This course is designed to introduce students to comparative political analysis. How can the political behavior, circumstances, institutions, and dynamic patterns of change that people experience in very different societies be analyzed using the same set of concepts and theories? That is the question posed in this course. To achieve both breadth and depth the course will use monographic studies of a variety of political systems and include attention to the Middle East, Russia, Latin America, and Africa. Topics will include nationalism, revolution, democratization, authoritarianism, ethnic conflict, and political economy.

What defines the interests of the United States and what sort of strategies lead to success or failure for US foreign policy? Who makes US foreign policy? This course will cover those and other questions. In addition to examining key trends in the history of US foreign policy, the course will cover contemporary challenges that face the United States, including: the rise of China and the Asia-Pacific more generally, nuclear proliferation and arms control, the civil war in Syria, ISIS, the war in Afghanistan, globalization and development, the Middle East, and many others.

Questions that the course explores include the following: What are the requirements for ensuring a nation’s security? What are the fundamental distinctions among the alternative strategies available to states and to their adversaries? What strategies have the U.S. and others adopted? To what extent have these strategic choices reflected a clearly defined national interest, domestic political and economic pressures, international constraints, and the state of military technology? What lessons, if any, does the history of international security relations since the mid-20th century suggest about challenges faced in the 21st century? The course examines some of these challenges by looking at debates about nuclear proliferation, terrorism, military interventions (motivated by an interest in promoting regime change, supporting counterinsurgency efforts, or providing humanitarian assistance), the implications of China’s reemergence as a great power, dangerous “flashpoints” in East Asia, and the effects of the “revolution in military affairs” on the prospects for ballistic missile defenses, unmanned combat vehicles, and cyber warfare.
International Political Economy

Brutger, R

Thursdays

10:30 AM-11:30 AM

This course examines the politics of international economic relations. As a field of study, international political economy (IPE) examines the interactions of states and markets, focusing on the role of politics in explaining the origins and operations of regimes for international trade, international finance and monetary affairs, and development. The course is arranged in four parts. In the first part, we begin with a basic introduction to IPE as a field of study, review the various theoretical approaches to the field, and provide a brief, panoramic introduction to international economic history focusing on the “rise and fall” of the Bretton Woods system of international trade and monetary relations. In the second part, we examine the issue of international trade, including the domestic and international politics of trade policy, the operation of the World Trade Organization (WTO), and the growth of economic regionalism and preferential trading agreements. Third, we survey the political economy of the international monetary and financial system, including the evolution of the exchange-rate regime, the creation of a single currency in the European Union, the issue of capital market liberalization, and the financial crises of the 1990s and of 2008-2009. The fourth section, finally, examines various issues related to economic development, the efficacy of foreign aid, and the political economy of climate change.

Ancient Political Thought

Green, J

Thursdays

10:30 AM-11:30 AM

This course aims to provide a broad survey of some of the most influential political thinkers and ideas from classical antiquity. Among the central figures to be examined are: Homer, Herodotus, Sophocles, Thucydides, Socrates, Plato, Diogenes, Aristotle, Epicurus, Cicero, Epictetus, Marcus Aurelius, Seneca, Augustine, and Aquinas. Major themes include: ancient theories of justice (with special attention to the relation between the just state and the just person), the emergence of political philosophy as a distinct pursuit, the Athenian polis, the Roman republic and its demise, and the rise of Christianity.

American Political Thought

Norton, A

Thursdays

3:00 PM-4:00 PM

Courses in American political thought offer a series of readings, usually from great works, and generally presented in chronological order, that serve as a canon for American political identity. This differs from traditional American Political Thought courses in several respects: first, by looking at a wider array of genres; second by refusing to pretend to give a comprehensive survey of American political thought; and third, by looking not only at prose work on (or in) politics but also at poetry and forms of popular expression. These are no less revealing as documents of American thought on politics. We also draw from important figures who are not American, including: Edmund Burke, who shared and empire with Americans and Alexis de Tocqueville, who came to study them. Most importantly, the course is guided by a question: what does it mean to be an American?
Over the past decade, campaigns—and the media organizations that cover them—have become much more sophisticated in how they use data. This applied data science course will focus on how media organizations analyze voter file data and public opinion polls to editorially cover U.S. elections. Specifically, we will examine how various election data is generated, how to analyze the data and how to write about the data accurately and transparently. The class will have the opportunity to work on real editorial projects that Penn’s Program on Opinion Research and Election Studies (PORES) produces in collaboration with the NBC News Data Analytics Lab and Decision Desk Election Unit.

International organizations (IOs) play a powerful role in mitigating conflict at the global level. What role do they play in solving problems related to global politics, economic development, corruption, inequality and civil society in Latin America? How much power, influence and control do they possess in the region? This course examines the role and impact international organizations have had on Latin America since the mid-20th century. After a review of theoretical and methodological perspectives on the significance of IOs in international relations, students will examine the workings, issues and often controversies surrounding IOs in Latin America, including the IMF, World Bank, UN, OAS and ICC as well as regional organizations such as the Inter-American Court of Human Rights and area trade blocs and agreements of Mercosur, NAFTA, Pacific Alliance, ALBA, and others. Students will also explore the regional impact of transnational civil society and human rights organizations. Students will be invited to participate in the Washington Model OAS, and the course will host a few guest speakers from and/or related to regional IOs.
This class provides an introduction to contemporary African politics. The core questions that motivate the course are: (i) to what extent are political outcomes in contemporary Africa a consequence of its history, culture, and geography? (ii.) Why are state structures and institutions weaker in Africa than elsewhere? (iii.) What accounts for Africa’s relatively slow economic growth? (iv.) Why have some African countries been plagued by high levels of political violence while others have not? (v.) What explains the behavior of key African actors: voters, parties and politicians? In the course of the class we will see that there is large variation within Africa in the strength of states, the levels of economic growth and the amount of violence; we will aim to explain that variation. To do so we will study events in particular African countries, but we will also examine broad patterns across countries and use social science concepts and methods to try to explain them. Note that in our exploration we will mostly build on the work of political scientists but also draw heavily on writing from journalists, anthropologists, psychologists, economists and historians.

The course is structured in five parts. In the first part we take a tour of Africa’s recent political history, examining pre-colonial structures, the impact of colonialism and the form of post-colonial states. We then examine the social and political forces that shape African countries’ forms of government and the structure and capacity of their states. In the third part we briefly survey the determinants of Africa’s economic development, focusing specifically on policy choices, legal systems, natural resources and the ambivalent role of foreign aid. The fourth part is devoted to the causes of civil wars and violence, focusing specifically on identity politics and on the dramatic breakdown of (some) African states. In the final part we briefly survey some issues at the forefront of research on contemporary African politics, such as corruption, patronage politics, political accountability, and the behavior of voters, politicians and parties.

This course will situate Russia within a broad comparative and historical context. The objective is to shift from U.S-centric debates about how to “contain Russia” or "deal with Putin," and to instead try and grasp how political, economic and social changes have been experienced and perceived by Russians themselves, with an eye to how other ambitious non-Western countries have managed their own political systems, economic programs, social tensions, and geopolitical ambitions. The first part of the course examines the origins and evolution of the Soviet regime from Lenin to Gorbachev. Part II delves into continuities and changes in politics, economics and society in the Russian Federation, first during a period of “state breakdown” under Boris Yeltsin, and then under Vladimir Putin, who is likely to be running for another term in presidential elections to be held in March 2018. Close attention is paid to the question of what baseline to use in assessing the structure and performance of the political system and the economy. In the process, we will cover Russia’s constitution and political institutions, examine the extent of socio-political conflict or stability over time, and track the fluctuations in economic growth and demographic trends. The analysis of Russia’s economy will incorporate consideration of the role of oligarchs and the management of Russia’s natural resources (particularly oil and gas). Part III will examine Russia in a comparative and global context, with an eye to assessing the prospects for understanding the sources of the decline in US-Russia relations and the prospects for rebuilding trust and cooperation between Russia and the West after a series of deeply problematic encounters, including over the ongoing turmoil in Ukraine and the allegations of election meddling.
Gender has been a primary way of organizing power relations throughout history. This class asks how transformations in the global economy, technological change, new patterns of household formation, and social movements, have influenced women’s access to economic and political positions over the past two centuries. We will examine how women’s mobilization contributed to the abolition of slavery, reform of property and franchise laws, and to the formation of the welfare state. Next, we turn to thinking about how women’s increasing labor force participation was hindered by institutions like marriage bars and union policy. Third, we look at cross-national patterns of women’s political participation and descriptive representation including whether and how the adoption of electoral quotas influences gender equality more generally. Finally we study how institutional norms and gender stereotypes affect political representation.

This class will draw on examples from around the world, and will look at experiences of women from all economic, social, and ascriptive backgrounds.

This course explains ethnic conflict, focusing on its violent forms, especially civil wars. There have been more than 160 civil wars and many more episodes of lower-intensity armed conflict since 1945. Most of these conflicts have been fought along ethnic lines. What role do prejudice and hatred play in these conflicts? Why do some ethnic conflicts turn violent? And how can we end ethnic civil wars? We will address these questions by reviewing the scholarly literature and applying insights and results from that literature to contemporary cases of civil war, including Bosnia, Iraq, and Syria. The course will develop an inter-disciplinary perspective on ethnic conflict drawing on cutting-edge research in political science, economics, social psychology, and anthropology.
The rise of China since its economic reform starting from 1978 is one of the most important developments the world witnessed in the twenty first century. In this seminar course, we explore topics including the political logic of China's economic reform, the institutional foundations of the Chinese economic growth miracle, as well as detailed analysis of Chinese financial markets, housing markets, fiscal reform, corruption/anti-corruption, labor market transitions, China’s integration into the world economy, village democracy and its impact on resource allocation, the impact of population aging, the impact of China on US economy and politics, among others. The discussions will focus on China, but will relate broadly to emerging and developed economies. The course will be based on reading and discussing research articles and books selected by the instructors.

This is an advanced course on the main issues of contemporary Chinese politics with a strong focus on the reform era (post-1978). The course will first cover the political, economic, and legal institutions of the Chinese polity. We will then examine the key challenges facing the current Chinese leadership, focusing on prospects for political reform. Among other topics, we will investigate: elite politics; political participation and representation; public opinion; social movements; ethnicity and religion; and media and internet control. A prior course on contemporary Chinese politics (for example, PSCI219) is highly recommended.

This course will help you understand the political dimension of the US policymaking process. It provides students with a framework for understanding why we have the particular public policies that we do in the United States, paying particular attention to the role of Congress and the other national political institutions in this process. Specifically, we will examine how interests compete within institutions to transform ideas into public policies. In the process, we will also see how America’s system of separate institutions sharing powers privileges the status quo, making it difficult to produce significant policy change. At the end of the course, you will have a more complete understanding of the policymaking process. In particular, you should be able to explain why members of Congress often enact policies that differ significantly from the recommendations of policy analysts concerned with "good" public policy.

Course requirements include participation in a recitation section and several exams/papers.
This course surveys the institutional development of the American presidency from the Constitutional convention to today. It examines the politics of presidential leadership, how the executive branch functions, and the tensions between the presidency, leadership, and democracy.

Beneath the daily headlines about refugees blocked entry, and undocumented migrants deported there is a set of hard questions which deserve closer attention: Should countries have borders? If countries have borders, how should they decide who is kept out and who is allowed in? How many immigrants is ‘enough’? Are immigrants equally desirable? What kinds of obligations do immigrants have to their receiving society? What kinds of obligations do host societies have to immigrants? Should there be ‘pathways’ to citizenship? Can citizenship be earned? Should citizenship be automatic? This course explores these and other dilemmas raised by immigration.

What exactly should be considered a fundamental “human right”? What is the basis for saying something is a fundamental human right? This course will examine the theoretical, historical and political foundations of contemporary human rights debates. The course will cover not only broad conceptual debates, but also focus on specific issue areas (e.g., civil rights, economic rights, women’s rights, children’s rights), as well as the question of how new rights norms emerge in international relations.

This seminar examines the influences on and patterns of China’s international relations. Topics to be covered include the following: theoretical approaches to analyzing foreign policy; the historical legacy and evolution of China’s foreign policy; contemporary China’s foreign policy on traditional national security concerns as well as economic, environmental, and humanitarian issues; China’s military modernization; China’s foreign policy in Asia, Africa, Europe, and Latin America; China’s rise and its implications for relations with the United States. The class is a seminar in which student preparation and participation will be essential. Students planning to enroll in the course must have taken PSCI 219 (or, with the instructor’s permission, its equivalent). You are expected to complete all required readings each week and come to seminar meetings prepared to discuss them.
This course offers an introduction to ethical issues in international relations. In it, we ask whether morality, as opposed to interests, should play any role in international affairs – and if so, which morality and what rules should apply – and what we should do in response to the challenges of war, violence, poverty, and environmental destruction. The course is divided into three parts. The first part provides a general introduction to ethical theory, followed by an examination of the major schools of thought regarding the possibility (or impossibility) of ethical conduct in the international arena. The second part of the course focuses on ethical issues concerning the use of force, including the problems of *jus ad bellum* (the justice of war) and *jus in bello* (justice in war), and looks extensively at ethical problems of military force and military intervention in places such as Afghanistan, Iraq, Libya, Syria, and Myanmar, as well as at the questions of international terrorism and nuclear proliferation. Third and finally, we turn from military questions to other, equally challenging global issues, including human rights, distributive justice, environmental protection, and climate change.

This course examines American constitutional development from the eve of WW I through the second Obama administration. Topics include the growth of the New Deal and a Great Society regulatory and redistributive state, struggles for equal rights for racial and ethnic minorities, women, and GLBT Americans, contests over freedoms of religion and expression, criminal justice issues, the Reagan Revolution and the revival of federalism and property rights, and issues of national security powers after September 11, 2001. Lectures are on videos and class time is devoted to in-depth discussions.

Political polls are a central feature of elections and are ubiquitously employed to understand and explain voter intentions and public opinion. This course will examine political polling by focusing on four main areas of consideration. First, what is the role of political polls in a functioning democracy? This area will explore the theoretical justifications for polling as a representation of public opinion. Second, the course will explore the business and use of political polling, including media coverage of polls, use by politicians for political strategy and messaging, and the impact polls have on elections specifically and politics more broadly. The third area will focus on the nuts and bolts of election and political polls, specifically with regard to exploring traditional questions and scales used for political measurement; the construction and considerations of likely voter models; measurement of the horserace; and samples and modes used for election polls. The course will additionally cover a fourth area of special topics, which will include exit polling, prediction markets, polling aggregation, and other topics. It is not necessary for students to have any specialized mathematical or statistical background for this course.
This Fox Leadership and academically based community service seminar will use course readings and students’ own observations and interviews in their service learning projects in West Philadelphia schools to analyze the causes and impact of school health and educational inequalities and efforts to address them. Course readings will include texts by Jonathan Kozol, studies of health inequalities and their causes, and studies of No Child Left Behind, the CDC’s School Health Index, recess, school meal, and nutrition education programs. Course speakers will help us examine the history, theories, politics and leadership behind different strategies for addressing school-based inequalities and their outcomes.

Service options will focus especially on the West Philadelphia Recess Initiative. (Please try to block out 11-1 one day a week to participate in this project.) Other service options will include work with Community School Student Partnerships and the Urban Nutrition Initiative. Students will write several short papers based on course readings and present group reports and case studies based on the service projects. (A research paper is optional.)

Course goals include:
1. Establishing a collaborative relationship with school staff and students in developing and assessing school health improvement projects.
2. Developing resources and researching best practices and methods of evaluation at may prove useful to these efforts.
3. Analyzing the institutional contexts that shape efforts to build university/school partnerships; the strengths and limitations of these strategies; and what role leadership can play in improving them.
4. Analyzing the Obama administration’s K-12 Educational Reform Agenda and strategies for achieving it in the context of previous reform efforts.
5. Helping students determine what role they as citizens want to play in addressing educational and health inequalities; what arguments they want to make about the causes of and strategies for addressing these inequalities; and how to do so effectively.

The goal of this class is to develop the skills students need to conduct quantitative political science research. Doing this takes us down three separate, but related tracks. Track one focuses on some the basic statistical tools that you need to conduct research. Topics covered will include descriptive statistics, sampling, probability and statistical theory, and regression analysis. However, conducting empirical research requires the ability to apply these tools. Thus, track two focuses on how we implement these statistical techniques using the computer program Stata. However, knowledge of how to implement statistical tools is only useful when we are able to develop meaningful hypotheses to test. Thus, track three will teach some basics in research design. Topics will include independent and dependent variables, generating testable hypotheses, and issues in causality. This class satisfies the College of Arts and Science Quantitative Data Analysis Requirement.
Concerned primarily with conservatism in the modern period, this course will focus on conservative ideas in politics, economics and society today, in political movements, and political effects. While earlier thinkers such as Cato and Confucius may inspire contemporary conservatives, the conservatives of today are attuned to contemporary issues. This course will address conservative responses to questions of the role of the state in economy and civil society, support for capitalism and free markets, community and ethnic identity issues, the proper role of women, issues of family and sexuality, the role of religion, and issues of geostrategic power. Conservatism is generally understood as being part of the political right; the landscape of the right is diverse, unruly and contradictory, peopled by free market advocates and those who see religious communities as central; libertarians and white nationalists, military hawks and those opposed to foreign entanglements, business advocates and those hostile to big business. The course is wide in its understanding of conservatism as part of the movements of the right. Our readings will be drawn from a broad definition of conservatism that includes populism of the right. In addition, the course will address modern conservatism historically, since the French Revolution. Readings for the course include Edmund Burke, Friedrich Hayek, William F. Buckley, Jr., Ayn Rand, Clarence Thomas, Allan Bloom, and Ann Coulter, among others.

This seminar will examine how the origins and dynamics of the Arab-Israeli conflict have been and are shaped by the changing structure of international politics. We will study differences, and similarities, in the impact of international factors on the struggles that resulted from the Zionist project in the Land of Israel/Palestine, and Arab and Muslim reactions to it across three periods: Imperialism and the World Wars (1860s-1940s); Cold War (late 1940s-1990); Messy Multi-Polarity (1990s-present). In addition to weekly discussions of assigned readings from both secondary and primary sources, each student in the seminar will write a research paper related to the theme of the seminar whose topic and focus will be developed in close consultation with the instructor. A significant amount of seminar time will be devoted to the development of paper topics and to learning the skills associated with designing and writing a full-scale research paper. Students will be expected to have some background in either Middle East politics or European or international politics or history.

In an era of transnational threats like terrorism, climate change, and global pandemics, how do states work together to solve the most pressing cooperation problems? And how do international organizations, civil society activists, and companies impede or enable this process? This course will examine theories about the design and effectiveness of international agreements, with case studies of specific organizations including the United Nations Security Council, the World Trade Organization, and the World Bank. Using course materials drawn from a variety of sources, including international relations scholarship, policy briefings, and podcasts, we will link theory with empirics with the goal of understanding the triumphs and failures of cooperation in the 21st century.
This course provides an overview of the structure and functions of welfare states in the rich, industrialized democracies. The approach is broadly comparative, but throughout the course discussions will often emphasize drawing ideas from the experiences of other countries to inform policy solutions to problems we confront in the US. We consider the varieties and tasks of modern welfare states; competing explanations for why modern welfare states emerge and why they differ from one another; the role of social forces, political institutions, and societal norms in structuring welfare states; challenges that emerge from changing labor market, demographic, and social conditions in the highly industrialized nations; and the political dynamics of recent reforms to the welfare state. Graded assignments throughout the semester will guide students toward completion of a major independent research paper. This course is appropriate for advanced undergraduate and graduate students, including PhD students.

Although utopianism as a term often comes in for rebuke, images of utopia -- a desirable place that does not exist -- are central to political theory. Indeed, Western political thought is often said to originate in Plato's Republic, itself a literary utopia. This course examines utopian thinking and its critics, opening inquiry into various ongoing critical debates in the field, including substantive and methodological questions about the relationship between idealism and realism, the role of ideology in political philosophy and politics proper, the ontology of alternate worlds, and the metaphysics of fictional entities. Readings will include assorted early modern utopian tracts, Edward Bellamy's Looking Backward, Yevgeny Zamyatin's We, Monique Wittig's Les Guérillères, Friedrich Engels's Socialism: Utopian and Scientific, and Karl Mannheim's Ideology & Utopia, to name but a few. Previous coursework in political philosophy, philosophy, or literature not required but strongly encouraged. This is a reading intensive course.
It is often assumed that once a country achieves a certain level of economic and political development, democratic consolidation is permanent. Recent trends in American and European politics have led some commentators to question this assumption. In this seminar, we will explore the causes and consequences of democratic erosion in comparative and historical perspective, with a focus on better understanding our own unique political moment. The course will provide an opportunity for students to engage, critically and carefully, with the claims they have doubtlessly already heard about the state of democracy in the US and elsewhere; to evaluate whether those claims are valid; and, if they are, to consider strategies for mitigating the risk of democratic erosion here and abroad. Readings will address both empirical and normative questions, and will be gleaned from a combination of academic and media sources. This course is a cross-university collaboration. During the 2017-18 academic year, faculty at over a dozen universities will teach from roughly the same syllabus at roughly the same time. Students at all participating universities will collaborate on a number of assignments, and will be expected to engage

This course attempts to examine the experience of representative democracy in India and the country’s development record in a historical framework. It will ask questions such as: How did representative democracy emerge in India and what explains its persistence? What are the sources of its vulnerability? What kind of a sense of nationhood does this democratic experience rest upon? What are the exclusions built into this conception of nationhood? What is the relationship between India’s development experience and its democratic experiment? How have India’s “traditional” institutions adapted or failed to adapt to modern circumstances? Why has India performed well in certain economic sectors even while its record in providing basic social services has been weak? How has India’s self-perception about its place in the world changed in recent years and what are its implications?

This graduate-level seminar surveys the relationship between race, class, and corporate and financial interests at key junctures in American political development, including the founding, the “Age of the Common Man,” the Civil War, Reconstruction, the Gilded Age, the Progressive era, the New Deal, World War II, the Cold War, the Great Society, and today’s era of neoliberalism, the “dark state,” and Trumpism. It will have a particular institutional focus on the presidency. This course is open to undergraduates with the permission of the professor.
This course provides an introduction to non-cooperative game theory and its applications to political science. We cover the methods of game theory, including Nash equilibrium and its refinements, simultaneous and sequential games, repeated games, and games of incomplete and private information. Throughout the semester, we rely on examples from the study of politics, including in-depth discussions of voting and elections and of bargaining and conflict. Course requirements include regular problem sets, one-off exercises, and a presentation of a published article using game theory to study politics, and midterm and final exams. By the end of the semester, students should be able to read and critique published game-theoretic work and to apply key concepts from game theory to politics and beyond. The course is intended for graduate students and advanced undergraduates. Knowledge of high school algebra is a prerequisite, but advanced math skills are unnecessary.

American political discourse after the 2016 election revived an ideology thought to have been defeated at the end of World War 2: fascism. On social media, in op-ed columns, on television, its specter is everywhere. But what is, or what was it? Before Mussolini, Italy was a liberal entity, an object of political maneuvers such as Machiavelli describes in The Prince. Italy was but the first European constitution to fail and fall into dictatorship. Now we are talking about such failures again, and openly discuss whether our constitution can survive. This seminar concentrates on the history and consequences of those constitutions. This seminar considers what history tells us about the origins and effects of authoritarian regimes, and the decline of civic good as an ideal. The three major dictatorships – Stalin’s Russia, Hitler’s Germany and Mussolini’s Italy – are the focus of our work. While the current debate on fascism gave impetus to the course, we will work through debates about those three regimes as they are present in the work of historians and political scientists.

Social scientists often treat identities like ethnicity, nationalism and race as descriptive categories or variables, while avoiding actually thinking about what these identities mean. When they do pause to think about group membership, it is often characterized as shaped by ‘interests.’ Does this characterization fit group categories like nationalism, ethnicity, gender, citizenship, and even partisanship? How do these social identities work? Are they social constructions? If constructed, how? What constrains/structures these constructions? Are some constructions better representations of identity than others, and what does this mean? How do identities work in conjunction with one another? How should we go about applying these categories in social analysis?
LIBERAL AND PROFESSIONAL STUDIES

150-601 Introduction to International Relations Margulies, Max Z.
Tuesdays
This course is an introduction to the major theories and issues in international politics. The goals of the course are to give students a broad familiarity with the field of international relations, and to help them develop the analytical skills necessary to think critically about international politics. The course is divided into four parts: 1) Concepts and Theories of International Relations; 2) War and Security; 3) The Global Economy; and 4) Emerging Issues in International Relations.

298-601 Comparative Politics in the 21st Century: Globalization, Harrold, Deborah L.
Regime, Change, and Inclusion
Mondays
The past few decades have been marked not only by dramatic political change, but by change that surprised scholars and analysts. The Brexit, the expansion of resistance to globalization and economic liberalization, and the Arab Uprisings are the most recent surprises; late in the 20th century were saw the unexpected of religious politics, the fall of the Soviet Union, the Third Wave of democratization, the end of Apartheid, and the return of genocide. These events have transformed politics. How can we explain them? Comparative politics tackles these questions by considering different explanations – is it about the economy, is it about leadership strategies and decisions, is it about history or culture? Is the international situation important, and if so, how does it contribute to the outcome? As a field, Comparative Politics tends to look inside the nation-state for explanations. Working comparatively – by looking at how events happen in more than one nation – is one of the best ways to sharpen our understanding. This course will focus on several themes and examine them in different countries: anti-globalization politics that has manifested in internationalized street demonstrations and national politics, the political openings created by the Arab uprisings and the trajectory of post-uprising politics, and the exclusion of minorities in liberal states, as seen by the Roma in Europe.
Who does city government work for, and why? This is the central question of this course. America's major cities have been on a tear since the turn of the century, reversing several generations of job loss and suburbanization. Places like Boston, Philadelphia, and Chicago are growing again, bringing new wealth, new jobs, and new people - boomers, millennials, and immigrants in particular - into their borders. This vitality can be seen as well in the government and politics of cities. Reflecting the interests and economics of their increasingly cosmopolitan constituencies, mayors and city councils are campaigning and governing on platforms that incorporate policy areas - like climate change and labor market intervention - that push far beyond their traditional province.

At the same time, however, many of the policy challenges that have troubled cities for decades, like poverty, education, and affordable housing, remain pressing, and sometimes pit newcomers against longtime residents. Moreover, traditional political machines remain powerful forces in many cities, and are finding ways to both compete and combine with newer political actors.

This course will examine intersections of new and old in city government and politics, with the aim of providing students with a nuanced understanding of why modern municipal governments behave the way they do. While the course will draw on scholarship and journalism from a number of cities, Philadelphia will be a primary case study. A number of current and former local policy leaders will join the class as guest speakers to anchor the discussion in real world practice.

Global human rights discussions are based on the premise that human rights are not simply universal, but that they are also inalienable, indivisible and interdependent. This course is an introduction to the study of global human rights through the lens of political science. The course will examine the theoretical, historical and political foundations of contemporary human rights debates. The course will cover not only broad conceptual debates, but also focus on specific issue areas (e.g., civil rights, economic rights, women’s rights, human trafficking). It will also deal with the tricky questions of how new rights norms emerge and diffuse in international relations, what to do when there is disagreement about what rights are at stake in a given issue area, and how to respond to human rights crises in situations of limited resources or state capacity.

“Undergraduate enrollment by permit only, and restricted to students who are actively pursuing the interdisciplinary Graduate Certificate in Global Human Rights.”
PENN IN WASHINGTON PROGRAM
(The below classes are for students enrolled in the PIWP)

PSCI 330-301: PIW Semester Core Seminar: Conducting Public Policy Research in Washington
(two credits)

This is the first course of the Penn in Washington semester program and serves as an introduction to Washington, with a particular focus on policymaking institutions and the intricate web of organizations and individuals that contribute to the policymaking process. A combination of lectures, tours, and meetings with senior policymakers will prepare students for their internships and also provide sufficient background to create a comprehensive map of the policymaking world. In the second part of this two credit course, students will choose one policy arena to explore deeply. A proposal, final paper, and group presentation will be prepared which draw on the content from the first part of the course to develop a sophisticated understanding of policymaking in a particular policy arena.

Faculty: Dr. Deirdre Martinez, Executive Director Penn in Washington

PSCI 398-301: Security, Humanitarianism, or Poverty Reduction: Trends and Debates in Modern International Development

In recent years, international development has exploded into the headlines. No longer relegated as an afterthought, many policy makers, academics, and advocates throughout the world view development as an essential component of national security, alongside defense and diplomacy. The goal of this course is to provide students with a sophisticated baseline knowledge and understanding of the key issues, players, theories and debates in international development. The course will examine, among other things, theories of international development, development policymaking and implementation in the U.S., the role of non-governmental and international organizations, and the post 2015 development agenda. Students will analyze, through case studies, various viewpoints on development, including how to measure and whether development is effective, the public's perception of development, who benefits from development, and why donor countries provide foreign assistance.

Faculty: Joshua Blumenfeld, Managing Director, Malaria No More and former Deputy Assistant Secretary of State for Senate Affairs

PSCI 398-302: The Communicator's Dilemma: Covering Politics and Government with Speed and Depth in an Age of Twitter

This course examines trends in a media landscape transformed by technology over the last three decades, from the post-Watergate era to the early soundings of the 2016 presidential campaign. The course will lean hard on guest speakers to give it topicality, urgency and a sense of personal connection. We will also dissect media in its many forms to see if the old standards of objectivity have given way to a new model that verges on advocacy. Past speakers have included Peter Hamby (Snapchat), Neil Irwin (Upshot/NYT), Mike Allen (Politico's "Playbook"), and Jim Tan Kersley (Washington Post)

Faculty: Michael Tackett, Deputy Political Editor, New York Times

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