, and selected speeches); B. R. Ambedkar, the chief architect of the Indian Constitution (The Annihilation of Caste, The Buddha and his Dhamma, and selected speeches and interventions in the Constituent Assembly); and, most recently, Amartya Sen, whose The Idea of Justice is rooted, as he describes, both in ancient Indian traditions and in the thought of Tagore. We will periodically contrast the thought of the founding generation with the ideas of the Hindu Right, dominant today.
Equivalent Course(s): RETH 59903, PHIL 59903

**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.
Equivalent Course(s): SALC 61901, HIST 61901

**PLSC 67002. Colloquium: The Emergence of Capitalism. 100 Units.**
This colloquium investigates the emergence of capitalism in the world as a whole between the early sixteenth and the late eighteenth centuries. We discuss the political and cultural, as well as the economic, sources of capitalism and explore Marxist, neoclassical, and cultural approaches.
Equivalent Course(s): SCTH 67002, HIST 67002, CCCT 67002

**PLSC 70000. Advanced Study: Political Science. 300.00 Units.**
Advanced Study: Political Science