## CALENDAR

The following dates are absolute deadlines. Each form of study is discussed in greater detail within the Course Brochure. Students are strongly encouraged to review their proposals with Government and International Relations Department members before final submission, particularly in regards to Honors Study. For more information on Honor Study, see the Department Honors Brochure.

<table>
<thead>
<tr>
<th>Honors Studies</th>
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<tr>
<td>2015-2016 Honors Study proposals due April 24, 2015</td>
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<thead>
<tr>
<th>Independent Studies</th>
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</thead>
<tbody>
<tr>
<td>Students seeking to do a one-semester research project must consult with, and obtain a signature from, the member of the department who will supervise the individual study.</td>
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</table>
### Fall 2015
**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Instructors</th>
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<tbody>
<tr>
<td>GOV 110</td>
<td>Political Ideas</td>
<td>Theory</td>
<td>D. James</td>
</tr>
<tr>
<td>GOV 111-1</td>
<td>United States Government and Politics</td>
<td>US</td>
<td>W. Frasure</td>
</tr>
<tr>
<td>GOV 111-2</td>
<td>United States Government and Politics</td>
<td>US</td>
<td>MA. Borrelli</td>
</tr>
<tr>
<td>GOV 112-1</td>
<td>Comparative Politics</td>
<td>Comp</td>
<td>D. Patton</td>
</tr>
<tr>
<td>GOV 112-2</td>
<td>Comparative Politics</td>
<td>Comp</td>
<td>J. Tian</td>
</tr>
<tr>
<td>GOV 113-1</td>
<td>International Politics</td>
<td>IP</td>
<td>A. Hybel</td>
</tr>
<tr>
<td>GOV 113-2</td>
<td>International Politics</td>
<td>IP</td>
<td>W. Rose</td>
</tr>
<tr>
<td>GOV 215</td>
<td>The United States and Vietnam</td>
<td>IP/FP</td>
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</tr>
<tr>
<td>GOV 220</td>
<td>The European Union</td>
<td>IP/Comp</td>
<td>D. Patton</td>
</tr>
<tr>
<td>GOV 228</td>
<td>Terrorism</td>
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<tr>
<td>GOV 231</td>
<td>Politics of the Criminal Justice Process</td>
<td>US</td>
<td>R. Harrall</td>
</tr>
<tr>
<td>GOV 250</td>
<td>Gender &amp; U.S. Politics</td>
<td>US</td>
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<tr>
<td>GOV 251</td>
<td>Environmental Activism and Its Political Impact Around the Globe</td>
<td>Comp</td>
<td>J. Dawson</td>
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<td>GOV 259</td>
<td>20th Century Democracy and Its Critics</td>
<td>Theory</td>
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<td>GOV 304</td>
<td>American Political Thought</td>
<td>US/Theory</td>
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<tr>
<td>GOV 307</td>
<td>The Politics of Refugees</td>
<td>IP</td>
<td>T. Borer</td>
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<td>GOV 309</td>
<td>Chinese Politics</td>
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<td>GOV 322</td>
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<td>GOV 325</td>
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<td>IP</td>
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<td>GOV 335</td>
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<td>GOV 493C</td>
<td>U.S. Political Speech</td>
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<td>GOV 493W</td>
<td>Rebels, Rogues and Revolutionaries: Social Movements and the Politics of Protest</td>
<td>IP/Comp</td>
<td>D. Melo</td>
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<tr>
<td>GOV 493U</td>
<td>Environmental Justice in Global Perspective</td>
<td>IP</td>
<td>J. Dawson</td>
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<tr>
<td>GOV 493Z</td>
<td>The Iraq War: Causes and Consequences</td>
<td>IP/FP/Comp</td>
<td>C. Sayej</td>
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### Spring 2016
#### Second Semester

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<tr>
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<th>Course Title</th>
<th>Type</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>GOV 110</td>
<td>Political Ideas</td>
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</tr>
<tr>
<td>GOV 111-1</td>
<td>United States Government and Politics</td>
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<tr>
<td>GOV 111-2</td>
<td>United States Government and Politics</td>
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</tr>
<tr>
<td>GOV 112 1&amp;2</td>
<td>Comparative Politics</td>
<td>Comp</td>
<td>C. Sayej</td>
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<td>GOV 113-1</td>
<td>International Politics</td>
<td>IP</td>
<td>A. Hybel</td>
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<tr>
<td>GOV 113-2</td>
<td>International Politics</td>
<td>IP</td>
<td>T. Borer</td>
</tr>
<tr>
<td>GOV 212</td>
<td>Congress</td>
<td>US</td>
<td>MA. Borrelli</td>
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<tr>
<td>GOV 2xx</td>
<td>The Art of Chinese Politics and the Politics of Chinese Art</td>
<td>Comp</td>
<td>D. James</td>
</tr>
<tr>
<td>GOV 214</td>
<td>Modern Political Thought</td>
<td>Theory</td>
<td>W.J. Coats</td>
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*Cross-listed as Philosophy 244*

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<th>Course Code</th>
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<tr>
<td>GOV 225</td>
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<td>GOV 238</td>
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<td>GOV 240</td>
<td>Revolutions and Regime Transitions</td>
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<td>GOV 241</td>
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<td>Nationalism and Ethnic Conflict in Europe</td>
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<td>GOV 326</td>
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<td>Comparative Social Movements: Protest, Activism &amp; Political Change</td>
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<td>GOV 348</td>
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<tr>
<td>GOV 352</td>
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<tr>
<td>GOV 494E</td>
<td>Emerging Market Economies: The BRIC’s</td>
<td>Comp</td>
<td>J. Tian</td>
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<tr>
<td>GOV 494P</td>
<td>Statesmanship</td>
<td>Theory</td>
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<tr>
<td>GOV 494Q</td>
<td>Women and World Politics</td>
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<tr>
<td>GOV 494T</td>
<td>Green Parties in Europe and Beyond</td>
<td>IP/Comp</td>
<td>D. Patton</td>
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</tbody>
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*Cross-listed as Environmental Studies 494T, German Studies 402*
DEPARTMENT OF GOVERNMENT AND INTERNATIONAL RELATIONS
General Information for 2015-2016

The Department of Government and International Relations Course Brochure is issued annually. It is intended to assist Government and International Relations students in designing a major that best meets their needs and interests. Some of the material in this Brochure is included in the 2014-2015 College Catalog; if there are any discrepancies between the two, the rules and regulations of the College Catalog are binding. The Brochure includes only those courses scheduled to be taught during AY 2015-2016; see the College Catalog for the complete listing of the Department's curriculum and regulations. Check the on-line web catalog for the most up-to-date information.

I. COURSE LEVELS AND SELECTIONS

The 100-level courses are intended for first-year students and sophomores. No particular sequence is intended by the numbering of these courses. None has a pre-requisite. Each is regarded by the Department as an introduction to one of the fields of political science. Basic principles of political behavior are taught as part of the subject matter of each course, and an understanding of these principles is necessary for work at the intermediate and advanced levels. Juniors and seniors may not take 100-level courses except with the permission of the instructor. At least eight courses in the major must be taken at the 200-level or above.

Students are urged to give careful thought to their course selection and to take account of related disciplines which enhance the major and prepare them for their post-graduate careers. Majors should review course offerings in the social sciences and study topics which broaden their competence in their special field. For some careers it is as important to be aware of economic history or industrial organization as it is to acquire skills in statistics and computer science. In other cases, majors might be more concerned with comparative studies of Western and/or non-Western societies. For students interested in public policy, courses in economics or environmental studies may be especially useful. Students seeking careers on the international level should acquire some competence in foreign policy and a foreign language. This will provide greater cultural awareness and a competitive edge in job placement.

All majors should develop an understanding of the basic issues of our times and the diversity of cultures and values at national and international levels. No student can take work in all of the disciplines offered by the College, but all students can design an individual program which serves both their liberal education and career goals.
II. REQUIREMENTS FOR THE MAJOR IN GOVERNMENT OR IN INTERNATIONAL RELATIONS

Students considering a major in Government or International Relations should consult a professor with whom they have had a class, or with whom their interests overlap, or with the Department Chair. The initial conversation could focus, for example, on exploring whether or not the major would fit a student’s interests and abilities, on requirements for the major, on selecting an academic advisor, or actually signing the “declaration of major” form.

All majors must consult with their departmental advisor for the purpose of designing the course program; this is especially important during the advising period before pre-registration. Students are responsible for knowing and meeting all requirements for the major.

The Major in Government

The major consists of ten or more semester courses, at least eight of which shall be at the 200-level or above. Three courses must be at the 300-level or above, including a 400-level Government seminar in the junior or senior year at Connecticut College. Honors Study (497-498) or Individual Study (491, 492), supervised by a Connecticut College Government and International Relations professor, may be taken in lieu of the 400-level seminar. Students taking Honors Study (two courses) must complete at least eleven courses in the major for graduation. Under normal circumstances majors must take at least seven of the major courses at Connecticut College.

Each major must include at least one semester course in each of the following fields:

(1) Political Theory (110, 211, 214, 304, 318, or relevant seminar or special topic).

(2) Comparative Politics (112, 220, 224, 225, 230, 238, 240, 251, 263, 277, 308, 309, 322, 337, 353, or relevant seminar or special topic).

(3) U.S. Politics (111, 212, 221, 226, 231, 241, 250, 258, 260, 262, 284, 304, 316, 335, 336, 358, or relevant seminar or special topic).


The Major in International Relations

International Relations is an interdisciplinary major administered by the Government and International Relations Department. It consists of ten or more semester courses. While ten is the minimum number of courses required, students are encouraged to take additional courses that complement their interests. At least eight must be at the 200-level or above. Two Government courses must be at the 300-level or above, including a 400-level Government seminar taken in the junior or senior year. Courses must be taken from the departments of Government and International Relations, History, and Economics. Six of the courses must be in Government and four from related social science fields. Students who do Honors Study (two courses) must present eleven courses in the major. At least seven courses (eight for Honors)
must be taken at Connecticut College. A Government Honors Study (497-498) or an Individual Study (491, 492) may be taken in lieu of the seminar.

Students should develop a particular focus to the major, such as foreign policy analysis, international political economy, the developing world, environmental politics, security studies, international relations theory, human rights, politics or international politics of a region, ethnic conflict, terrorism, or other approved topic. Majors should develop this focus in consultation with their advisers by early in the junior year.

The IRL major requires proficiency in a modern foreign language beyond the College requirement. For five of the languages taught at the College -- French, German, Italian, Russian, and Spanish -- the IRL major requires at least one course beyond their standard two-semester intermediate level. Relevant courses are identified in the next paragraph. Students taking Chinese, Japanese, or Arabic must complete the 200-level intermediate intermediate series. To become and remain fluent in the language, as well as to be competitive for certain graduate programs, students are encouraged to take language courses through the senior year.

Students taking French, German or Russian need a 300-level course that requires course 202. For Italian, any course that requires 202 would satisfy the requirement. The Spanish department number their courses differently. For students studying Spanish, the standard intermediate sequence is 103 and 121; any course that requires 121 would work (including 122 and many higher level courses).

Students are also encouraged to study abroad, especially if language immersion is involved. To gain practical experience and to make professional contacts, students are encouraged to do an internship with a governmental or non-governmental organization concerned with international affairs.

In planning a schedule of courses, check the catalog for prerequisites to courses. For example, almost all of the Economics courses listed below for the required course in international economics require both Economics 111 and 112. Courses listed here suggest the types of courses that fit the requirements. In consultation with your advisor, some substitutions are permitted. For instance, if taken in Germany, a course in German foreign policy taught in a Politics Department could meet the foreign policy requirement.

The required Government courses are Government 113 and five others, of which at least two shall be at the 300-level or above, selected as follows:

(1) One in Foreign Policy selected from: Government 206, 215, 227, 252, 352, or appropriate advanced course.

(2) One in International Politics selected from: Government 205, 206, 215, 220, 222, 225, 228, 229, 240, 263, 307, 308, 324, 325, 326, 337, 339, 340, 342, 346, 348, 353, or appropriate advanced course.

(3) One in Comparative Politics selected from: Government 112, 220, 224, 225, 230, 238, 240, 251, 263, 277, 308, 309, 310, 322, 337, 353, or appropriate advanced course.

(4) One other 200-, 300-, or 400-level Government course in the International Politics, Foreign
Policy, or Comparative fields noted above. Government 316, National Security vs. Personal Freedom, can also satisfy this requirement.

(5) A Government seminar taken at Connecticut College during the junior or senior year: 400-level Government International Politics, Foreign Policy or Comparative Politics seminar. An alternative is Honors Study (497-498) or an Individual Study (491 or 492) supervised by a Connecticut College Government professor.

Four additional, non-Government courses selected as follows:
(1) One in Economics selected from: 203, 208, 210, 216, 220, 234, 235, 237, 258, 311, 330, 332, or appropriate advanced course.
(3) Two additional courses selected from the following: Any of the Economics or History courses noted above plus ECO 224; Anthropology 232, 234, 251, 260, 307, 315, 320, 330; Gender & Women’s Studies 224, 226; Philosophy 232; Religious Studies 248, 315, 349; or an appropriate advanced course, Individual Study, or Honors Thesis.


III. REQUIREMENTS FOR THE MINOR IN GOVERNMENT

A minor in government shall consist of a minimum of five courses in a field as defined in the major. Ordinarily, only one course can be taken elsewhere. The five or more courses may be distributed as follows:

(1) May include the 100-level introductory course in the field.
(2) At least one 300 or 400-level course in the field during the junior or senior year. Independent Studies (391, 392, 491, 492) may be used in lieu of the relevant advanced course or seminar.
(3) At least two 200 or 300-level courses in the field, normally taken prior to enrollment in the advanced course or seminar.
(4) The fifth course must be beyond the 100-level and with the permission of the advisor may be taken in a related field.

The following concentrations are offered:

(1) Comparative Politics, drawn from the following courses: 112, 220, 224, 225, 230, 235, 238, 240, 251, 263, 277, 308, 309, 322, 337, 353, or relevant seminar or special topic. One course from international politics at the 200-level or above may be included.

(2) **International Politics**, drawn from the following courses: 113, 205, 206, 215, 220, 223, 225, 227, 228, 229, 240, 252, 263, 307, 308, 316, 324, 325, 326, 337, 340, 346, 348, 352, 353, or relevant seminar or special topic. One course from comparative politics at the 200-level or above may be included.


(3) **Political Theory**, drawn from the following courses: 110, 211, 214, 304, 318, or relevant seminar or special topic.

Advisor: Prof. Coats.

(4) **Public Policy**, drawn from the following courses: 110, 111, 112, 113, 215, 220, 231, 251, 252, 258, 260, 262, 263, 307, 324, 326, 336, 352, 358 or relevant seminar or special topic.

Advisers: Profs. Borer, Borrelli, Dawson, Frasure, James

(5) **U.S. Politics**, drawn from the following courses: 111, 212, 221, 226, 231, 241, 250, 258, 260, 262, 284, 304, 316, 335, 336, 358 or relevant seminar or special topic.


**IV. HONORS STUDY**

The Department's honors program is designed to offer motivated, accomplished senior Government and International Relations majors the opportunity to engage in a two-semester, independent, in-depth research project in close cooperation with a member of the faculty. Students accepted into the program register for Government 497-498 (a total of eight credits), and are required to write an honors thesis, ordinarily of 80-120 pages in length. Students must earn a grade of A or A- and pass an oral defense of their thesis in order to graduate with departmental honors.

In many instances a thesis involves original research and often it makes a contribution to the literature. Typically a good proposal goes through several drafts, so interested students should definitely meet with a potential advisor in their junior year. For deadlines, see the first pages of this brochure. The proposals must be submitted, before the deadline, to the Government and International Relations Department Office. The 4-page proposal must examine a topic of great interest to a student, because it takes real commitment to write an acceptable thesis. This is not the time to start to learn about a new topic; a thesis should build on knowledge already acquired and should take a student to new levels of understanding and sophistication. The Department reserves the right to terminate an honors project if the student fails to make sufficient progress during the Fall semester of the senior year. The topic should also be related to the interests and skills of a faculty member of the Government and International Relations Department.

Since Department faculty are permitted to supervise only two theses per year, admission into the program is competitive. The eligibility requirement for juniors to apply for honors program is 3.50 grade point average in the major, including at least one “A” in a Government course beyond the 100-level. Receiving honors requires earning an A or A- on the thesis. It involves a lot of work and creativity, including going through several drafts of key chapters with the thesis advisor (who does not have to be the academic advisor). Since "honors quality" means "well written" as well as demonstrative of "thoughtful and creative analysis," the proposal should reflect these characteristics. If you have not been doing A or A- quality work in the major, your proposal must convince the Department that honors
quality work is now possible.

Approximately one week after the May deadline, the department meets to review thesis proposals. At this time, faculty members assess the feasibility of the proposed theses, the congruence of proposed topics with faculty expertise and availability, and the students’ capacities for honors work. If accepted by the Department into the Honors Program, the student will be assigned a thesis advisor. No commitments to supervise theses can be made prior to this department meeting.

Past Government and International Relations honors theses are on reserve, and are available in the College Archives and through the Digital Commons. They provide examples of a variety of topics and approaches.

Students who are away from the college during the spring term of their junior year must either complete their proposal before they leave or develop the proposal through correspondence with a potential thesis advisor. If the latter course is taken, preliminary arrangements with the faculty consultant should be made prior to the spring semester. Application forms are available in the Government and International Relations Department office in 305B Fanning. Especially important is a brochure titled "The Government and International Relations Department Honors Program," which clarifies expectations that accompany writing a thesis proposal and thesis. It is available on the department’s web page.

V. INDIVIDUAL STUDY

Individual Study consists of two categories:

(1) **Individual Study.** A one-semester project on a special topic that may take one of the following forms:

a. Research and writing a formal paper of acceptable quality.

b. Specialized reading on a topic not covered by a regularly offered course; students electing this option will take a final examination consisting of a written exam prepared by the course supervisor and an oral examination in which at least two members of the Department participate.

(2) **Field Work.** One semester of supervised practical work in a government agency or voluntary organization, and a formal term paper.

Students considering any form of individual study must begin consultation with the Department the semester prior to taking the course so that they may begin work promptly at the beginning of the next term. For deadlines in submitting an independent study proposal, see the front pages of this brochure.

Students must consult with, and obtain a signature from, the member of the Department who will supervise the individual study.
VI. OFF-CAMPUS STUDY

Majors, or prospective majors, who expect to spend a term or a year in off-campus study, such as a junior semester study abroad, should begin planning their program early in the sophomore year. Conferences with major advisors are imperative. Please keep in mind that Department rules limit the number of study away courses that may be applied to the major. Up to two courses can count for one semester of study away, and up to three courses for a two-semester study away. However, all government courses taken in College-approved programs, conforming to College application procedures, do count toward graduation and the computation of all campus honors and distinction awards.

VII. PI SIGMA ALPHA HONOR SOCIETY

Founded in 1920 as the national political science honor society, Pi Sigma Alpha is devoted to promoting excellence in political science and to rewarding those who excel. Membership in Pi Sigma Alpha is widely recognized as a mark of achievement. There are now more than 685 chapters in colleges and universities throughout the United States.

The Connecticut College chapter of Pi Sigma Alpha, Omicron Beta, was established on May 1984 when Professor Marion Doro was Department Chair.

The organization receives into membership senior undergraduate and graduate students of government/international relations who attain exceptional standards of scholarship and academic distinction. The requirement for membership is a grade point average in Government courses equal to the College’s requirement for graduation with “Distinction in the Major”—3.70 GPA. Eligible students must have completed at least five Government courses by the spring semester of their senior year.

Membership in an honor society is a worthy distinction in itself and, as a measure of academic achievement; it can provide a tangible advantage in a competitive world. All Pi Sigma Alpha members receive a certificate of membership and permanent enrollment in the society membership rolls, maintained by the national office. Upon request, the national office will provide letters verifying membership to prospective employers or graduate schools. Because Pi Sigma Alpha is a member of the Association of College Honor Societies, the United States Office of Personnel Management allows its members to apply for federal government positions listed at a higher entry-level grade than non-member candidates.

On a competitive basis, the national office bestows awards for the best honors theses in the country. Two Connecticut College students have received these distinctions.

**Julia Norton** (IRL major, Class of 2009) won First-Place Winner in Pi Sigma Alpha’s Best Undergraduate Class Paper competition for 2009, “From Kulturkampf to Kampf der Kulturen: Political Recognition and Representation of Islam in Germany in the Example of Islam Instruction in German Public Schools.” Her prize-winning paper was approved for publication in the Pi Sigma Alpha Undergraduate Journal of Politics. Professor David Patton supervised her Honors Thesis.

He went on to graduate school at Columbia University, in the School of International and Public Affairs.

Qualifying Government and International Relations majors are invited to join Pi Sigma Alpha early in the spring semester of their senior year. The cost of membership is a one-time initiation fee of $35, which goes directly to the organization.

For more information about the organization, visit the Pi Sigma Alpha website: http://www.apsanet.org/~psa/
Government 110: Political Ideas

Fall 2015

Professor James

This course introduces students to many of the major issues in political thought, enables them to understand how elements of political thought connect into coherent philosophies, and encourages them to develop their own coherent political philosophy. The course focuses on the conflict between individual freedom and social order, and its implications for organizing a government. Through reading a representative selection of classic texts, discussion, and three analytic essays, students are actively involved in connecting theoretical work with the concrete task of organizing a government as they develop their critical thinking and communication skills.

This is a “Writing” (W) course. Three analytic papers are required.

Requirements - Students are expected to take responsibility for their education by reading extensively in assigned sources, writing analytic papers, coming prepared and on time to each class and participating regularly.

Government 110: Political Ideas

Spring 2016

Professor Coats

Part of a never-ending discussion about politics and justice introduced by way of the writings of great thinkers and political leaders.

Nature of the Course - We will look at diverse attempts to understand the purposes of politics, with an eye for what is the same for us and what differs. Topics are “Human Being and Citizen,” “Ancient Greek View,” “Modern Liberalism and American Liberal Democracy,” “Communism, Socialism, and Fascism,” and “The Limits of Politics.” All readings are from original sources, including Plato, Aristotle, St. Augustine, Locke, Madison, de Tocqueville, Marx, Weber, and some more contemporary writers. Hopefully, you will leave this course with an abiding familiarity with the major claims made for (and against) politics as the moderate solution to living together.

Written Work - This is a “Writing” (W) course.

Classes - Lectures and discussions.

Requirements - In addition to a comprehensive final examination, there will be three take-home examinations (essays) on assigned questions; or you may write five take-home essays and omit the final examination.

Prerequisites - This course is intended for first- and second-year students.
**Government 111: United States Government and Politics**  
*Professor Borrelli*  
*Fall 2015 and Spring 2016*

**Nature of Course** – This discussion-based course introduces students to the political processes and institutions of United States government, focusing on the presidency, the Congress, and the Supreme Court. Throughout the semester, the emphasis will be on understanding, assessing, and reaching conclusions about current practices in United States politics, in order to better comprehend the priorities that shape governmental decision-making and their consequences for our country’s residents.

**Written Work** - This is a “Writing” (W) course.

**Requirements** - Research papers and two in-class examinations. Preparation of the readings, consistent class attendance, and participation in class discussion are all expected.

**Prerequisites** - The course is designed for first- and second-year students. Juniors and seniors are urged to select 200-level courses, and need the instructor's permission to register.

**Classes** - Lectures, discussions, small group work.

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**Government 111: United States Government and Politics**  
*Professor Frasure*  
*Fall 2015*

Introductory course in American government and politics.

**Nature of Course** – The course relies heavily on history and biography to explain and illustrate the central institutions and processes of American government and politics. Current issues are discussed in the context of larger currents of U.S. history.

**Requirements** – Considerable assigned reading; midterm and final exams; occasional short papers and quizzes.

**Prerequisites** - The course is intended for first- and second-year students without prerequisite. Juniors and seniors may not enroll in this section.

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**Government 111-1: United States Government and Politics**  
*Professor Harrall*  
*Spring 2016*

Nature of Course--This course is a basic introduction to United States government and politics. It stresses the philosophic, theoretic, and historic underpinnings of governance in this nation state, vehicles for implementing that governance, and description and analysis of the major participants in that implementation.

**Requirements** - Considerable assigned reading, two during-term exams, and a final. Each student must carry out a “field assignment” designed to assess the reality of “republican government” in our society. That assignment will result in a “mini paper”. We will also select a current “public policy” issue and track its progress (or lack thereof) through the governance process.

**Prerequisites** - The course is intended for first- and second-year students without prerequisite. Juniors and seniors may not enroll in this section.
Government 112: Comparative Politics  
Professor Patton
Fall 2015

Comparative politics analysis with examination of politics in the Americas, Europe, Asia and Africa. Emphasis on political concepts to examine the conditions for democratic politics and economic development.

Limitations - Not open to juniors and seniors.

Government 112: Comparative Politics  
Professor Tian
Fall 2015

This introductory course is designed to serve as a general introduction to ways of comparing governments and economies and their mutual interactions and conflicts. This is done through discussions of various ways of organizing both the political and economic institutions in some of the most important countries around the world (outside the United States) such as Britain, France, Germany, Japan, Russia, China, India, etc. The countries to be discussed can vary each year depending on the textbook used at the time. But they are always selected based on their global importance and their geographic representation. Through this course, we will develop an understanding of some of the basic concepts in comparative politics - how parliamentary systems work, the role of political parties, the relationship between politics and the economy.

Limitations - Not open to juniors and seniors except by permission of the instructor.

Government 112: Comparative Politics  
Professor Sayej
Spring 2016

This course is designed to acquaint students with the important debates within the field of Comparative Politics, in preparation for specialized courses in the subfield. It examines the purpose and methodology of comparative inquiry by surveying the classics of the field as well as contemporary sources. This is done through an exploration of selected themes and analytic constructs in comparative politics. These include the comparative study of revolutions, the relationship between economic development and democracy, democratic transitions and consolidation, as well as modernization theory and third world development. Case studies will be selected based on the theme in question.

Written Work - This is a “Writing” (W) course.

Limitations - Not open to juniors and seniors.

Government 113: International Politics  
Professor Borer
Spring 2016

This course examines traditional theories of international relations, and how they are being challenged by new theories. We begin with an examination of traditional (i.e. pre-1990) theories, actors and concepts of international relations. Second, we examine contending theories, and concepts. Finally, we examine several issue areas which are becoming increasingly important in the global arena and which
point to an undermining of state sovereignty, such as human migration and human rights, global communications technology, and terrorism. These cases highlight the realization that there are many issues which can no longer be effectively handled by individual states themselves, which has led to the rise of importance of non-state actors.

Requirements - Major assignments include: Daily discussions, analytical journals, a debate, midterm and final examinations.

Written Work - This is a “Writing” (W) course.

Prerequisites and Limitations - Not open to juniors and seniors except by permission of the instructor.

**Government 113: International Politics**

*Professor Hybel*

**Fall 2015 and Spring 2016**

An introductory analysis of international politics viewed from alternative theoretical perspectives.

Nature of Course - The course is designed to introduce students to the analysis of international politics. Emphasis will be placed on understanding the causes of war; preconditions for peace, security, and cooperation; dependence and interdependence; poverty and gender; and justice in the international environment. Alternative theoretical perspectives will be discussed and applied to a variety of historical case studies.

Readings - They change yearly.

Requirements - Weekly assignments after the third week, mid-term and final exams, and a 10-page research paper.

Written Work - This is a “Writing” (W) course.

Classes - Lectures and discussions.

**Government 113: International Politics**

*Professor Rose*

**Fall 2015**

Nature of Course – This Writing (W) course is an introduction to international politics, the wide variety of interactions and political relationships that occur across borders. It is historical, theoretical, and issue-based.

It is HISTORICAL because we use historical case studies to illustrate general patterns of international politics. The course is THEORETICAL as you are introduced to the major schools of thought for understanding world politics: realism, liberalism, and constructivism. It is ISSUE-BASED because we explore major contemporary issues facing the international community. Throughout the course you will acquire historical and analytic tools necessary to gain deep understandings of world politics and to think critically about them. The primary purpose is not to provide answers to all of your questions, but rather to help you to develop the ability to ask productive questions and to investigate possible answers in a rigorous and critical manner.
A major learning objective is to understand five important challenges facing the world today: a) avoiding interstate wars; b) avoiding civil wars; c) avoiding international terrorism and minimizing the damage that it can cause; d) reaching collaborative trade agreements that facilitate mutual prosperity without harming other values (e.g., health and safety standards); and e) reaching agreements that protect the natural environment (again, without too many tradeoffs). For each topic, students will learn the identity of relevant actors (e.g., states or non-state entities); the goals of each actor and the means they use to achieve them; and how the identity of the actors and the means they use vary by the type of issue at stake. Students will also come to appreciate major causal factors that affect outcomes of interactions among actors, and steps that could be taken to further values of peace, security, human rights, prosperity, and a healthy environment. Another objective is to understand how and why major events or developments marked significant shifts in the nature of international politics. What impact did the end of the Cold War have? What about “September 11”? Yet another objective is to link major concepts and theories to current events. Daily news stories illustrate concepts and theories, and concepts and theories help one to develop deeper understandings of current events. Overall, the course should prepare you for more in-depth exploration of the topics covered here, as well as help you to analyze additional topics.


Requirements - Aside from the readings, requirements are two short essays that make connections between a required reading and a current event; a presentation report that has both a written and oral component; a final take-home essay; and class participation. Students have the opportunity (not requirement) to rewrite all essays except the final one.

Classes - Lectures, presentations, and discussions.

Limitations - Open to freshmen and sophomores.

Government 212: Congress
Professor Borrelli
Spring 2016

Nature of Course - This course examines the responsibilities and the difficulties that attend representation as it is performed by members of the United States legislative branch. The first section of the course addresses the political calculations of congressional candidates and members: the choice of a legislative career, campaign strategies, and members’ relationships with their constituents. Attention then shifts to Washington and the events occurring in the chambers. The legislative process (the distinctive function of the Congress) and its leadership are given careful study. In its final unit, the course looks at the relationships established by the legislative branch with the presidency via their joint responsibilities for the budget, foreign relations, and the executive branch bureaucracy.

Written Work - This is a “Writing” (W) course.

Requirements - A research paper and two in-class examinations are the principal written assignments. Preparation of the readings, class attendance, and participation in class discussion are all expected.

Limitations - Enrollment limited to 30 students.
Government 214: Modern Political Thought  
Spring 2016  
Cross-listed with Philosophy 244

Professor Coats

The history of Western political thought from Machiavelli to the late nineteenth-century, through familiarity with the classic works.

Nature of Course - The course is given over to reading and discussion of some famous works of modern political theory, including Machiavelli’s Prince and Discourses, Hobbes’ Leviathan, Locke’s Second Treatise, Rousseau’s Social Contract, and some works of Marx, Engels, and Nietzsche. There will also be lectures on Montesquieu, Mill, Hegel, and the evolution of the idea of the modern state.

Requirements - In addition to a comprehensive final exam, there will be two, take-home examinations (essays) on assigned questions.

Written Work - This is a “Writing” (W) course.

Limitations - This course is intended for juniors and seniors, but is open to sophomores who have had Government 110, or some work in European philosophy. Enrollment is limited to 30 students.

Government 215: The United States and Vietnam
Fall 2015

Professor Frasure

Substantive Nature of Course - The course will examine a range of transitional episodes in America’s intercourse with Vietnam since 1945, each examined for its bearing on elements of U.S. politics and policymaking.

Prerequisites – Open to sophomores and above.

Limitations - Enrollment is limited to 30 students.

Government 220: The European Union
Fall 2015

Professor Patton

The leaders of the European Union (EU) want it all. With the Euro, they are deepening the union; with eastward enlargement, they are widening the union. Are "widening" and "deepening" compatible? How will these processes affect the delicate balance between Europe's intra-governmental and supra-national institutions? How and why did the European Union arise? Where is it heading? How serious is the crisis over the euro?

Nature of the Course - This seminar examines the history, institutions and politics of the European Union. It considers alternative explanations of European integration, focusing on theories of "realism" and "liberal institutionalism".

Requirements - Readings, attendance, participation in discussion, student reports, and examinations.
Prerequisites - Students are expected to have taken either Government 112 or Government 113 and possess some background knowledge of European history and politics.

Limitations - Limited to 30 students. Open to Sophomores, Juniors and Seniors.

**Government 220F: The European Union**  
*Professor Patton*  
*Fall 2015*

This optional 1-credit Foreign Language Across the Curriculum (FLAC) section is for students in GOV 220: The European Union. Students in GOV 220F will meet with the instructor and classmates on a weekly basis to discuss German-language material on Germany's role in the EU.

**Government 2XX: The Art of Chinese Politics and the Politics of Chinese Art**  
*Professor James*  
*Spring 2016*

For over 2000 years the State has been the central power in Chinese society, each person playing a precise hierarchical role. Art has been a major tool in conveying and reinforcing governing values. This course analyzes the interaction of ideas, institutions and individuals from the Qin Dynasty to the present, with particular focus on 1949 to the present, illustrated by Chinese art. *D. James*

This is a Writing "W" course. Several analytic papers are required.

Requirements - Students are expected to take responsibility for their education by reading extensively in assigned sources, writing analytic papers, coming prepared and on time to each class and participating regularly.

**Government 225: States and Markets in East Asia**  
*Professor Tian*  
*Spring 2016*

East Asia has been the focus as well as a puzzle for students of political economy. While rapid economic development in the past several decades was once hailed as the "East Asian Miracle," financial crises in late 1990s and economic difficulties in Japan in the past decade have called into question many of the past beliefs and theories. This is an intermediate course on East Asian political economy. It combines introduction to the basic political and economic institutions of major East Asian countries and examination of the dynamics of the interactions between the two. The goal of this course is to help students develop a general set of tools that can be used to analyze contemporary issues in East Asia.

**Prerequisites** - Government 112, 113 or an introductory Economics course or East Asian history, languages and culture.

**Limitations** - Enrollment is limited to 30 students.
An investigation of four aspects of terrorism: its characteristics, consequences, and causes, as well as methods to control its occurrence and effects. International and domestic terrorism are examined, along with both state-sponsored and non-state-sponsored terrorism.

Nature of the Course – Our learning environment starts with an experiential activity and a companion case study. On the first day (in class and that evening) we watch a powerful movie, *The Battle of Algiers*. On the second day we react to the movie and to readings about the struggle in Algeria between the France and the National Liberation Front (NLF). Questions arise in this introduction that set the stage for the components of the course that follow.

In the SECOND section we explore the debate over the definition of “terrorism.” This general analysis of terrorism’s characteristics sets the stage for students to develop their own informed definition. With an understanding of what “terrorism” is, in the THIRD section we seek to understand the causes of terrorism. This knowledge is gained in a number of ways: inductively, through analysis of a series of case studies; deductively, through the use and adaptation of theories of international and comparative politics; and through the application of typologies and frameworks for differentiating types of terrorism (e.g., left-wing, national-separatist, and religious terrorism; international and domestic terrorism; and state-sponsored and non-state-sponsored terrorism). The FOURTH section, the longest of the course, covers a range of approaches to control terrorism. The final, FIFTH section, concentrates on prospects for nuclear terrorism and how to prevent it.

Over the semester students also gain multi-layered knowledge of their choice of a particular terrorist organization: its basic characteristics, the causes of its creation and its terrorist activities, its impacts, and how it has fared in the face of counter-terror operation.

Readings – Consist of articles and book chapters on the course website, a case study, and four texts. The identity of some of the texts may change by the time this course is taught.

- Daniel Byman, *Deadly Connections: States that Sponsor Terrorism* (2007)
- Bruce Hoffman, *Inside Terrorism*, 2d ed. (or, if we’re lucky, an advanced copy of his forthcoming 3rd edition).

Requirements – 1) readings; 2) class participation in discussions of the required readings, in debates and simulations, and in presentations; 3) postings on readings and current events; and 4) take-home essays.

Classes – Lectures, discussions, film viewing, debates and simulations.
Prerequisites – Government 112 or 113.

Limitations – Enrollment limited to 30 students. Open to sophomores, juniors, and seniors.
This Writing (W) course analyzes traditional UN missions to keep or restore peace between countries, newer and highly controversial missions within countries, and most recently efforts to prevent terrorism.

**Nature of Course** The UN was founded in 1945; the Cold War started two years later and lasted over 40 years. During the Cold War, the East-West conflict polarized the UN Security Council so that it could not respond effectively to aggression. The one qualified exception was the peace enforcement action during the Korean War. The UN's ability to prevent wars was largely limited to peacekeeping, the dispatch of troops under the UN flag to enforce a cease-fire after a war if all parties agreed to their presence.

The end of the Cold War and improved relations among members of the Security Council expanded the range of UN missions. The UN arranged the withdrawal of Soviet troops and proxies in countries from Afghanistan to Angola, and it authorized UN members to expel Iraq from Kuwait in the 1990-91 Gulf War. Because most mass organized violence since then has occurred within countries, the UN has adapted by expanding its missions to include preventive diplomacy (to avoid civil wars), humanitarian intervention (to reduce prospects for genocide, ethnic cleansing, and other human rights violations during civil wars), and peace building (to achieve a durable peace after a civil war). The record for such “second-generation” peacekeeping missions is mixed. Preventive diplomacy failed in Croatia and Bosnia, but it succeeded in Macedonia. Humanitarian intervention succeeded in the first UN mission in Somalia but failed in the second; its worst failure was in Rwanda. The 2011 UN-authorized mission to prevent politicide in Benghazi, Libya is extremely controversial. Peace building succeeded in Namibia, El Salvador, Mozambique, and East Timor. It has had mixed success in Cambodia and Bosnia. Many UN operations are ongoing, including missions in Kosovo, Congo, Liberia, Ivory Coast, and the new country of South Sudan. Hybrid missions between the UN and the African Union are underway in the Darfur region of Sudan, Somalia, Mali, and elsewhere.

This course is intended to give students the historical, legal, political, and theoretical background needed to make informed judgments about the UN: What is it likely to attempt to do, where, and why? Under what conditions can each of the various UN missions succeed, and why are these conditions important? If a mission has a chance of success, how could it be planned and implemented to maximize prospects for success? Overall, what should the UN do, and which members of the UN should assume responsibility for what?

**Readings** Articles and book chapters on the course website, one text, and two case studies.


**Requirements** 1) readings; 2) class participation in discussions of the required readings, in debates and simulations, and in presentations; 3) short reports that link required readings with current events; and 4) two take-home essays: one on traditional interstate missions, and another on a UN mission within countries.

**Prerequisite** – Government 112 or 113.

**Limitations** Enrollment limited to 30 students.
**Government 231: Politics of the Criminal Justice Process**

Fall 2015

**Professor Harrall**

Nature of Course - Crime and justice is always one of the major policy issues on the governmental and political scene in the United States. Alarmed by increasing crime rates (real or imagined), ruling “liberal” decisions by the United States Supreme Court, a rising prison population, crowded courts, and a general lack of understanding of the attendant legal process (a misunderstanding aided and abetted by the popular entertainment media) the public has become increasingly aware of the administration of criminal justice. This course will consider that process through the eyes of the principal actors in the process and the influence of the broad political environment in which they operate on a daily basis. Central to this consideration are two assumptions: First, that the judicial process is best understood as a subsystem of the larger political system; Second, and following logically from the first point, that political considerations broadly defined explain to a large extent who gets or does not get - in what amount - and how, the good (“justice”) that is hopefully produced by the legal system.

**Requirements** – Considerable assigned readings and analytical exercises with class discussion. Mid term and final examination. Paper at end of semester.

**Prerequisites** - Government 111, or permission of instructor.

**Limitations** - Enrollments limited to 30 students.

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**Government 238: Middle East Politics**

Spring 2016

**Professor Sayej**

The goal of this course is to offer students an overview of modern Middle Eastern politics. Rather than a country by country survey, the course is designed around specific historical trends and contemporary issues facing the people and governments of the region. As such, we will be concerned with comparing and tracing particular forms of rule, economic policies, and modes of political expression, exclusion, cooperation and conflict in the region. In particular we will examine: state and regime formation, development programs, and attempts to challenge the authoritarian status quo and address economic malaise. Important subthemes include the impact of colonialism, the relationship between religion and politics, and the rise of nationalism. The broader objectives of the course are to develop students’ ability to engage in comparative analysis and develop an understanding of prevailing theoretical approaches in the social sciences, as well as to apply these analytical insights to the region. For the purposes of this course, the Middle East and North Africa is defined as the Arabic speaking world, Israel, Turkey, and Iran.

**Prerequisites** – Government 112.

**Limitations** – Enrollment is limited to 30 students.
Government 240: Revolutions and Regime Transitions: Domestic Implications & International Dimensions  
Spring 2016  
Professor Melo

An examination of international and comparative theories of revolution and related processes, such as regime transitions. Students will become familiarized with several cases of revolution around the world, including the USSR, Cuba, Nicaragua, Iran, Portugal, and the Arab Spring, among others. We will examine the causes of insurgency, the nature of provisional governments, the role of international actors and interventions, and the outcomes of revolutionary processes.

Requirements – Readings, attendance, classroom presentations, examinations.

Prerequisites – GOV 112 or GOV 113 and some background in European, Middle East, and Latin American politics and history recommended.

Limitations – Enrollment limited to 30 students. Limited to sophomores, juniors and seniors.

Readings: Several texts and journal articles.

Classes: Lectures, discussion, and student presentations.

Government 241: The Courts and The Law  
Spring 2016  
Professor Mitchell

Nature of Course - This course explores the role the judicial system and the supporting legal system play in shaping policies in the United States. It will begin with an examination of the federal and state judicial systems and the primary actors within these systems including judges, prosecutors, and counsel. It will review how courts define, interpret, and enforce the laws established by the political branches of government. We will then examine case studies to consider whether the courts through this role have an impact on major political issues the country has faced.

Requirements – A research paper and two in-class examinations are the principal written assignments. Preparation of readings, class attendance and participation in class discussions are expected.

Prerequisites - Open to juniors and seniors, and to sophomores who have taken Government 111.

Limitations - Enrollment is limited to 30 students.

Government 250: Gender and US Politics  
Fall 2015  
Professor Borrelli

Nature of Course - This course investigates the intersection of gender and politics in the United States. In the implications and applications of gender theory will be studied, with policy and legal debates considered in detail. In the second unit, attention is centered on the legislative and executive branches of the national government. Thus, the course progresses from ideas to institutions, studying how gender is structured by policy and performed by political actors. Throughout the semester, students will be
asked to think about the ways in which their own gender views affect their political expectations and interpretations. The relationship of theory to practice, the impact of subjectivity on “objective” research, and the influence of gender on United States political development will receive extended consideration.

Requirements - Two in-class examinations; two papers, both requiring extensive research; attendance; and preparation for and participation in class discussions.

Written Work - This is a “Writing” (W) course.

Prerequisites - Prior study in United States politics and/or gender and women studies.

Limitations - Enrollment is limited to 30 students.

Government 251: Environmental Activism and Its Political Impact Around the Globe
Fall 2015
Professor Dawson

This course examines the emergence and development of environmental activism in industrialized, post-communist, and developing societies and its impact on the policy-process. After briefly reviewing the major environmental philosophies that have shaped environmental movements and politics around the globe, the course compares the characteristics and impact of popular environmental movements in advanced industrialized democracies and communist/post-communist societies, including the U.S., EU and West European states, Japan, Russia, Eastern Europe and China. It also considers the mobilization of environmental justice movements in both industrialized societies, and the developing world (as well as rapidly developing BRICS societies). Case studies in environmental justice activism in India and South Africa will provide a strong basis for comparison with movements in the United States and other industrialized societies.

Prerequisite - One course in government or environmental studies; or with permission of instructor.

Limitations - Enrollment is limited to 30 students.

Government 252: U.S. Foreign Policy
Spring 2016
Professor Rose

This Writing (W) course is an examination of the international and domestic sources of U.S. foreign policy, a critical analysis U.S. diplomatic history (with attention to evaluating the impact of various foreign policies on US national interests and core values), and contemporary public policy debates.

Nature of Course – You were born perhaps five years after the Cold War ended. At that time, the agenda for U.S. foreign policy changed substantially. The good news was that we were no longer threatened by the Soviet Union; democracy was been born or restored in numerous countries; and a UN coalition reversed Iraq’s aggression against Kuwait. The bad news is that the threat of war has not disappeared; witness dangerous relations between India and Pakistan, tensions in the Taiwan Strait and South China Sea, fears about Iran’s nuclear program, and continued hostilities between Israel and the Palestinians. Ethnic cleansing, genocide, and other human rights violations have plagued countries from Bosnia and Kosovo to Rwanda and the Darfur region of Sudan. The September 11, 2001 attacks on the World Trade
Center and the Pentagon made the threat of terrorism all too clear. The post-9/11 occupations of Afghanistan in 2001 and Iraq in 2003 did not go as well as planned. Al-Qaeda franchises are currently active in Pakistan, Yemen, Iraq, and Syria. The “Arab Spring” also has not been going so well. Today ISIS presents new horrors and threats spreading out from Syria and Iraq into Yemen, Libya, and elsewhere. On non-security issues, great controversy surrounds US trade and environmental policies.

Despite changes, the world has not altered completely; continuities do and will remain. One of our tasks, therefore, is to draw what we need from the intellectual heritage and history of American foreign policy – to understand enduring interests, attitudes and themes – before we turn to the many pressing policy issues and future choices. Likewise, we need to understand foreign policy-making structures and processes, which influence the formulation and implementation of policy in particular ways. These topics are covered in the first half of the course. After spring break we study three categories of topics: U.S. reactions to civil war in Bosnia and then the 9/11 attack; the current international and domestic political environments; and then half a dozen contemporary public policy debates – starting with the debate over U.S. “grand strategy” and then turning to particular challenges.

A major objective of the course is to gain experience thinking critically—through asking appropriate questions, seeking evidence to help answer the questions, engaging in contingent analysis (e.g., under what conditions does this or that proposition hold?), assessing what is right as well as wrong about an opinion, and developing policy recommendations based on sound reasoning and an honest examination of the evidence.

Readings – Consist of articles and book chapters on Moodle and the following two texts:
  - Robert Strong, Decisions and Dilemmas: Case Studies in Presidential Foreign Policy Making Since 1945 (2nd ed.)

Requirements – Readings, class participation, postings that link readings to the news, and two papers.

Classes – Classes combine lectures, presentations, discussions, and debates.

Prerequisites – Government 113.

Limitations – Enrollment limited to 30 students.

Government 259: 20th Century Democracy and Its Critics
Professor Phillips
Fall 2015
This political theory course offers students a focused study of debates in contemporary democratic theory, with an emphasis on work done in the second half of the twentieth century. Questions to address include the following: Why value democracy? What does it mean to govern democratically? What role, if any, should notions of power, conflict, participation, deliberation, and recognition play in theorizing about, and in empirical research into, problems of democratic governance? We will read works by Jean-Jacques Rousseau, J.S. Mill, Melissa Williams, Jane Mansbridge, Benjamin Barber, Iris Marion Young, Robert Dahl, Joseph Schumpeter, Jürgen Habermas, Chantal Mouffe, and Charles Taylor amongst others. The course is suited for advanced students concentrating in political theory and for students of
American, comparative, and international politics with a substantive focus on questions related to democracy.

**Written Work** - This is a “Writing” (W) course.

**Prerequisites** - This course is open to Sophomores, Juniors, and Seniors.

**Government 304: American Political Thought**  
**Professor James**  
**Fall 2015**

The central issue in political thought has always been: where should the balance be set among individuals, government, society, or particular parts of society such as the family, the race/clan/tribe/ethnic group, or an organized religion. Through human history, cultures and nations have differed on the best balance point. Minority movements or individuals in the United States have supported varied balance points, such as fascism, socialism, communism, or authoritarianism based in religious, racial or ethnic identity. However, America is unique in the dominance throughout its history of emphasis on the individual. Several philosophies have contributed to this emphasis but it began and remains firmly rooted in the philosophy of Natural Law/Social Contract: This philosophy supports a democratic form of government and a capitalist economy.

Although Americans have always highly valued individualism, traditionally they also valued community in the sense that they believed the individual’s rights were best protected when government achieved the common good/the general welfare. Since the 1970’s, however, critics on the left and right find a shift to hyper-individualism, with adverse effects on the individual, family and society.

Through substantial reading of original sources and critical works from the 17th century to the present, this course analyzes the development of American individualism and contemporary consideration of its consequences. In addition, the course considers the development and consequences of American thought about its unique place in the world. Each student is encouraged to develop his or her own coherent political philosophy.

**Written Work** - This is a “Writing” (W) course. Several analytic papers are required.

**Requirements** - Students are expected to take responsibility for their education by reading extensively in assigned sources, writing several analytic papers, coming on time and prepared to each class and participating regularly.

**Prerequisites** - Open to Juniors and Seniors who have taken any course in U.S. Government/politics or in political theory.

**Government 307: The Politics of Refugees**  
**Professor Borer**  
**Fall 2015**

Throughout the world there are large numbers of people with no homes of their own, caught between danger at home and often danger in a strange land. Refugee issues have become increasingly salient in international politics in recent years. The number of refugees worldwide has grown dramatically, and refugees have become a significant policy issue at both the national and international levels. Increasing
numbers of people moving between states have led to national debates and sometimes violence, as states try to manage or control these people. There has been a blurring of the line between refugees and other migrants, such that it is sometimes hard to make distinctions, leading policy makers to attempt to keep out almost everybody. Analytically, this course seeks to develop concepts, classifications, theories and models about refugees by taking an analytical, comparative and general view of refugee problems. Substantively, we will examine a variety of issues, including relevant international law; the causes of refugee movements; international actors including UNHCR; flight and asylum; life as a refugee; the gendered dimensions of refugeehood; refugee warriors; international responses to crises; repatriation and resettlement; and longer term preventative solutions.

Assignments include weekly discussion question postings, and two analytical essays.

Written Work - This is a “Writing” (W) course.

Prerequisite - Government 113 or permission of the instructor. Enrollment is limited to 30 students. Not open to Freshmen.

**Government 308: Nationalism and Ethnic Conflict in Europe**

Professor Patton

Spring 2016

During the last several decades, Europe experienced a resurgence in ethnic nationalism. In the West, Basque separatists, Northern Irish extremists, Belgian nationalists, and anti-immigrant politicians regularly captured headlines. In the East, ethnic tensions tore apart the multi-national states of Corsica, the Soviet Union and Yugoslavia, resulting in bloody civil wars, frozen conflicts, and deeply divided societies.

Nature of Course - This class begins with a review of theoretical perspectives on the causes of ethnic conflict. Thereafter we will apply these perspectives to important cases of ethnic conflict in contemporary Europe.

Requirements - Readings, map exercises, essays and classroom discussion.

Classes - Lectures and discussion.

Prerequisites - Open to sophomores, juniors and seniors

**Government 309: Chinese Politics**

Professor Tian

Fall 2015

This is a course between intermediate and advanced levels. It is designed to provide a fairly comprehensive review of various aspects and major issues in contemporary Chinese politics, economy and society. The goal of the course is to gain different perspectives on current Chinese government structure, most importantly, the ongoing process of economic reform and the newly emerging patterns of state-society relations. Discussion topics include the nature of Chinese society, a brief review of history, politics of reform, urban-rural divide, issues of democratization, urbanization, corruption, environment and China’s integration with the world economy.
Limitations - Open to juniors and seniors and to sophomores who have had Government 112, or 113 or any other introductory level courses in Government, Asian/Chinese history, languages and culture. Enrollment is limited to 30 students.

**Government 310: The Making of Democracies**

**Spring 2016**

Democrats are not established overnight.

The creation of a stable democracy entails a lengthy process that is preceded by, or carried out in conjunction with, the establishment of a legitimate state. Throughout the course we will analyze and compare the obstacles a wide range of countries throughout the world system have had to overcome since the 17th century as each strove to establish a state and a form a democracy. We will compare the processes of state creation and democratization in countries from Africa, Asia, Europe, North America, Central America, and South America. The course’s ultimate goal is to explain why some countries succeeded while others failed at creating enduring democracies.

Prerequisite: Government 112.

**Government 322: Democracy in Latin America**

**Fall 2015**

Latin America is a diverse and complex region that defies stereotypes and generalizations. The goal of this course is to reach beyond the current headlines in order to capture the struggles engaged in by Latin American countries that have sought to develop democracies.

**Nature of Course** - In the first part of the course, we will focus on competing interpretations of democracy. We will then examine the types of institutions imposed by the colonizers throughout Latin America. Next we will analyze the struggles for independence and the effects they had on self-rulership. In the third section of the course we will attempt to come to terms with some of the basic problems faced by different Latin American nations as they seek to attain economic independence and create democratic institutions. In the final section we will read competing theories addressing why Latin American states have had so much difficulty creating stable, democratic governments, and how they could overcome their present obstacles.

**Classes** - Lectures and discussions.

**Requirements** - Mid-term and final exams, two or three critiques of assigned readings, and a research paper.

**Readings** - They change yearly.

**Written Work** - This is a “Writing” (W) course.

Limitations - Open only to students who have taken Government 110, 112, or 113. Enrollment is limited to 30 students.
The purpose of this course is to discuss the international relations of the Middle East within the larger context of theories on international relations. One central question concerns whether or not IR theoretical literature can account for the behavior of Middle Eastern states and/or whether the study of these cases demands a reevaluation of the literature in the field. The theoretical objective of this course is to demonstrate the political interrelationship between regional political change and international political conflict. Its empirical aim is to give the student the opportunity to develop a deeper comprehension of the exogenous and endogenous factors in the evolution of Middle Eastern politics whose interaction produced the nature of the system of political relations which exist there today.

Themes covered in class include the impact of colonialism, nationalism and nation-state formation, regional crises, the Arab-Israeli conflict, the politics of oil, Islamism, democratization, political economy, globalization, and human rights, etc. Special attention will be given to the historical and contemporary interaction between the Middle East and the United States, the “West,” and the “East.”

Written Work - This is a “Writing” (W) course.

Prerequisites - Government 113.

Limitations - Enrollment is limited to 30 students.

This course examines a myriad of environmental issues that may only be adequately addressed through cooperative actions between states and/or across state boundaries. Achieving international cooperation on environmental issues has proven to be extremely challenging, with some issues lending themselves to cooperative solutions more easily than others. In this course, we will consider various factors and explanations for the successes and failures that have occurred in attempting to solve international and transboundary environmental problems. In evaluating past lessons and future prospects for improved environmental protection at the global level, we will consider not only the actions of states, but also those of transnational non-governmental organizations and other actors.

Prerequisites - Government 112 or 113 or Environmental Studies 110 or 111.

Written Work - This is a “Writing” (W) course.

Limitations - Enrollment is limited to 30 students.

Is justice about maximizing happiness and minimizing harm? Is it about protecting individual liberty? Does justice require not only protecting basic liberties but also some measure of economic equality? In this course, we will pursue these questions and others through the lens of different theories of justice. We will also discuss the implications of these theories for the legal regulation of sexual conduct, labor
market regulations, the role of government in education, immigration, affirmative action and same-sex marriage. This course can be counted as either a political theory or a US politics course.

**Written Work** - This is a “Writing” (W) course.

**Pre-requisite** - Any 100-level Government department course or permission of the instructor. This course is open to Sophomores, Juniors and Seniors.

**Professor Frasure**  
**Fall 2015**

**Substantive Nature of Course** - Topics include Judicial Review; Separation of Powers; War and Foreign Relations; Federalism; Voting; Property.

**Prerequisites** - A 200-level course in Government. Open to sophomores and above.

**Limitations** - Enrollment is limited 30 students.

**Government 336: Constitutional Law: Civil Liberties**  
**Professor James**  
**Spring 2016**

This course analyzes the structure and function of the U.S. Supreme Court and its Justices, and the development of the Court’s interpretation of major aspects of the Bill of Rights. No single course can cover all of the legal issues raised in the Constitution and its amendments. Rather, key elements of the development of legal decision-making are considered as examples of the way constitutional law is developed and the consequences of Court decisions for civil liberties. The course focuses on: the First Amendment’s two religion clauses (Establishment and Free Exercise) and Free Speech clause; the Fourth Amendment on Search and Seizure; The Fifth Amendment protection against Self-Incrimination; The Sixth Amendment Assistance of Counsel; The Eighth Amendment on the Death Penalty; the developing concept of “Fundamental Rights” particularly as applied to issues of “privacy;” and conflicting issues of equality related to Affirmative Action. Students are expected to read widely in the relevant literature on the Court and to brief all assigned cases in a manner (to be taught) that is similar to the technique used by law students. The goal is for students to learn the intricacies of the issues and changing legal interpretation of civil rights, and to develop their own opinions about the legal questions involved.

**Written Work** - This is a “Writing” (W) course. Many case briefs and two analytic papers are required.

**Requirements** - Students are expected to take responsibility for their education by reading assignments and briefing cases prior to the class in which they are discussed, coming prepared to class and participating in class discussion/activities.

**Prerequisites** - Open to juniors and seniors who have taken Government 111 and any 200 or 300 level course in U.S. Government.
Government 337: Comparative Social Movements: Protest, Activism, & Political Change
Spring 2016  Professor Melo

This course examines social movements across the globe from a comparative politics perspective. It investigates the consequences of social movements for societies and governments, considering whether and how mass mobilization redistributes power and resources in authoritarian, democratic, and revolutionary contexts.

Prerequisite - Government 112 or 113, or permission from the instructor.

Limitations - Enrollment is limited to 30 students.

Government 339: Oceans Law and Policy
Fall 2015  Professor Mitchell

Nature of Course - The course examines the goals of oceans policy, outlining the interests of both the international community and United States; then discusses oceans claims and their political, economic, and strategic context. It will include a detailed discussion of issues in international oceans policy by focusing on the 1982 UN Convention on the Law of the Sea. The course will explore issues in national oceans policy, focusing on the impacts on naval forces, international regulation of ocean transport, fisheries management and aquaculture, continental shelf development, and coastal zone management. Major topics will include: the development of oceans law; navigation and communication; resource management including the exclusive economic zone, deep seabed mining, straddling stocks and highly migratory species, and the continental margin; protection of the marine environment; marine scientific research; boundary disputes and dispute settlement; national security and international incidents; and developing policies with respect to the polar regions.

Requirements – The major assessments will include two exams and a research paper approximately 12-15 pages long. Additionally there will be several short research and writing assignments prepared both individually and in small groups. Preparation of readings, class attendance and participation in class discussions are expected.

Prerequisites - Open to juniors and seniors (and second-year students with the permission of the instructor) who have completed a 200 level course in International Relations or Environmental Sciences or equivalent; Government 113 is recommended.

Limitations – Enrollment is limited 30 students.
**Nature of Course** – In this course you will learn about the international system by examining international law and organizations—what they are (and are not), and how they relate to each other. You will examine the development and sources of international law, and identify major principles that run through it, and determine if it is, or should be, a coercive restraint on state actions. The course will study how international law constitutes international organizations and how these organizations create international law, examining specific areas such as resource management, environmental protection and human rights. We will consider what role international governmental and nongovernmental organizations can, do, and should play in shaping world politics. We will use this background to examine real and hypothetical transnational problems. In doing so you will learn about how and why States behave (or say why they are behaving) the way they do.

**Requirements** – Short reflections, two examinations and one 12-15 page research paper are the principal written assignments. Maintaining currency in the readings, class attendance, and participation in discussions are expected.

**Prerequisites** – Open to juniors and seniors who have taken Government 113, or with permission of the instructor.

**Limitations** - Enrollment is limited to 30 students.

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**Government 348: International Political Economy**

**Professor Tian**

**Spring 2016**

This course examines the dynamics of international political and economic relations. Different theoretical approaches will be used to explore issues of trade, international monetary and financial systems, investment, economic development, environmental protection, and the changing nature of the international system/globalization. Issues of the rise of global economy and opportunities and challenges it poses to different national political/economic systems will receive particular attention. The goal of the course is to gain insights into contemporary issues such as the great recession started from 2008 and to understand how scholars of international relations and economics explain problems in the global economy.

**Prerequisite** - Government 112, 113, introductory course in Economics or other intermediate courses in International Relations or Comparative Politics.

**Limitations** - Enrollment is limited to 30 students.

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**Government 352: Alternative Perspectives on U.S. Foreign Policy**

**Professor Hybel**

**Spring 2016**

Foreign policy-making involves the identification and definition of problems, analysis and ranking of alternatives, and selection of a policy. Ideally, the creation of a foreign policy would be the culmination of a well-thought-out decision-making process. A perusal of a few foreign policy-making processes reveals that
such ideal is rarely attained.

Throughout the course students will: i) analyze alternative foreign policy-making models; ii) apply them to a series of U.S. foreign policy events in order to assess their explanatory value; and iii) discuss ways the foreign policy-making process could have been improved.

The course is divided into two parts. During the first part, we will discuss the alternative foreign policy-making models. During the second part, we will apply the models to case studies and appraise their explanatory quality.

Throughout the semester students must complete three assignments: i) in class, closed-book mid-term exam; ii) in class, closed-book final exam; and iii) an analytical paper. The analytical paper will consist of a research paper no longer than 10 pages, in which students apply one of the foreign policy-making models covered throughout the semester to a particular U. S. foreign policy making case.

Written Work - This is a “Writing” (W) course.

Readings – They change yearly.

Limitations – Open only to students who have taken Government 113.

Government 493C: U.S. Political Speech

Fall 2015

Nature of Course - This course will examine political rhetoric in the United States, focusing on its usage in the modern presidency. Of particular interest will be the rhetorical and political strategies associated with speech writing and speechmaking, during campaigns and while governing, by the president, members of the administration, and others.

Requirements - An in-class examination; a major research project, with both written and performative, multi-media elements; attendance; and preparation for and participation in class discussions. This course will have both written and spoken presentations.

Written Work - This is a “Writing” (W) course.

Prerequisites - Prior study in United States politics.

Limitations - Enrollment is limited to 16 students.

Government 493U: Environmental Justice in Global Perspective

Fall 2015

Cross-listed as Environmental Studies 493U

Professor Dawson

This course will focus on the unequal distribution of environmental hazards -- both in global and comparative perspective. What constitutes "environmental injustice," and how real is the accusation of environmental inequities between developed and less developed countries? Between rich and poor in the U.S. and other countries around the globe, and between dominant populations and minority ethnic, racial, or other identity-based groups? What are the forces that promote these inequities and to what
extent are environmental inequities intertwined with social injustice and human rights abuses? To what extent do globalization and the consumption patterns of the "global north" fuel environmental and social injustices in the "global south?" Turning to mobilizational issues, how have people around the world responded to growing perceptions of environmental injustices? What trends do we see that provide hope that these inequities are being addressed by the international community, governments, and corporations? In this course, we will consider the phenomenon of environmental justice from both a global and comparative perspective, examining its many manifestations, the forces behind it and responses to it.

Prerequisites - This course is open to juniors or seniors who have had at least 1 200-level course in Government or Environmental Studies.

Limitations - Enrollment is limited to 16 students.

**Government 493Z: The Iraq War: Causes and Consequences**

*Professor Sayej*

*Fall 2015*

This course will examine the background, process, and implications of the US led invasion and occupation of Iraq and the politics of Iraq today. This course will pull together the various factors that led to the Iraq War, domestic and international, economic and ideological, in order to show that multiple indicators are needed to understand this world-changing event. The Iraq war ushered in a defining moment for the world. It affects the politics of the Arab and Islamic world. It has a major impact on the domestic and foreign policy of the United States and most importantly, this war has reshaped the international political system. Emphasis will be placed on systemic and structural changes in international relations, the role of international institutions and the new ways that power is being reproduced in world affairs.

In addition to studying the impetuses for the war, we will look at the state and nation-building process inside Iraq. Special emphasis will be placed on the building of institutions, evolving state-society relations, civil strife and the less discussed strides everyday Iraqis are making to build a political community.

Written Work - This is a “Writing” (W) course.

Prerequisites - Government 111, 112 or 113.

Limitations - Enrollment is limited to 16 students.

**Government 493W: Rebels, Rogues, and Revolutionaries: Social Movements & the Politics of Protest**

*Professor Melo*

*Fall 2015*

In this course, we will engage with the relevant theoretical debates in the study of social movements, while learning about specific movements in the US and the rest of the world. We will focus on relevant questions, such as: how and why do social movements emerge? Where do tactics and strategies come
from? How do movements affect political change nationally and internationally? What are transnational movements?

The course is meant to provide a broad overview of the theoretical literature on social movements, while introducing the students to various movements throughout history and across the world. By the end of the semester, students should have sufficient mastery of the theoretical literature to ground their own research. Students will be expected to do weekly presentations on the material, and to develop a research project and write a 20/25-page paper.

Limitations: This course is open to juniors and seniors. Enrollment is limited to 16 students.

**Government 494E: The Emerging Market Economies: the BRICS**
*Professor Tian*
*Spring 2016*

The rise of the newly emerging market economies is the story of our time and will have great impact on the landscape of the global political economy. This new course will use the approach of comparative political economy to examine the development trajectories of five of the most important emerging market economies in the world today, China, India, Russia, Brazil, and South Africa, which are generally known as the BRICS. The study of the BRICS is of great importance because the miraculous rise of the newly emerging market economies and the recession in the developed countries have led to some of the most profound changes in the global political economy. These changes will have long-term implications not only for international economy but also world politics. This course is designed to explore and compare the causes, processes and implications of the rise of these major emerging market economies.

Prerequisites: Open only to seniors and juniors who have had Government 112, or Government 113 or some lower / intermediate level courses in government, economics, East / South Asian, Slavic and Latin American studies; Students with proficiency in the foreign languages used by these four countries will be given preference.

Limitations: Enrollment limited to 16 students.

**Government 494P: Statesmanship**
*Professor Coats*
*Spring 2016*

An examination of the ancient idea of statesmanship, with application to some modern cases.

Nature of the Course - This seminar will begin with readings which explore the Aristotelian idea that the statesman is one who rules for the good of the whole body politic. We will then investigate, through memoirs and biographies, some interesting cases where this definition might apply -- Washington, Hamilton, Lincoln, Wilson, de Gaulle, Churchill. We will finish with the first volume of Henry Kissinger’s memoirs.

Requirements - Articulate participation in discussions; take-home examination on the theory of statesmanship; seminar presentation on a particular case.
Written Work - This is a “Writing” (W) course.

Limitations - Open to seniors and juniors who have taken Government 110, 211, or 216. Enrollment limited to 16 students.

**Government 494Q: Women and World Politics**

Professor Borer

Spring 2016

Until relatively recently women have been largely absent from positions of power in world politics, and hence from wielding much power in issues which directly affect their lives. However, the impact of global politics on women has been substantial. For example, women make up the majority of the global refugee population, women produce 90 percent of food crops in Africa, and women have played important roles in transitions to democracy but have been largely marginalized by the new democratic regimes which displaces military dictatorships and apartheid. This course is organized around the issues of women and power or lack thereof, and is divided into several sections. The first few weeks of the course are theoretical, and lays the groundwork for the issues covered in the rest of the semester. The rest of the semester is devoted to looking at the impact of power inequality on women, and covers several silent political issues including women and war, women and violence, women and human rights, and women in the international political economy. The final section highlights the fact that women are not entirely powerless in world politics, and will focus on areas and ways in which women have successfully organized for empowerment.

Requirements - Major assignments include facilitating one seminar session, an analytical paper, a final (longer) paper, and a final integrated project.

Written Work - This is a “Writing” (W) course.

Prerequisites and Limitations – Government 113 or permission of the instructor. The course is open to juniors and seniors. Enrollment is limited to 16 students.

**Government 494T: The Greens in Europe and Beyond**

Professor Patton

Spring 2016

Cross-listed as Environmental Studies 494T and German Studies 402

This seminar examines the emergence of Green parties in advanced industrial economies, with an emphasis on the Green parties of western Europe. It explores different theoretical perspectives on the rise of the Greens; compares Green parties in leading advanced industrial democracies; and examines the impact of the Greens inside and outside of government. The seminar considers the tensions facing contemporary Green parties as well as their environmental policy records. The class also examines the Greens at the level of the European Union (EU), while covering EU environmental regulations and guidelines.

Prerequisites: Open to juniors and seniors.

Limitations: Enrollment limited to 16 students.
## THE DEPARTMENT FACULTY, 2015-2016

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* Academic Department Assistant, Ms. Sharon Moody, Fanning 305B, ext. 2037

* on leave - Fall 2015; Spring 2016
** on leave – Fall 2015
*** on leave - Spring 2016

Updated
9/3/2015