



Program Revision Proposal: Changes to an Existing Program

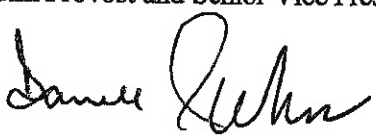
Form 3A
Version 2016-10-13

SUNY approval and SED registration are required for many changes to registered programs. To request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate that does not involve the creation of a new program,¹ a Chief Executive or Chief Academic Officer must submit a **signed cover letter and this completed form** to the SUNY Provost at program.review@suny.edu.

Section 1. General Information																	
a) Institutional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 2px;">Institution's 6-digit SED Code:</td> <td style="padding: 2px;">210500</td> </tr> <tr> <td style="padding: 2px;">Institution's Name:</td> <td style="padding: 2px;">University at Albany</td> </tr> <tr> <td style="padding: 2px;">Address:</td> <td style="padding: 2px;"><i>1400 Washington Avenue, Albany NY 12222</i></td> </tr> </table>	Institution's 6-digit SED Code :	210500	Institution's Name:	University at Albany	Address:	<i>1400 Washington Avenue, Albany NY 12222</i>										
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Address:	<i>1400 Washington Avenue, Albany NY 12222</i>																
b) Program Locations	<p>List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):</p> <p>List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [X] if not applicable:</p>																
c) Registered Program to be Changed	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 2px;">Program Title:</td> <td style="padding: 2px;">Political Science</td> </tr> <tr> <td style="padding: 2px;">SED Program Code</td> <td style="padding: 2px;">03070</td> </tr> <tr> <td style="padding: 2px;">Award(s) (e.g., A.A., B.S.):</td> <td style="padding: 2px;">B.A.</td> </tr> <tr> <td style="padding: 2px;">Number of Required Credits:</td> <td style="padding: 2px;">Minimum [120] If tracks or options, largest minimum []</td> </tr> <tr> <td style="padding: 2px;">HEGIS Code:</td> <td style="padding: 2px;">2207</td> </tr> <tr> <td style="padding: 2px;">CIP 2010 Code:</td> <td style="padding: 2px;">45.10</td> </tr> <tr> <td style="padding: 2px;">Effective Date of Change:</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Effective Date of Completion²</td> <td style="padding: 2px;"></td> </tr> </table>	Program Title:	Political Science	SED Program Code	03070	Award(s) (e.g., A.A., B.S.):	B.A.	Number of Required Credits:	Minimum [120] If tracks or options, largest minimum []	HEGIS Code :	2207	CIP 2010 Code :	45.10	Effective Date of Change:		Effective Date of Completion ²	
Program Title:	Political Science																
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Number of Required Credits:	Minimum [120] If tracks or options, largest minimum []																
HEGIS Code :	2207																
CIP 2010 Code :	45.10																
Effective Date of Change:																	
Effective Date of Completion ²																	
Registered programs linked to Program to be changed	<p>Program Title: Political Science; M/I with 40200 Albany Law School SED Program Code: 89222 Award: B.A./J.D. Number of Required Credits: Minimum [177] If tracks or options, largest minimum [] HEGIS Code: 2207/1401 CIP 2010 Code: Effective Date of Change:</p> <p>Program Title: Political Science; M/A Information Science SED Program Code: 28847 Award: B.A./M.S. Number of Required Credits: Minimum [150] If tracks or options, largest minimum [] HEGIS Code: 2207/1601 CIP 2010 Code: Effective Date of Change:</p> <p>Program Title: Political Science; M/A Political Science SED Program Code: 82309</p>																

¹ To propose changes that would create a new program, Form 3B, [Creating a New Program from Existing Program\(s\)](#), is required.

² If the current program(s) must remain registered until enrolled students have graduated, the anticipated effective date by which continuing students will have completed the current version of the program(s).

	<p>Award: B.A./M.A. Number of Required Credits: Minimum [140] If tracks or options, largest minimum [] HEGIS Code: 2207/2207 CIP 2010 Code: Effective Date of Change:</p> <p>Program Title: Political Science; M/A Public Administration SED Program Code: 83174 Award: B.A./M.P.A. Number of Required Credits: Minimum [157] If tracks or options, largest minimum [] HEGIS Code: 2207/2102 CIP 2010 Code: Effective Date of Change:</p> <p>Program Title: Political Science; M/A Library Science SED Program Code: 83081 Award: B.A./M.L.S. Number of Required Credits: Minimum [150] If tracks or options, largest minimum [] HEGIS Code: 2207/1601 CIP 2010 Code: Effective Date of Change:</p> <p>Program Title: Political Science; M/A Public Affairs and Policy SED Program Code: 28073 Award: B.A./M.A. Number of Required Credits: Minimum [150] If tracks or options, largest minimum [] HEGIS Code: 2207/2102 CIP 2010 Code: Effective Date of Change:</p> <p>Program Title: Political Science; M/A Business Administration SED Program Code: 91227 Award: B.A./M.B.A. Number of Required Credits: Minimum [150] If tracks or options, largest minimum [] HEGIS Code: 2207/0506 CIP 2010 Code: Effective Date of Change:</p>
<p>d) Campus Contact</p>	<p>Name and title: Celine A. LaValley, Assistant to the Vice Provost for Undergraduate Education Telephone and email: 518-442-3950 clavalley@albany.edu</p>
<p>e) Chief Executive or Chief Academic Officer Approval</p>	<p>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i> Name and title: Darrell P. Wheeler, Ph.D. Interim Provost and Senior Vice President for Academic Affairs</p> <p>Signature and date:  7.31.17</p>

	If the program will be registered jointly³ with one or more other institutions, provide the following information for <u>each</u> institution:
	Partner institution's name and 6-digit SED Code : Albany Law School 402000 Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal): Alicia Ouellette, President and Dean, letter appended

Section 2. Program Information

Section 2.1. Changes in Program Content

No changes in program content. *Proceed to Section 2.2.*

a) Check all that apply. Describe each proposed change and why it is proposed.

Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor's degree programs)

Changes in a program's focus or design

Adding or eliminating one or more options, concentrations or tracks

The proposal expands the range of available concentrations to reflect attractive, coherent sub-areas of the study of politics which draw on the expertise and cross disciplinary breadth of faculty in the department.

Eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience). Adding such requirements must remain in compliance with SUNY credit cap limits.

Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in [Section 3.47\(c\)\(1-4\) of Regents Rules](#)

b) Provide a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes.

Items highlighted indicate a change since last registration	Courses with * are new since last registration. Syllabi are included in Appendix 1
Political Science BA 1990 (last registration update)	Political Science BA (proposed revision)
36 credits in Political Science including:	36 credits in Political Science including:
POS 101 American Politics (3)	POS 101 American Politics (3)
POS 102 Comparative and International Politics (3)	POS 102 Comparative and International Politics (3)
400-level writing intensive POS course (3)	400-level writing intensive POS course (3) may be among the 12 credits chosen in the concentration
	*POS 103 Political Theory (3)
POS electives (9 credits)	POS Electives (15 credits)

³ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

18 credits in at least 3 of the following 5 subfields:	POS Concentration (12 credits) from:
<i>American</i>	<i>American</i>
<i>Political Theory</i>	<i>Political Theory</i>
<i>Public Law</i>	<i>Public Law</i>
International Relations	Global Politics (combines International Relations and Comparative Politics subfields)
Comparative Politics	Law and Institutions
	Citizenship
	Equality and Inequality
	Political Economy and Development
	Security and Statecraft
Courses by Subfield	Courses by Concentration
American Subfield Courses:	American Concentration Courses:
POS 205 State and Local Government	Renumbered POS 321 State and Local Government
POS 303 Public Policy in Theory and Practice	POS 303 Public Policy in Theory and Practice
POS 320 American Federalism	POS 320 American Federalism
POS 323 Urban Government	POS 323 Urban Government
POS 325 Government and Politics of NY	POS 325 Government and Politics of NY
POS 329 Bureaucratic Politics	POS 329 retitled Administrative Leadership
POS 331 American Legislature	POS 331 American Legislature
POS 334 American Political Parties and Groups	POS 334 American Political Parties and Groups
POS 365 Government and the Mass Media	POS 365 Government and the Mass Media
POS 424 Community Politics	POS 424 Community Politics
POS 433 Women, Politics and Power	POS 433 Women, Politics and Power
POS 438 Political Behavior	POS 438 Political Behavior
POS 287 The Constitution	removed
POS 304 Political Economy of New York:	removed
POS 305 Political Economy of New York:	removed
POS 332 The Presidency	removed
POS 339 Political Socialization	removed
POS 406 Implementation and Impact	removed
POS 411 Science, Technology and Public	removed
POS 431 Legislative Internship	removed
POS 434 Campaign Internship	removed

	*POS 319 American Political Development
	*POS 322/ PAD 322 Government & Politics of New York City
	*POS 324/LCS 375 Latino Politics in the United States
	*POS 332 The Presidency
	*POS 337 Campaigns and Elections in the United States
	*POS/PAD 340 Intro to Policy Analysis
	*POS 341 Washington in Perspective
	*POS 410 Minorities and the Politico-Legal System
	*POS 430 Founding the American National Government
	*POS 435 Congress and the Presidency
	*POS 439 Topics in American Politics
	*POS 495 Research and Writing in Washington
Political Theory Subfield Courses:	Political Theory Concentration
POS 301 Political Philosophy	POS 301 Political Philosophy
POS 307 American Political Theory	POS 307 American Political Theory
POS 310 Contemporary Political Philosophy	POS 310 Contemporary Political
POS 313 Feminist Social and Political Thought	POS 313 Feminist Social and Political Thought
POS 314 Problems of Political Inquiry	POS 314 Problems of Political Inquiry
POS 419 Seminar in Political Theory	POS 419 Seminar in Political Theory
	*POS 302 History of Political Theory II
	*POS 306 Contemporary Democratic Theory
	*POS 308 Theorists and Theorizing
Public Law Subfield Courses:	Public Law Concentration Courses:
POS 330 The American Judiciary	POS 330 retitled Law, Courts, and Politics
POS 333 Women and the Law	POS 333 Women and the Law
POS 335 The American Supreme Court	POS 335 The American Supreme Court
POS 336 Civil Liberties	POS 336 Civil Liberties
POS 426 American Constitutional Law I	POS 426 American Constitutional Law I
POS 427 American Constitutional Law II	POS 427 American Constitutional Law II
POS 437 The Legal Process	POS 437 retitled Law and Society
POS 410 Minorities and the Politico-Legal	removed

POS 428 American Constitutional Law III	removed
POS 429 Administrative Law	removed
	*POS 326 Introduction to Public Law
	*POS/PAD 328 Law and Policy
	*POS 344 Predicting the Supreme Court
	*POS 346 Law, Sexual Orientation, and Gender Identity
	*POS 363/CRJ 353 American Criminal
	*POS 425 Justice Reform in Latin America
	*POS 449 Topics In Public Law
Courses in Comparative Politics Subfield:	Courses in Global Politics
POS 350 Comparative Public Policy	POS 350 Comparative Public Policy
POS 351 European Politics	POS 351 European Politics
POS 353 Developing Political Systems	POS 353 Developing Political Systems
POS 354 Government and Politics of the	POS 354 Government and Politics of the
POS 355 Government and Politics in Sub-	POS 355 Government and Politics in Sub-
POS 357 Latin American & Caribbean Politics	POS 357 Latin American & Caribbean
POS 461 Comparative Ethnicity	Renumbered POS 361 Comparative
POS 373 Government and Politics in People's Republic of China	POS 373 Government and Politics in People's Republic of China
POS 452 Communist and Post-Communist Political Systems	POS 452 Communist and Post-Communist Political Systems
POS 358 Politics of India and Pakistan	removed
POS 359 Israeli Politics	removed
Courses in International Relations	Global Politics Concentration Courses
POS 356 Russian Foreign Policy	POS 356 Russian Foreign Policy
POS 370 International Relations: Theory	POS 370 International Relations: Theory
POS 371 International Relations: Practice	POS 371 International Relations: Practice
POS 375 International Organization	POS 375 International Organization
POS 376 The Foreign Policy of the People's Republic of China	POS 376 The Foreign Policy of the People's Republic of China
POS 380 Basics of International Law	POS 380 Basics of International Law
POS 383 American Foreign Policy	POS 383 American Foreign Policy
POS 384 Formulation of American Foreign	POS 384 Formulation of American
POS 395 International Political Economy	POS 395 International Political Economy
POS 396 Energy Policy, Domestic and International	POS 396 Energy Policy, Domestic and International
POS 398 Defense Policy and National	POS 398 Defense Policy and National
POS 469 Order and Disorder in Society	*POS 469 Topics in Comparative Politics
POS 472 International Conflict and Resolution	POS 472 International Conflict and

POS 473 Economic Relations in the Global	POS 473 Economic Relations in the
	*POS 317 Comparative Criminal Procedure
	*POS 327 Comparative Judicial Politics
	*POS/PAD 343 Homeland Security
	*POS 360 Violent Political Conflict
	*POS 362 Nationalism and Nation-Building
	*POS 364 Building Democracy
	*POS 366 Approaches to Development
	*POS 367 Politics of the Middle East
	*POS 368 Information Technology and World Politics
	*POS 377 Politics of Southeast Asia
	*POS 387 Public Spending and Fiscal Policy
	*POS 425 Justice Reform in Latin America
	*POS 447 Latina/os and the New Political Economy
	*POS 448 Identities, Boundaries & Mobilization
	*POS 450 Theory and Research on Global Politics
	*POS 474 Politics of International Migration
	*POS 484 American Foreign Policy Formulation and Implementation
	*POS/PAD/HPM 486 International Health and Human Rights: An Interdisciplinary Approach
	New Concentrations
	<i>Law and Institutions Concentration</i>
	POS 317 Comparative Criminal Procedure
	POS 319 American Political Development
	POS 325 The Government and Politics
	POS 326 Introduction to Public Law
	POS 331 American Legislatures
	POS 332 The Presidency
	POS 335 American Supreme Court
	POS 336 Civil Liberties

	POS 344 Predicting the Supreme Court
	POS 363/CRJ 353 American Criminal Courts
	POS 425Z Justice Reform in Latin America
	POS 437Z Law and Society
	<i>Citizenship Concentration Courses:</i>
	POS 306 Contemporary Democratic Theory
	POS 321 State and Local Government
	POS 334 Political Parties
	POS 307 American Political Theory
	POS 377 Southeast Asian Politics
	POS 378 Politics of International Migration
	POS 433 Women Politics and Power
	POS 439 Topics in American Politics: Controversies in American Values
	POS 449 Topics in Public Law: Equal Citizenship in Comparative Perspective
	POS 469 Topics in Comparative Politics: Democracy and Democratization
	<i>Equality and Inequality Concentration</i>
	POS 313 Feminist Social and Political Thought
	POS 324 Latino Politics in the US
	POS 326 Introduction to Public Law
	POS 336 Civil Liberties
	POS 387 Public Spending and Fiscal Policy
	POS 395 International Political Economy
	POS 399 Selected Topics: The Welfare State
	POS 419 Equality Left and Right
	POS 426 Constitutional Law I
	POS 427 Constitutional Law II
	POS 449 Topics in Public Law: Election Law
	POS 449 Topics in Public Law: Equal Citizenship in Comparative Perspective
	POS 469 Topics in Comparative Politics: Democracy and Democratization

	<i>Political Economy and Development</i>
	POS 319 American Political Development
	POS 323 Urban Politics
	POS 350 Comparative Public Policy
	POS 362 Nations and Nation Building
	POS 387 Public Spending and Fiscal
	POS 395 International Political Economy
	POS 399 Selected Topics: The Welfare
	*POS 439 Topics in American Politics: Money in Politics
	*POS 469 Topics in Comparative Politics: Democracy and Democratization
	*POS 479 Topics in International Relations: Money in Politics
	<i>Courses in Security and Statecraft</i>
	POS 351 European Politics
	POS 367 Politics of the Middle East
	POS 378 Politics of International Migration
	POS 383 American Foreign Policy
	POS 399 Selected Topics: Foreign Policy And Coercive Statecraft
	POS 437 Law and Society
	POS 479 Topics in International Relations: Politics of Weapons of Mass Destruction and International Security

- c) For each new or significantly revised course, **provide** a syllabus at the end of this form, and, on the **SUNY Faculty Table** provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised course. NOTE: *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

Please see Appendix 1.

- d) What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

All courses are being taught by existing faculty. No additional costs result from the addition of concentrations.

Section 2.2. Other Changes

Check all that apply. Describe each proposed change and why it is proposed.

- [] Program title
- [] Program award
- [] [Mode of delivery](#)

NOTES: (1) If the change in delivery enables students to complete 50% of more of the program via distance education, submit a [Distance Education Format Proposal](#) as part of this proposal. (2) If the change involves adding an accelerated version of the program that impacts financial aid eligibility or licensure qualification, SED may register the version as a separate program.

- [] [Format change\(s\)](#) (e.g., from full-time to part-time), based on SED definitions, for the **entire** program
 - 1) State proposed format(s) and consider the consequences for financial aid
 - 2) Describe availability of courses and any change in faculty, resources, or support services.
- [] A change in the total number of credits in a certificate or advanced certificate program
- [] Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that do not involve a course or courses that satisfy one of the required content areas in the profession.

Section 3. Program Schedule and Curriculum

a) For **undergraduate programs**, complete the *SUNY Undergraduate Program Schedule* to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

b) **NOTES:** The *Undergraduate Schedule* must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.

- It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.
- It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#) in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages
- It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.
- When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY's [Student Seamless Transfer policy](#) and [MTP 2013-03](#).
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#) –with compelling justification(s).

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification					New	Prerequisite(s)
	Cr	GER	LAS	Maj	TPath		
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: Political Science BA

- a) Indicate **academic calendar type**: Semester Quarter Trimester Other (describe):
 b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
 c) **Name of SUNY Transfer Path**, if one exists: Political Science (note approved Waiver – Appendix 3) See [Transfer Path Requirement Summary](#) for details
 d) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Fall 1:								Spring 1:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
POS 101 American Politics – R	3	AH	3	3	X			POS 102 Comparative and International Politics - R	3	SS	3	3	X		
Arts Gen Ed – RE	3	AR	3					UUNI 110 Writing & Critical Inquiry - R	3	BC	3				
Natural Science Gen Ed - RE	3	NS	3					Elective – FE	3						
Elective - FE	3							Elective – FE	3						
Liberal Arts Elective - RE	3		3					Elective – FE	3						
Term credit totals:	15	9	12	3	1			Term credit totals:	15	6	6	3	1		
Fall 2:								Spring 2:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
POS 103 Political Theory - R	3	HU	3	3	X	X		POS Concentration Course #1* - RE	3		3	3			
Foreign Language Gen Ed - RE	3	FL	3					POS Elective #1 – RE	3		3	3			
Math Gen Ed – RE	3	M	3					Minor Course #2 - RE	3						
Minor Course #1 (minor required, subject unrestricted) – RE	3							International Perspectives Gen Ed - RE	3	OW	3				
Liberal Arts Elective – RE	3		3					Liberal Arts Elective – RE	3		3				
Term credit totals:	15	9	12	3	1			Term credit totals:	15	3	12	6			
Fall 3:								Spring 3:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
POS Concentration Course #2 – RE	3		3	3				POS Concentration Course #3 - RE	3		3	3			
POS Elective #2 Upper Level – RE	3		3	3			POS 101, POS 102, POS 103	POS Elective #3 Upper Level – RE	3		3	3			POS 101, POS 102, POS 103
Minor Course #3 - RE	3							U/L Minor Course #4 - RE	3						
Campus Gen Ed- RE	3	X	3					U/L Liberal Arts Elective - RE	3		3				
Liberal Arts Elective - RE	3		3					Liberal Arts Elective - RE	3		3				
Term credit totals:	15	3	12	6				Term credit totals:	15		12	6			
Fall 4:								Spring 4:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
POS 400 Level Elective Writing Intensive (Concentration Course #	3		3	3				POS Elective #5 Upper Level – RE	3		3	3			POS 101, POS 102, POS 103

4) – RE																			
POS Elective #4 Upper Level – RE	3		3	3			POS 101, POS 102, POS 103	U/L Minor Course #6 – RE	3										
U/L Minor Course #5 – RE	3							U/L Liberal Arts Elective - RE	3		3								
U/L Liberal Arts Elective - RE	3		3					U/L Liberal Arts Elective - RE	3		3								
U/L Liberal Arts Elective - RE	3		3					U/L Liberal Arts Elective - RE	3		3								
Term credit totals:	15		12	6				Term credit totals:	15		12	3							
Program Totals (in credits):	Total Credits: 120	SUNY GER: 30	LAS: 90	Major: 36	Elective & Other: 42	Upper Division: 51	Upper Division Major: 24	Number of SUNY GER Categories:											
													9						

KEY Cr: credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path Courses](#) (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations:** American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

Section 4. SUNY Faculty Table

- a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
PART 1. Full-Time Faculty					
Victor Asal, Professor	100%	RPOS 102-Comparative and International Politics RPOS 360-Violent Political Conflict RPOS 361-Comparative Ethnicity	University of Maryland	Ph.D., Government and Politics.	
Zsofia Barta, Assistant Professor	100%	RPOS 350-Comparative Public Policy RPOS 387-Public Spending and Fiscal Policy	London School of Economics and Political Science - European Institute	PhD., Political Economy	
Peter Breiner, Associate Professor	100%	RPOS 103-Political Theory RPOS 301-History of Political Theory I RPOS 302-History of Political Theory II	Stanford University	Ph.D., Political Science	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
		RPOS 303-Public Policy in Theory and Practice RPOS 313-Feminist Social and Political Thought RPOS 419-Seminar in Political Theory			
Cheng Chen, , Associate Professor	100%	RPOS 353-American Criminal Courts RPOS 364-Building Democracy RPOS 356-Russian Foreign Policy RPOS 362-Nationalism and Nation-Building RPOS 373-Government and Politics in the People's Republic of China RPOS 376-The Foreign Policy of the People's Republic of China RPOS 452-Communist and Post-Communist Political Systems	University of Pennsylvania	Ph.D., Political Science	
Christopher Clary, Assistant Professor	100%	RPOS 355-Government and Politics in Sub-Saharan Africa RPOS 364-Building Democracy RPOS 366-Approaches to Development RPOS 375-International Organization RPOS 383-American Foreign Policy RPOS 384-Formulation of American Foreign Policy RPOS 484-American Foreign Policy Formulation and Implementation	Massachusetts Institute of Technology	Ph.D., Political Science	
Jose Cruz, Associate Professor	100%	RPOS 323-Urban Government RPOS 324-Latino Politics in the United States RPOS 334-American Political Parties and Groups RPOS 410- Minorities and the Politico-Legal System RPOS 424-Community Politics RPOS 447-Latino/as and Inequality in America	City University of New York — Graduate Center	Ph.D., Political Science	
Bryan Early, Associate Professor	100%	RPOS 370-International Relations: Theory RPOS 371-International Relations: Practice	University of Georgia	Ph.D., Political Science	
Sally Friedman, Associate Professor	100%	RPOS 101-American Politics RPOS 331-American Legislatures	University of Michigan	Ph.D., Political Science	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
		RPOS 433-Women, Politics, and Power RPOS 439-Topics in American Politics			
Bryan Greenhill, Assistant Professor	100%	RPOS 102-Comparative and International Politics RPOS/RPAD 343-Homeland Security RPOS 370-International Relations: Theory RPOS 371-International Relations: Practice RPOS 380-Basics of International Law RPOS 398-Comparative National Security Policy RPOS 472-International Conflict and Resolution RPOS/RPAD HHPM 486-International Health and Human Rights: an Interdisciplinary Approach	University of Washington	Ph.D., Political Science	
Anne Hildreth*, Associate Professor Program Director	100%	RPOS 101-American Politics RPOS 334-American Political Parties and Groups RPOS 337-Campaigns and Elections in U.S. RPOS 438-Political Behavior	University of Iowa	Ph.D., Political Science	
Matthew Ingram, Associate Professor	100%	RPOS 317-Comparative Criminal Procedure RPOS 326-Introduction to Public Law RPOS 327-Comparative Judicial Politics RPOS 344-Predicting the Supreme Court RPOS 357-Latin American & Caribbean Politics RPOS 363/CRJ 353-American Criminal Courts RPOS 425-Justice Reform in Latin America	University of New Mexico	Ph.D., Political Science	J.D., School of Law, University of New Mexico
Rey Koslowski, Associate Professor	100%	RPOS 368-Information Technology and World Politics RPOS 386-International Conflict and Security RPOS 450-Theory and Research on Global Politics RPOS 474-Politics of International Migration	University of Pennsylvania	Ph.D., Political Science	
Michael Malbin, Professor	100%	RPOS 334-American Political Parties and Groups RPOS 335-The American Supreme Court	Cornell University	Ph.D., Government	

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Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
		RPOS 337-Campaigns and Elections in U.S. RPOS 430-Founding the American National Government			
Bruce Miroff, Professor (Collins Fellow)	100%	RPOS 101-American Politics RPOS 332-The Presidency RPOS 435-Congress and the Presidency RPOS 439-Topics in American Politics	University of California, Berkeley	Ph.D., Political Science	
Julie Novkov, Professor (Collins Fellow)	100%	RPOS 326-Introduction to Public Law RPOS/PAD 328-Law and Policy RPOS 333-Women and the Law RPOS 335-The American Supreme Court RPOS 346-Law, Sexual Orientation, and Gender Identity RPOS 426-American Constitutional Law I RPOS 427-American Constitutional Law II RPOS 437-Law and Society	University of Michigan	Ph.D., Political Science	J.D., School of Law, New York University
Gregory Nowell, Associate Professor	100%	RPOS 102-Comparative and International Politics RPOS 351-European Politics RPOS 367-Politics of the Middle East RPOS 395-International Political Economy RPOS 396-Energy Policy, Domestic and International RPOS 469-Topics in Comparative Politics RPOS 473-Economic Relations in the Global System RPOS 479-Topics in International Relations	Massachusetts Institute of Technology	Ph.D., Political Science	
Morton Schoolman, Professor	100%	RPOS 103-Political Theory RPOS 306-Contemporary Democratic Theory RPOS 307-American Political Theory RPOS 310-Contemporary Political Philosophy RPOS 314-Problems of Political Inquiry RPOS 419-Seminar in Political Theory	Brown University	Ph.D., Political Science	
Patricia Strach, Professor	75%	RPOS/PAD 340-Introduction to Policy Analysis RPOS 424-Community Politics	University of Wisconsin, Madison	Ph.D., Political Science	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
Stephan Stohler, Assistant Professor	100%	RPOS 330-Law, Courts, and Politics RPOS 336-Civil Liberties RPOS 346-Law, Sexual Orientation, and Gender Identity RPOS 426-American Constitutional Law I RPOS 427-American Constitutional Law II RPOS 449-Topics in Public Law	University of Pennsylvania	Ph.D., Political Science	J.D., School of Law, University of Pennsylvania
Timothy Weaver, Assistant Professor	100%	RPOS 319-American Political Development RPOS 320-American Federalism RPOS 321-State and Local Government RPOS 322-Government & Politics of New York City RPOS 325-The Government and Politics of New York State	University of Pennsylvania	Ph.D., Political Science	Certificate in Urban Studies
Meredith Weiss, Professor	100%	RPOS 341-Washington in Perspective RPOS 377-Politics of Southeast Asia RPOS 448-Identities, Boundaries & Mobilization RPOS 495-Research and Writing in Washington	Yale University	Ph.D., Political Science	
Part 2. Part-Time Faculty					
Frank Mauro	Adjunct	RPOS 321-State and Local Government RPOS 322-Government & Politics of New York City RPOS 325-The Government and Politics of New York State	Syracuse University	MPA	
Sean McKeever	Adjunct	RPOS 308-Theorists and Theorizing RPOS 365-Government and the Mass Media	Lehigh University	MA., in Political Science	Ph.D. Candidate
Timothy Taylor	Adjunct	Electives	Cornell Law School	J.D.	
Michael Christakis	Adjunct	RPOS 329-Administrative Leadership	University at Albany	Ph.D., Public Administration and Policy	
David Liebschutz	Adjunct	RPOS 329-Administrative Leadership	Duke University	MPP;	J.D., School of Law – Duke University
Bill Andrews	Adjunct	RPOS 363/CRJ 353-American Criminal Courts	Ohio Northern University	J.D	Legislative Counsel, Albany County Comptroller's Office

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)					

**University at Albany
Program Revision Proposal
Political Science BA**

Appendix 1 Courses Added to Program Since Last Registration Update (1990)

Introduction to Political Theory
Prof. Peter Breiner

Office hours: Tu Th 1:15-2:15 in HUB16 or by appt.

This course will introduce you to some of the major books of political theory and some of the major problems of politics these books address. The goal of the course is to teach you how to *read* some of these famous texts, and more significantly, how to *think through and argue about some of the central questions of politics*. This course is going to focus on one of these central questions: *what is justice and what is the role of politics in realizing it?* While this question may seem abstract, it is central to a variety of contemporary political debates. Here are a few of them:

1. **Justice and Political Power:** Are appeals to justice merely a cover for political power? Does every ruling group simply invoke principles of justice to justify its use of political power to further its own interests? *What is a just distribution of political power and decision-making? Who should rule in a just society—qualified elites, ordinary citizens, morally superior guardians?*
2. **Justice and Unequal Political Resources:** If democracy assumes all citizens are equal with regard to civil and political liberty defined as the opportunity to influence fundamental political decisions, *what is the just way to distribute political resources (money, wealth, political power, and political knowledge) to make sure that political liberty is enjoyed equally?* Under what circumstances if any can one argue that inequalities of political liberty are just? Is authoritarian rule or rule of superior guardians just?
3. **Justice and Luck:** We know that many people have advantages over others in gaining jobs, income, wealth, and influence on political decisions simply because they had the *good luck* to be born into the right family, with the right skills, in the right neighborhood, with sufficient resources, and at a moment when they possess abilities and resources they did *not* produce were in demand. *Is it just that that a political society should reward people with such lucky advantages at the cost of citizens without them? Should political institutions intervene to offset unearned advantages?*
4. **Justice and Property:** What is a just distribution of property? Specifically how much inequality or equality of property is compatible with justice? What is the answer if justice means treating each human being of equal worth? What is the answer if justice means rewarding each according to his/her unequal abilities?
5. **Justice and the Market:** Proponents of the market claim that the market distributes resources, goods and incomes according to the principle that if each person pursues his/her self-interest, the outcome will be “fair” and just. However, we can ask, *is the market a form of just distribution or are there principles of justice that deny this claim?*

6. **Justice and Public Goods:** What is the relation of justice to the provision of public goods, that is, goods which we enjoy equally such as education, health care, pensions, environmental regulation, financial regulation, parks, libraries, and security? *Is a just political society required to provide such goods or not?*

These are some of the questions we will debate in this course. As part of this debate, we will be reading a number of major political thinkers who have addressed the question of justice its meaning for understanding different areas of political life—among them Plato, Rousseau, Paine, Marx, and Rawls. Each thinker will have a different answer to the questions above. *It is your job to try to figure out who is right and why.*

Course Objectives:

Students will gain an understanding of the major arguments in political theory with a special focus on different theories of justice.

1. Students will learn to analyze political concepts for their meaning and political arguments for coherence on fundamental questions of politics.
2. Students will learn to interpret political theory texts—their strategy of argument, style, and levels of meaning.
3. Students will learn to understand differences between older political arguments and present ones.
4. Students will learn how abstract political arguments apply to day- to- day politics.
5. Students will learn to focus on those arguments that hold a political theory together, the assumptions about human motivation that political thinkers make, how the logic of a political argument can lead to unexpected conclusions and when a political argument is contradictory and when it is merely paradoxical.

Required Books

Plato, *The Republic* (Hackett) trans. by Grube and Reeve

Jean-Jacques Rousseau, *The Basic Political Writings* (Hackett)

Karl Marx, *The Marx-Engels Reader* ed. by Tucker (Norton)

Michael Sandel, *What Money Can't Buy: The Moral Limits of Markets* (Farrer, Straus, Giroux)

Additional Readings on Blackboard (the password: pos103)

A selection from John Rawls, *A Theory of Justice*

A short section on property from John Locke, *Second Treatise of Government*

A short piece by Thomas Paine, *Agrarian Justice*

Milton Friedman, *Capitalism and Freedom* (chs. 1, 2)

Course Outline (*means you should read with extra care.)

I. Introduction to the course and to political theory (August 30th)—no class September 1st.

II. Justice and Guardianship: Plato's Soul Based Theory of Justice

Does justice require rule by those who by nature have superior character and insight? What is a just distribution of political and social goods? What should be politically distributed? What should not? Do we “deserve” the benefits of our natural and social endowments?

-Sept 6, Plato, *The Republic*: Justice as Identity of Polity and Properly Ordered Soul Book I and Book II until (par 363). (Ordinary concepts of justice—equality vs inequality: paying debts; practicing honesty; helping friends and harming enemies; right of the stronger; power vs. right. What does it mean to rule well? The story of the Gyges Ring—will we act unjustly if given the chance?)

-September 8, Rest of Book II (Understanding justice as building the most perfect polis in theory. Politics as forms of education to justice. Political education and the need for fictions. Creating a stratified polity according to function)

-Sept 13, Book III (Completing the education of the guardians and selecting rulers)

-Sept 15, Books IV* (A new definition of justice. Isomorphism of just city/polis and just soul—inseparability of just human being and just city. Inequality in soul reflected in inequality in political rule.)

-Sept 20, Book V (The completion of the kallipolis: communal ownership, the rule of philosophers based on the differences in genuine “knowledge” vs. “opinion” or “belief”. The superiority of theory over practice.)

-Sept 22, Book VI* (*Justice as knowledge of the good and why only philosophers have access to it.* (Knowledge of forms vs. knowledge of appearances.)

-Sept 27, Book VII* (The double meaning of the allegory of the cave—political and philosophic. Is dialectic the only way to grasp justice? If justice can only be understood by philosophy can justice be “political”?)

-Sept 29 Book VIII (552d-566d) (Plato’s criticism of politics: How does oligarchy lead to democracy and democracy to tyranny? Is democratic justice as equal political membership defensible? Is democracy unjust?)

Oct 4, no class.

Essay on Plato on Justice due in section October, 7th.

IV. Democratic Justice: Rousseau, *The Social Contract* and Equalizing Political Liberty

Is Plato wrong in claiming democracy is unjust? Does popular sovereignty (rule of the people) require the equal enjoyment of full citizenship through participation in fundamental decisions affecting common life? If justice is modeled on political equality, how should we distribute power and wealth? Why does liberty as unrestrained pursuit of private interest lead to injustice? Is private liberty compatible with political liberty? What does the realization of political equality require under modern conditions of politics—the 1/n problem? If justice depends on the identity of rulers and ruled, how should we organize the government so that it does not become unjust?

Jean-Jacque Rousseau, *Social Contract*

-Oct 6, *Social Contract* Book I

-Oct 11, *Social Contract* Book II** Read very carefully.

-October 13, no class.

-Oct 18, *Social Contract* Book III, chs. 1,2 , 4, 10 13-15, 18.**,

-Oct 20, *Social Contract* finish Book III and Book IV, chs. 1, ** 2

V. Politics, Property and Justice I: Is ownership of private property just, or is it the source of all social and political injustice? Locke, Rousseau, and Paine.

Oct 25, John Locke, very short selection on the origins of private property from John Locke, *Second Treatise of Government* (on Blackboard) and Rousseau, *Discourse on the Origins of Inequality* Preface and Part I. Why can we never discover our natural state? What does a natural equality look like? *Amour de soi* vs *amour propre*.

-Oct 27, Nov 1. Rousseau, *Discourse on the Origins of Inequality* Part II (A hypothetical history of the origins of social and political inequality. Private property as origin of injustice. The political contract as deception–inequality of property and power in the modern state as the height of injustice. How should we restore justice if we are all morally equal?)

-Nov 3, Thomas Paine, “Agrarian Justice” (on Blackboard): an argument for estate tax to fund old age pensions and guaranteed basic income.

Nov 8, Midterm Exam on Locke, Rousseau, and Paine and economic justice.

VI. Politics, property and justice II: Capitalism, Class Inequality and Freedom in Marx. Is capitalism unjust or is justice irrelevant for understanding capitalism? What would equality of property mean for individual and social liberty?

Karl Marx. The denaturing of property through history: Capital as class conflict. Capital as Exploitation. Capital as prelude to communal ownership.

-Nov 10. *The Communist Manifesto*, in *Marx-Engels Reader* Sections 1-2

-Nov 15. Finish *Manifesto* Part II (“Proletarians and Communists”) (Part III sec 2-3) and Part IV, and read short selection from *Capital* on “The Working Day” pp. 361-367. 372-376 in *Marx-Engels Reader*. (Recommended: “Critique of the Gotha Program” pp. 525-541)

-Nov 17. Finish up Marx.

VII. Modern Concepts of Justice, and Equality

-Nov 22. John Rawls, *A Theory of Justice* The Two Principles of Justice. sec 1-4, 11 (on Blackboard) (the problem of justice–dealing with deep inequalities; the two principles of a just political society; the original position and the social contract). Why is it that deep inequalities in our life chances “cannot possibly be justified by an appeal to the notions of merit and desert” (TJ, p. 7)?

-Nov 29, Rawls, *A Theory of Justice*: sec 17, 36 (a democratic concept of justice; justice and the fair value of political liberty). (on Blackboard)

Nov 30 (Wednesday) paper on Marx (5-6 pages) due in HUB16 by 3pm!

VIII. Justice and the Claims of Market Liberty. Are markets just?

-Dec 1, Milton Friedman, *Capitalism and Freedom*, chs. 1-2 (on Blackboard)

-Dec 6, Michael Sandel, *What Money Can't Buy*, Introduction, chs. 1-3

-Dec 8, Michael Sandel, *What Money Can't Buy*, chs 3-5

Final exam on Thursday, Dec 11th: 10:30am -12:30pm LC 18.

Assignments and Course Obligations:

1) You will have **two short essays** (of approximately 5-6 pages). The first will be on Plato's argument for why only a polity derived from philosophy and based on guardianship can be just. It will be due in section on Friday **October 7**. The second paper will be on Marx and justice that will be due in HUB16 on Wednesday **November 30**. Topics will be handed out at least a week before the papers are due.

2) Every week or occasionally every two weeks, you will be asked to write a very short two paragraph essay on a political theory puzzle. The puzzle will be assigned on Tuesdays in class, and you will bring in your typed answer on Thursday. We will discuss the puzzle in class and at end of class you will hand your short essay to your teaching assistant. Puzzles *will typically ask you to apply some aspect of the political theory under discussion to a contemporary problem*. They will be considered very much as thought pieces. The puzzles will be graded **not on the basis of whether you had a right or wrong answer (often many answers are possible), but instead on your effort in thinking through the problem. If you demonstrate you have given the question genuine thought, you will do well. Treat the question with indifference and you will do poorly. The puzzles will also help us to assess your writing skills early, and allow your TA to help you with your writing. You will be allowed to skip one puzzle during the semester. But if you miss more than one, it will affect your overall grade.**

3) There will be an **in-class exam on Rousseau and Paine's arguments for why equality of citizenship leads to egalitarian justice with regard to property and income on Nov 8.**

4) There will be a **final exam on Thursday, Dec 19th: 1-3pm in LC 19** This exam will focus on Rawls's theory of justice and the problem of justice and the market.

5) You are expected to attend every class and every section. If you are absent from section more than two times without a legitimate excuse, your grade will fall by a half. Two more, it will fall by a half again and so on. You cannot pass the class if you do not attend sections.

6) You should bring the books or reading to class. I will often refer to passages in these books, and you will be clueless without the books in hand.

Grading:

Grading will be as follows:

The two papers will each count 20% of your grade for a total of 40%

The midterm: 20%,

The final: 20%.

Section grade and puzzles will count 20%

Grading will take improvement into account. But note: 20% of your grade will be based on section participation and puzzles.

The grading scale will be as follows:

A= 93-100, A-= 90-92, B+ = 87-89, B = 83-86, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

If you feel you have been awarded an unfair grade, you may contest it. However, if you want to do so, it must be done in writing and no sooner than 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

Plagiarism

Plagiarism means to pass off someone else's work as your own. **Please be warned that should I find you have plagiarized, you will receive an immediate E in the course and further actions will be taken, including sending your case before a university committee. You should also be warned that taking text off internet sites such as Sparknotes or Wikipedia will also earn you an E along with further actions. It is your job to demonstrate to us that you have worked out your essays from the texts at hand through clear arguments and proper citations. It is not our job to demonstrate you haven't!**

Office Hours:

My office hours will be Tu Th 1:15-2:15 in HUB16. If you alert me, I can meet the hour before our class: at 10:45am. I am also happy to meet with you in my downtown office Milne 204 on Wednesday afternoons 2-3:30 if you alert me in advance. I am happy to answer your questions and comments through e-mail: pbreiner@albany.edu

Teaching Assistants

The teaching assistants for this course are Nels Frantzen, nfrantzen@albany.edu, and Nathaniel Williams, ncwilliams@albany.edu. You should feel free to see them in their office hours, talk to them after class, or write them e-mails. They will be happy to discuss the class material with you as well as help you with any problems you are having with the class. *Since this is a class that deals with the "big" questions of politics you should not feel any hesitation in engaging either the TAs or me in dialogue on the course material*

Blackboard:

As mentioned above, a number of the readings are on Blackboard. Find our course, RPOS 103, Introduction to Political Theory, and then click on it. Here you will find a subdirectory with readings for the course. These directories contain not just the additional readings but also a sheet on how to write political theory papers, the syllabus, and occasionally lecture outlines. You *must* download and print off the readings on e-reserve, for you will be expected to bring them to section and lecture. Reading them on line will simply not do!

Political Science, RPOS 302
HISTORY OF POLITICAL THEORY II

Peter Breiner

Hu 123, Credits: 3, Section 8881, MWFr 10:25AM - 11:20AM

Required Reading

Thomas Hobbes, *Leviathan* (Penguin)
John Locke, *Second Treatise of Government*, (Hackett)
Jean Jacques Rousseau, *Basic Political Writings* (Hackett)
Alexis de Tocqueville, *Democracy in America* (Harper and Row)
John Stuart Mill, *On Liberty and Other Essays* (Oxford)
Karl Marx, *The Marx-Engels Reader* ed. by Robt. Tucker (Norton)
Max Weber, *The Vocation Lectures* (Hackett)
Hannah Arendt, *On Revolution* (Penguin)

This course will provide a close examination of political theory from the early-modern period characterized by social contract theories and the modern period that focuses mostly on the ways fundamental problems of equality, freedom, economy, and state were examined by providing historical developmental tendencies to assess what possibilities existed for realizing fundamental aims and principles. Of particular interest will be the way modern theorists focus on the possibilities for democracy, freedom, and equality in light of new forms of political engagement among others, revolution, participation in associations, the rise of modern representative politics, the rise of professional politics, and the introduction of public opinion and elections into the political sphere. Throughout we will be interested in the changing nature of property and the market in shaping the thinking of political theorists.

Course Objectives

Students gain a critical understanding of the arguments of some of the major political thinkers writing between the 17th and 20th centuries.

1. Students will learn to analyze these thinkers' arguments and compare them.
2. Students will find learn to find the strengths and weaknesses in these arguments and assess stronger from weaker ones.
3. Students will learn to play these arguments off one another.
4. Students will learn to deploy these arguments to present day politics.
5. Students will learn the differences in the styles of arguments of different eras and learn to question whether different styles of argument can be applied in periods very different from when the arguments were first offered.
6. Students will to learn to evaluate different arguments for their relevance to present day arguments.

Course Outline: (dates for each section are approximate.)

- I. Hobbes: A Scientific Foundation for Politics. (Jan 21-Feb. 12)

Hobbes, *Leviathan*

(1/21) Epistle Dedicatory (pp. 75-84), chs. 1-7

(1/24) chs. 10-11

(1/26) chs. 13-17

(/28) chs 18-22

(2/1) chs 24, 29, 30, Conclusion.

II. John Locke: property, consent, and the origins of liberalism (Feb. 3--8)

Locke, *Second Treatise of Government*: chs 1-6, 7-12, 13-19 Recommended:

Peter Laslett, "Introduction" to the *Two Treatises* (Cambridge edition).

C. B. Macpherson, *The Political Theory of Possessive Individualism*, Ch.1, 5.*

John Dunn, *The Political Thought of John Locke*

Richard Ashcraft, *The Two Treatises of John Locke*

Essay on Hobbes due in contact office by 3 pm Tuesday, February 16 in Hu B16.

III. Jean Jacques Rousseau: Inequality, and the Recovery of Democratic Citizenship (Feb 10-28)

A. (2/10-2/15) *Discourse on the Origins of Inequality* (entire)

B. (2/17-2/28) *The Social Contract* Book I, Book II, Book III, IV.1-2.

Both in *Basic Political Writings* Recommended:

Discourse on the Arts and Sciences

Essay on Locke and Rousseau due by 3 pm Tuesday March 8 in Hu B16.

IV. Alexis de Tocqueville: Revolution, Democracy, and Equality (Mar. 7-12)

Democracy in America,

A. Vol. I: Introduction (pp. 9-22), Vol I Part II (287, "Influence of Mores...), Part I chs. 3-5 (pp. 50-98) [Townships and Democracy].

B. Part II, chs. 2(174-179) [Political Parties], 4-5(189-195 [Political Associations], 224-226, 231-245) [self-correcting nature of democracies defects], 6, 7-9 ** (246-261) [Tyranny of Majority vs. "Political" Liberty] ;

C. Volume II: Part I: chs. 1-5 (429-449) [Equality leading to distrust of all authority and submission to most general ideas]. Part II, chs. 1-5** (503-517) [read II ch1 very carefully] , 7-8(520-528) [Equality and individualism and how its dangers are offset via associations and self-interest rightly understood], 20 ** (555-558) [A new aristocracy of industry],

D. Part III, chs. 17, 21, (614-616, 634-645) [democracies—constant activity within monotony], , Part IV, chs. 1-4, 6-8** (667-679) [tendencies of democratic nation leading to centralized power], 690-702) [Dangers of Democratic Despotism].(**Should be read with special care). Do read the assignment to the end. The last chapters are extremely important!

Spring Break: March 14-18

- V. John Stuart Mill: The Reconstitution of Liberalism (March 21-23) *On Liberty* (entire)
 Recommended:
Considerations on Representative Government, chs. 1-4, 6-8.
Subjection of Women
 Sheldon Wolin, "Liberalism and the Decline of Political Philosophy" in *Politics and Vision*.
 C. B. MacPherson, *The Life and Times of Liberal Democracy* **No class March 25.**
- VI. Karl Marx: Capitalism, Socialism, Labor—freedom finally achieved (March 28-April 20)
- A. The critique of alienation *Marx Engels Reader*,
 pp. 40-46 (selection from "The Jewish Question") pp. 66-109 ("The Economic and Philosophical Manuscripts") Recommended:
 pp. 143-146 ("Theses on Feuerbach") pp.
 292-293 (selection from the Grundrisse)
- B. the logic of capitalism and the logic of exploitation
Marx Engels Reader,
 pp. 294-308, 318-336, 336-361, 361-376, 376-397, 403-411(from *Capital*).
- C. Class conflict and the materialist concept of history: reform or revolution
Marx Engels Reader,
 pp. 3-6 ("Introduction' to 'A Contribution to the Critique of Political Economy'")
 pp. 469-500 ("The Communist Manifesto") Recommended:
 pp. 218-219 ("The Poverty of Philosophy") pp.
 501-512 ("Address to the Communist League")
- D. The criticism of the state and the problem of discovering forms of socialism pp. 629-642, 651-652 ("The Civil War in France")
 Recommended:
 pp. 81-92 ("Private Property and Communism")
 pp. 525-541 ("Critique of the Gotha Program") pp.
 594-617 ("The Eighteenth Brumaire of Louis Bonaparte")
- VII. Bureaucracy, Professional Politics and the Responsibilities of the Vocational Politician (April 22-25)
- Max Weber, "Politics as a Vocation" Recommended: "Science as a Vocation" in *The Vocation Lectures*
- VIII. Revolution vs Social Necessity—Constituting political liberty (April 27-May 4)
- Hannah Arendt, *On Revolution*
 chs. 1-2) ch. 4, pp. 124-154, ch. 6 entire**
 (**should be read with extra care).

Final— take-home.

Course Requirements

Attendance: Attendance at lectures is mandatory. There is a great deal of difficult reading in this course and the course will be moving rather quickly, so your full engagement is required. I will take attendance on a regular basis. Failure to attend will affect your grade.

Written Assignments: There will be two essays of approximately 6-7 pages: one on Hobbes due in HU B16 by 3pm on Tuesday, February 16; one on Locke and Rousseau, due on March 8- these dates may be slightly modified should we not be finished with the respective thinkers on time. The format of the final exam is yet to be determined, but it probably will be a take-home final. It will include questions on de Tocqueville, Mill, Marx, Weber and Arendt. For each of the essays I will expect writing that is clear, coherent, and grammatically correct. You will be graded down for poor or careless writing.

Grading: The two essays will count 25% apiece. The final since it covers a great deal will count 40%. The remaining 10% will consist of class participation (in general this last 10% should count in your favor not against you).

The grading scale will be as follows:

A= 93-100, A-= 90-92, B+ = 87-89, B = 83-86, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

If you feel you have been awarded an unfair grade, you may contest it. However, if you want to do so, it must be done in writing and no sooner than 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

Cheating and Plagiarism: Should I find that you have cheated on an exam or plagiarized a piece of written work, you will immediately fail the course and your case will be handed on to a university committee.

Reading Assignments: You will be expected to read the assigned texts closely and critically and come prepared to discuss them.

Office Hours and Contact Information:

Monday and Wednesday, 11:30-12:30, in Hu B16 and Downtown Wednesdays 2:30 in Milne 204, Phone: 2-5277. I also will be able to meet with you before class by appointment. E-mail: pbreiner@albany.edu *You are always welcome to e-mail me with questions about the reading. I try to give extremely thorough answers.*

ADDITIONAL SUGGESTED READING Hobbes

Brown, K.C., (ed.), 1965, *Hobbes Studies*, Cambridge: Harvard University Press. Rogers, G.A.J. and A. Ryan, (eds.), 1988, *Perspectives on Thomas Hobbes*, Oxford: Oxford University Press.

Springboard, P., (ed.), 2007, *The Cambridge Companion to Hobbes's Leviathan*, Cambridge: Cambridge University Press.

Ashcraft, R., 1971, "Hobbes's Natural Man: A Study in Ideology Formation", *Journal of Politics*, 33: 1076-1117.

Baumgold, D., 1988, *Hobbes's Political Thought*
Goldsmith, M. M., 1966, *Hobbes's Science of Politics*
Hampton, J., 1986, *Hobbes and the Social Contract Tradition* Oakeshott,
M., 1975. *Hobbes on Civil Association*
Skinner, Q., 1996, *Reason and Rhetoric in the Philosophy of Hobbes*

Locke and the Liberal Tradition

P. Laslett, "Introduction" to Locke's Two Treatises of Government
C. B. MacPherson, The Political Theory of Possessive Individualism, ch. 1, 5.
M. Cranston, John Locke
J. Yolton, John Locke and the Way of Ideas
L. Strauss, Natural Right and History, ch 5.
W. Kendall, John Locke and the Doctrine of Majority Rule
J. Dunn, "Consent in the Political Theory of John Locke" in Political Obligation in its Historical Context
J. Dunn, "Trust in the Political Theory of John Locke" in Rethinking Modern Political Theory
J. Dunn, The Political Thought of John Locke
R. Ashcraft, Revolutionary Politics and John Locke's Two Treatises of Government
R. Ashcraft, The Two Treatises of John Locke
J. W. Gough, John Locke's Political Philosophy

Rousseau

Ernst Cassirer, The Question of J. J. Rousseau
Andrew Levine, The Politics of Autonomy
J. Shklar, Men and Citizens
R. Masters, The Political Philosophy of Rousseau
E. Durkheim, Montesquieu and Rousseau
L. Crocker, Rousseau's Social Contract an Interpretive Essay
M. Cranston ed. Hobbes and Rousseau: A Collection of Critical Essays
L. Althusser, Politics and History
B. Barry, "The Public Interest" in Political Philosophy, ed. by A. Quinton
A. Cobban, Rousseau and the Modern State
L. Colletti, From Rousseau to Lenin
Stephen Ellenburg, Rousseau's Political Philosophy
James Miller, Rousseau, Dreamer of Democracy
Jean Starobinski, Transparency and Obstruction
Keith Ansell-Pearson, Nietzsche Contra Rousseau

Alexis de Tocqueville

A. de Tocqueville, The Ancien Regime
Selected Letters
R. Boesche, The Strange Liberalism Alexis de Tocqueville
R. Aron, Main Currents in Sociological Thought, Vo. 1.
J. Lively, The Social and Political Thought of Alexis de Tocqueville
J. P. Mayer, Alexis de Tocqueville
J. Schleifer, The Making of de Tocqueville's Democracy in America
I. Zeitlin, Liberty, Equality, and Revolution in Alexis de Tocqueville

M. Zetterbaum, Tocqueville and the Problem of Democracy
R. Herr, De Tocqueville and the Old Regime
E. J. Hobsbawm, The Age of Revolution,
Sheldon Wolin, Alexis de Tocqueville Between Two Worlds

John Stuart Mill and Modern Liberalism

G. Duncan, Marx and Mill
J. H. Burns, J. S. Mill and Democracy," Political Studies, (June, 1957)
M. Cowling, Mill and Liberalism
J. Hamburger, Intellectuals in Politics
A. Ryan, The Philosophy of J. S. Mill
N. Urbanati, Mill on Democracy: from the Athenian Polis to Representative Government
C. B. Macpherson, The Real World of Liberalism
A. Arblaster, The Rise and Decline of Western Liberalism
G. de Regguiero, the History European Liberalism
J. Robson, The Improvement of Mankind
J. B. Schneewind, ed., Mill
J. Bentham, Principle of Legislation
E. Halevy, The Rise of Philosophical Radicalism
H. Laski, The Rise of Liberalism

Karl Marx and Socialism

Shlomo Avineri, The Social and Political Thought of Karl Marx
Ralph Miliband, Marxism and Politics
J. Maguire, Marx's Theory of Politics
Stanley Moore, Three Tactics
Hal Draper, Marx's Theory of Revolution, vol. I, II.
G. A. Cohen, Karl Marx's Theory of History
William Shaw, Marx's Theory of History
Alan Wood, Karl Marx
M. Cohen, T. Nagel, T. Scanlon, (ed.), Marx, Justice, History
Richard Miller, Analyzing Marx
Jon Elster, Making Sense of Marx
John Roemer, Free to Lose
Bertell Ollman, Alienation
Istvan Mezaros, Marx's Theory of Alienation
Kostas Axelos, Alienation, Praxis, and Techne in the Thought of Karl Marx
Georg Lukacs, History and Class Consciousness
Karl Korsch, Marxism and Philosophy
Alfred Schmidt, Marx's Concept of Nature
Norman Geras, Marx and Human Nature
Steven Lukes, Marxism and Morality
David McLellan Karl Marx
G. A. Cohen, History Labour and Freedom
G. A. Cohen, Self-Ownership, Freedom and Equality
Norman Geras, "On Marx and Justice," New Left Review, No. 150, March-April, 1985.
Allen Buchanen, Marx and Justice

R. P. Wolff, Understanding Marx
Duncan Foley, Understanding Capital
E. Mandel, The Formation of the Economic Thought of Karl Marx
Henri Lefebvre, The Sociology of Marx
A. Rosenberg, Democracy and Socialism

Max Weber

Max Weber, Economy and Society
David Beetham, Max Weber and the Theory of Modern Politics
Peter Breiner, Max Weber and Democratic Politics
Karl Löwith, Karl Marx and Max Weber
Wolfgang Mommsen, The Age of Bureaucracy
Wolfgang Mommsen, Max Weber and German Politics
Lawrence Scaff, "Max Weber's Politics and Political Education," *APSR*, 67, 1973.
Lawrence Scaff, Fleeing the Iron Cage
Wilhelm Hennis, Max Weber: Essays in Reconstruction
Anthony Giddens, Capitalism and Modern Social Theory
Anthony Giddens, Politics and Sociology in the Thought of Max Weber
Reinhard Bendix, Max Weber: An Intellectual Portrait
Dirk, Kaesler, Max Weber: An Introduction to his Life and Work
Maurice Merleau-Ponty, "The Crises of Understanding" in Adventures of the Dialectic
W.G. Runciman, A Critique of Max Weber's Philosophy of Science
W.G. Runciman, Social Science and Political Theory
Herbert Marcuse, "Industrialization and Capitalism in the Work of Max Weber" in Negations

Elitism, Bureaucracy, Socialist Politics, Anarchism, Syndicalism Elitism:

James H. Meisel, The Myth of the Ruling Class
Gaetano Mosca, The Ruling Class
Vilfredo Pareto, Mind and Society
Joseph Schumpeter, Capitalism, Socialism, and Democracy
Peter Bachrach, The Theory of Democratic Elitism
T. B. Bottomore, Elites and Society
Antonio Carlo, "Lenin and the Party," *Telos*, No. 21, Fall 1973.
Lucio Colletti, "Lenin's State and Revolution," in From Rousseau to Lenin
Neil Harding, Lenin's Political Thought
A. J. Polan, Lenin and the End of Politics
Leon Trotsky, History of the Russian Revolution
Mosche Lewin, Lenin's Last Struggle
M. Liebman, Leninism Under Lenin
Arthur Rosenberg, A History of Bolshevism
L. Basso, Rosa Luxemburg's Dialectical Method
Norman Geras, The Legacy of Rosa Luxemburg
J. P. Nettl, Rosa Luxemburg
Paul Frölich, Rosa Luxemburg
Dick Howard, "Reexamining Rosa Luxemburg," *Telos*, No. 18, Winter 1973-74.
George Sorel, Reflections on Violence
George Woodcock, Anarchism

Irving Louis Horowitz, The Anarchists

Hannah Arendt

Hannah Arendt, *The Human Condition*

Hannah Arendt, *Between Past and Future*

Hannah Arendt, *Eichman in Jerusalem*

RPOS 306
Contemporary Democratic Theory
Prof. Peter Breiner

12:35-1:30pm in ED 123, Credits: 3 Section no. 9218

Office hours: W, 11:30-12:30 and by appt. in Humanities B-16

Required Books

Jean-Jacques Rousseau, *The Basic Political Writings* (Hackett)

Robert Dahl, *Democracy and Its Critics* (Yale)

Larry Bartels, *Unequal Democracy* (Princeton University Press)

Albert Hirschman, *Shifting Involvements* (Harvard University Press)

John Lanchester, *IOU: Why Everybody Owes and No One Pays* (Simon and Schuster)

Tony Judt, *Ill Fares the Land* (Penguin)

In addition, there will be a number of readings on Blackboard.

This course focuses on modern theories of democracy. However, even contemporary democratic theories have to resolve two questions that go all the way back to the original Greek definition of democracy as popular power, popular rule, or popular sovereignty: *first, how much direct selfgovernment is necessary for a political community to be called a democracy; and second how much equality of status, wealth, political goods are required for citizens to have equal membership and equal influence on decision-making?* From these questions a number of others follow. Is the equality guaranteed to all citizens in a democracy satisfied if we have nominal voting rights, representation, and protections in our private pursuits; or must political equality in addition allow for active participation in deliberating upon and influencing the outcome of legislation? Does democracy require the egalitarian distribution of social and economic goods or should such distributions not be part of democratic decision-making? Whom should we include as citizens—only native-born individuals, immigrants, anyone who happens to be within our borders? Is democracy reconcilable with large nation states? Is the struggle for political equality finished? What should the relation be between democracy and the economy?

We will tackle these questions by reading some of the major arguments in both classical and contemporary democratic theory. First we will read one of the classic theories of democracy: *The Social Contract* by Jean-Jacques Rousseau. Rousseau famously argues that the only legitimate republic is one in which the citizens directly give themselves the laws that they will obey. Rousseau's work raises many of the fundamental questions every theory of democracy must answer. And time and again, we will be referring back to Rousseau when discussing contemporary theories of democracy.

We will then discuss a number of contemporary theories that take up the questions raised by Rousseau. On the one side, we will read a number of political theorists who argue that democracy and the rule of elites can be made compatible and the criticism of this position. We will then examine number of “models” and practices that have been proposed to deepen democracy in modern societies: among them theories of democratic procedures that render citizens more effectual in putting issues on the agenda and influencing decisions; economic democracy, deliberative forms of democracy, and mass protest as forms of democracy.

Finally, we will examine series of issues central to contemporary debates over democracy: 1) Do the political parties in the US further or diminish inequality of income and wealth and does the majority vote their interests on this matter?

- 2) Is the capitalist market compatible with democratic citizenship?
- 3) What are the consequences of the influence of finance and banking for our understanding of democracy? Does it represent a unique challenge to democracy?
- 4) Whether and to what degree does democracy require a welfare state providing a wide array of public goods?
- 5) In what sense does “populism” represent an answer to the decline of democracy and in what sense is it a danger.
- 6) Is democracy compatible with globalism?

Objectives: Students will be asked to engage with a variety of democratic theories and arguments in favor of political equality, both canonical and contemporary.

1. Students will learn to analyze democratic theories and different arguments in favor of and against political equality.
2. Students will find learn to find the strengths and weaknesses in these arguments.
3. Students will learn to play these arguments off one another.
4. Students will learn to deploy these arguments to forge their own theory of democracy.

Course Requirements

The assignments for this course will be the following:

- 1) A 4-6-page essay on Rousseau due on **in class February 9**.
- 2) A midterm on Schumpeter, Dahl and the critics of elitist and pluralist models of democracy on **Monday, February 29** whose format is yet to be decided.
- 3) A 6 page paper on alternative models of democracy—economic democracy, deliberative democracy, and revolution—on **Tuesday March 22 to be handed in at HU B16**.
- 4) A take-home final essay exam on the following issues in democratic theory: the tension between democracy and markets; the question of whether democracy requires a welfare state; the question of whether political parties make a difference on income inequality; globalism and democracy; and immigration and political membership. The take-home exam **will be handed out the last day of class, Wednesday May 4, and due in a week**.

Paper topics will be handed out at least a week in advance, except in the case of the final.

Grading: Each paper will count 20% of the grade while the final will count 30% of the grade. 10% of the grade will be allotted to participation and engagement. I take improvement into account. You will be graded not just on your knowledge of the arguments, but also on your analytical skill in taking them apart and putting them back together. Good writing will be expected, and poor writing will obviously affect your grade adversely. I will put a guide on Blackboard to writing good political theory papers.

The grading scale will be as follows:

A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

If you feel you have been awarded an unfair grade, you may contest it. However, if you want to do so, it must be done in writing and no sooner than 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

Class attendance: **I should stress that you are expected to attend class. If you do not attend for three sessions without a legitimate excuse your grade will go down by one half.** I will be checking occasionally, but if you are a serious student this proviso should be irrelevant.

Blackboard: I will put the syllabus, additional reading, class assignments, guides to writing, and recommended readings on Blackboard.

Humanities Requirement: This course meets the Humanities Requirement of the General Education Category in the following ways: It addresses central topics in political philosophy, understands theories in their cultural and historical contexts, promotes an ability to assess the strengths and weaknesses of arguments and examines the assumptions underlying both present and canonical works in political philosophy. It ultimately involves the interpretation of texts and arguments.

Plagiarism

Plagiarism means to pass off someone else's work as your own. **Please be warned that should I find you have plagiarized, you will receive an immediate E in the course and further actions will be taken including sending your case before a university committee.**

Office Hours

Uptown: M, W, 11:30-12:30 and by appt. in Humanities B-16. I will always be happy to meet with you before class or arrange a time suitable to both of us. (If these times are difficult to make you are welcome to visit me in my downtown office, Milne 204, Rockefeller College.

Downtown office hours: Mon 2-3:30 and Wed 2-3:30 in Milne 204. Office phone in Milne 204: 442-5277. Phone in Humanities B-16: 442-3112. E-mail: pbreiner@albany.edu

Course Outline The Problem Defined (Jan 22-29)

- I. Jean-Jacques Rousseau, Legitimacy, Popular Sovereignty and Controlling Government. Jean-Jacques Rousseau, *The Social Contract*, Bks I, II, III, IV, chs. 1, 2 in *Basic Political Writings*
Paper on Rousseau due in in HU B16 February 9 by 3pm (topics will be handed out a week in advance).

Models of democracy

- II. Modern Attempts to Overcome Rousseau's Challenge: Democracy as Method and the Elitist Theory of Democracy
- A. Democratic Elitism: Joseph Schumpeter, *Capitalism, Socialism, and Democracy*, chs. 20-23 (Blackboard). (Feb 1-5)
- B. The Pluralist Model: Robert Dahl, *Preface to Democratic Theory*, "The American Hybrid" (Blackboard). (Feb 8)
- III. The Criticism of Elitist Democratic Theory
Carole Pateman, *Participation and Democratic Theory*, Chapter 1, "Recent Theories of Democracy" (Blackboard). (Feb 10)
Recommended: Robert Dahl, "Pluralism Revisited" *Comparative Politics* 10, 2 (1978) (Blackboard)
- IV. The Attempt to Recover a More Democratic Polyarchy—A Right to a Democratic Procedure and the Deepening of Political Equality. (Feb 12-19)
Robert Dahl, *Democracy and Its Critics*, chapters Intro, 2, 6, 8*, 9*, 12, 15 (pp. 220-224), 16, 23* (*read with special care.)
Midterm on debate over elite theory and Dahl's right to democratic procedure within polyarchy, Monday, February 29—format yet to be determined.
- V. Economic Democracy
Michael Walzer, "Property/Power" from *Spheres of Justice* (Blackboard). (Feb 22)
Reread, Robert Dahl, *Democracy and Its Critics*, pp. 328-332.
- VI. Deliberative Democracy
Jürgen Habermas, "The Public Sphere" (Blackboard) Feb 24-26) Joshua Cohen "Deliberation and Democratic Legitimacy (Blackboard)
- VIII. Democracy and Protest

Albert Hirschman, *Shifting Involvements* (entire). (March 2-4)
(Possibly applying Hirschman to examples of protest-- to be handed out)
Paper on workplace democracy, deliberative democracy, and democratic protest due on, Tuesday, March 21 in HU B16.

Issues in Democratic Theory

- IX. Issues in Democratic Theory I: Democratic Politics vs. Markets. A. The priority of the market over democracy:
Friedrich von Hayek, “‘Social’ and Distributive Justice” (Blackboard). (March 7)
- B. The imprisonment of democracy by the market.
Charles Lindblom, “The Privileged Position of Business” and “Consequences for Polyarchy” from *Politics and Markets* (Blackboard). (March 9-11)
- C. Too big to fail? Finance and Democracy.
John Lanchester, *IOU: Why Everyone Owes and No One Pays* (entire). (March 21-23, no class on March 25). Possibly continue discussion on March 28).

Recommended: Colin Crouch, *The Strange Non-Death of Neoliberalism*
Wolfgang Streeck, *Buying Time*
Raymond Plant, *The Neo-liberal State*

- X. Issues in Democratic Theory II: Democracy and the Welfare State
A. A social democratic defense of the welfare state vs. neo-liberalism: Tony Judt, *Ill Fares the Land* (entire). (March 28-April 1) Recommended:
Gosta Epsing-Anderson, *Three Worlds of Welfare Capitalism* ch 1.
Christopher Pierson, *Beyond the Welfare State*
T. H. Marshall, “Citizenship and Social Class” in *Class, Citizenship and Social Development*
Kenneth Arrow, “Uncertainty and the Welfare Economics of Medical Care,” *American Economic Review*, 53,5, 1963: 941-973(on Blackboard)
T. R. Reid, “Five Myths About Health Care” Washington Post, 8/21/2009 (Blackboard)
- XI. Issues in Democratic Theory III: Income Inequality and Democracy? A. Larry Bartels, *Unequal Democracy* *Unequal Democracy*, chs 1-5, 10
Read either ch 6 (“Homer Gets a Tax Break”) or 9 (“Inequality and Political Representation”). (April 4-8)
- B. Martin Gilens and Benjamin Page, “Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens” forthcoming in *Perspectives in Politics* Fall 2014 (Blackboard). (April 11).

- XII. Issues in Democratic Theory IV Populism and Democracy—Is the populist attack on political and financial elites a retrieval of or a danger to democracy?
Reread Rousseau, *Social Contract*, Book III, chs 14-15.
Ernesto Laclau, “Populism What’s in a Name?” from Francisco Pinizza ed. *Populism and the Mirror of Democracy* (April 13)
Peter Breiner, “Ideologies of Economic Populism in America and their Subversion by the Right” in John Abromheit ed. *Transformations of Populism in Europe and the Americas* (Blackboard). (April 15)
- XIII. Issues in Democratic Theory VI: National Boundaries, Immigrants, and Democracy:
A. Michael Walzer, *Spheres of Justice: A Defense of Pluralism and Equality* (New York: Basic Books, 1983), "Membership" (On Blackboard). (April 18)
B. Robert Dahl, *Democracy and its Critics*, ch. 9 (reread). (April 20)
C. Robert Goodin, “Enfranchising All Affected Interests, and Its Alternatives,” (on Blackboard) (April 22-25)
- XIV. Issues in Democratic Theory V: Globalism a Challenge to Democracy?
Dani Rodrik, *The Globalization Paradox*, ch 9 “The Political Trilemma of the World Economy” (Blackboard) (April 27-29)
- X. Catch up and Sum up. (May 2, 4)

Take-home final handed out on last day of class May 4. Return in one week.

Theorists and Theorizing
RPOS 308, Fall 2017
MWF 11:30-12:25 HU 020

Professor M. Schoolman
Political Science Department
[**mschlman@albany.edu**](mailto:mschlman@albany.edu)

Office Hours: HUM 016 M/W/F 10:20-11:20 and by Appointment
3 credits

Planetary Politics: Facing the Anthropocene

Planetary Politics: Facing the Anthropocene. This course will focus on political theorists and political thinkers deeply concerned with the problem of climate change – its politics and its science, its causes and long and short-term consequences, the possibilities for managing climate change and the obstacles to managing it. The biggest question we will be interested in is this – how serious a problem does it pose for the future of humanity? If in our age climate change makes this question the foremost question nations must be concerned about, are politics then no longer national or international or even global. Rather, *should we not now talk about planetary politics*, and what would be the difference between global and planetary politics? Take-home midterm and take-home final examinations. Some readings to be made available in Dropbox. Required books available at the University at Albany bookstore. May be repeated for credit if content varies.

Course and Learning Objectives

The goal of this course is to teach students how to carefully read and interpret texts, identify key concepts on which theoretical arguments are based, and how to use these arguments and concepts to develop critical analyses and understandings of democratic societies and their politics. Students will be able to express the complex matter of what counts as politics in modern democratic societies. Students will be able to formulate concepts and arguments of their own in their written work (examinations) and in oral presentations (class participation). In addition, students will be able to understand and debate the science as well as the politics of the threats posed by climate change to humanity and its democratic ways of life.

Grading

The grading scale will be as follows:

A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

If you feel you have been awarded an unfair grade, you may contest it. However, if you want to do so, it must be done in writing and no sooner than 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

Classroom Etiquette

Students are permitted to bring beverages to class. Food is not permitted. **Cell phones are to be turned off upon entering class. Students who use computers for note taking are not permitted to use their computers for any other application during class time.** Each time students violate this rule 5 points will be subtracted from their final grade. Students must arrive to class on time and be seated by 11:30. Students unable to arrive at class on time should consider another course, as the material missed in lecture cannot be made up and late arrivals disturb the class.

Course Requirements and Grading

A student's grade for POS 308, *Theorists and Theorizing*, will be based on a take-home midterm and take-home final examination (each 40% of the final grade) and class participation (20% of the final grade). Examinations will be based entirely on the readings and the in-class discussions of class readings, on the basis of which the class will formulate the questions students will be asked to write on in their examinations. Moreover, students should prepare for each class by using the questions the class formulates together to guide their analysis of the reading assignments. Each take-home examination will be the length of a single bluebook.

Students are expected to attend class and to participate on an on-going basis by posing questions, answering questions, contesting or arguing on behalf of their views and the views of other students in the course and, certainly, challenging the views of the instructor. Each week Friday's class time will be set-aside for students to participate in group discussions about readings and lectures. Students should make every effort to make these Friday discussions as they will help to keep students up-to-date on class readings and class discussions.

Course Readings

With the exception of the article entitled "Climate Change Denial," the following articles will be read during the final quarter of the semester and will be available in our class Dropbox. The Dropbox link for our Dropbox articles is included below under the dates for assigned Dropbox readings.

"Climate Change Denial"

J.K. Gibson-Graham, "A Feminist Project of Belonging for the Anthropocene"

Siri Veland and Amanda Lynch, "Scaling the Anthropocene"

David R. Keller, "Deep Ecology" in *Encyclopedia of Ecology and Environmental Ethics*

Walt Whitman, "This Compost," in *Leaves of Grass*

Bill McGuire, preface, *Waking the Giant: How a Changing Climate Triggers Earthquakes, Tsunamis, and Volcanoes*

R. Guha and J. Martinez-Alier, "Radical American Environmentalism and Wilderness Preservation: A Third World Critique" in *Varieties of Environmentalism*

The following Required Books are available at the University Bookstore.

Elizabeth Kolbert, *Field Notes from a Catastrophe*

Elizabeth Kolbert, *The Sixth Extinction*

William Connolly, *The Fragility of Things*

Jane Bennett, *Vibrant Matter*

William Connolly, *Facing the Planetary*

Weekly Reading Assignments

8/28 Course Introduction

8/30 "Climate Change Denial"

Dropbox Link (copy into your browser):

<https://www.dropbox.com/home/308%20Fall17>

When you access Dropbox to read this article, the article includes four other links you should read or look at. They are entitled:

- 1. "Lives and Health at Risk from Climate Change"**
- 2. "Will Global Warming Lead to the Earth's Demise"**
- 3. "Al Gore on Why Climate Change is a National Security Risk"**
- 4. "Stunning Photos of Climate Change"**

9/1 No Class, Professor Schoolman at Conference

9/4 Labor Day, No Class

9/6 Kolbert, *Field Notes*, chapters 1-4, pp. 1-90.

9/8 Kolbert, Group Discussions

9/11 Kolbert, *Field Notes*, pp. 93-132.

9/13 Kolbert. *Field Notes*, pp. 133-172.

9/15 Kolbert, Group Discussions

9/18 Kolbert, *Field Notes*, pp. 173-199.

9/20 Kolbert, *The Sixth Extinction*, pp. 1-46.

9/22 No Class, Rosh Hashanah (classes resume at 12:35)

9/25 Kolbert, *The Sixth Extinction*, pp. 47-69.

9/27 Kolbert, *The Sixth Extinction*, pp. 70-110.

9/29 Kolbert, Group Discussions

10/2 Kolbert, *The Sixth Extinction*, pp. 111-147.

10/4 Kolbert, *The Sixth Extinction*, pp. 236-259.

10/6 Kolbert, Group Discussions

10/9 Connolly, *Fragility*, pp. 1-42.

10/11 Connolly, *Fragility*, pp. 43-80

10/13 Connolly, Group Discussions

10/16 Connolly, *Fragility*, pp. 81-97, 149-178.

10/18 Connolly, *Fragility*, pp. 179-195.

10/20 Connolly, Group Discussions (Take-Home Midterm handed Out)

10/23 Bennett, *Vibrant Matter*, pp. vii- 19. (Take-Home Midterm Due; blue-books submitted in Class. NO LATE PAPERS ACCEPTED)

10/25 Bennett, *Vibrant Matter*, pp. 20-51.

10/27 Bennett, *Vibrant Matter*, Group Discussions

10/30 Bennett, *Vibrant Matter*, pp. 52-81.

11/1 Bennett, *Vibrant Matter*, pp. 82-122.

11/3 Bennett, *Vibrant Matter*, Group Discussions

11/6 Connolly, *Facing the Planetary*, pp. 1-36.

11/8 Connolly, *Facing the Planetary*, pp. 37-61.

11/10 Connolly, *Facing the Planetary*, Group Discussions

11/13 Connolly, *Facing the Planetary*, pp. 121-150.

11/15 Connolly, *Facing the Planetary*, pp. 175-198.

11/17 Connolly, Connolly, Facing the Planetary, Group Discussions

11/20 J.K. Gibson-Graham, "A Feminist Project of Belonging for the Anthropocene"

Siri Veland and Amanda Lynch, "Scaling the Anthropocene"

Located in: <https://www.dropbox.com/home/308%20Fall17>

11/22 No Class, Thanksgiving Break

11/24 No Class, Thanksgiving Break

11/27 J.K. Gibson-Graham, "A Feminist Project of Belonging for the Anthropocene"

Siri Veland and Amanda Lynch, "Scaling the Anthropocene"

Located in: <https://www.dropbox.com/home/308%20Fall17>

11/29 David R. Keller, "Deep Ecology" in *Encyclopedia of Ecology and Environmental Ethics*

Walt Whitman, "This Compost," in *Leaves of Grass*

Located in: <https://www.dropbox.com/home/308%20Fall17>

12/1 Group Discussions on Gibson-Graham; Veland and Lynch; Keller; Whitman

12/4 Ramachandra Guha and Juan Martinez-Alier, "Radical American Environmentalism and Wilderness Preservation: A Third World Critique" in *Varieties of Environmentalism*

Bill McGuire, preface, *Waking the Giant: How a Changing Climate Triggers Earthquakes, Tsunamis, and Volcanoes*

Located in: <https://www.dropbox.com/home/308%20Fall17>

12/6 Group Discussions on Guha and Martinez-Alier; McGuire

12/8 Course review, Take-Home Final Examination Handed out.

Final Exam NOTE: Our Take-Home Final Examination questions will be handed out the last day of class (Fri. 12/8), and are due on the Day the Final Examination is Scheduled by the University (Mon. 12/18). Students will meet that day to hand in their final exams at the time the examination is *scheduled to conclude* (5:30). (NO LATE PAPERS WILL BE ACCEPTED!)



RPOS 317: COMPARATIVE CRIMINAL PROCEDURE

Professor: Matt Ingram
Office: Milne Hall 314-A
Dep: 518-442-3248
Ofc: 518-442-3940
Email: mingram@albany.edu

Location: BA 229
Time: TuTh 1:15-2:35
Office Hours:
TuTh: 8-9:30
or by appointment

Course Description. "Due process" is a core element of democracy and the rule of law. But several questions commonly arise. What exactly is "due process"? What does it mean that "process" is "due"? Why does one set of legal protections constitute process that is more "due" than another set of protections? How do different countries answer these questions? What, if anything, can be done to improve due process in the U.S. by examining due process abroad?

Criminal procedure encompasses all the legal actors, institutions, and steps between them that make due process possible in the criminal justice system -- from police to prison, initial detention to final custody conditions and appeals. To meet our criteria for justice, the legal steps taken during the criminal process must be "just", but there is broad disagreement among legal scholars, practitioners, and the general public about what "just" or "due" means in both theory and in practice. In order to better understand this disagreement, this course examines the patterns, sources, and consequences of criminal procedure both in the U.S. and abroad. Specifically, this course examines (a) conceptual and normative foundations of democracy and the rule of law; (b) different policies and practices of criminal procedure across countries and over time in order to identify best practices that align with the conceptual and normative foundations in (a), (b) the consequences of the practices in (b), and (c) different episodes of reform in order to better understand the political forces that seek legal change.

Restating, the course has four main sections. First, we begin by reviewing how criminal procedure relates to desired standards of democracy and the rule of law. Here, in addition to becoming familiar with core definitions of rule of law and democracy, we cover foundational legal documents of the U.S., including the Magna Carta, Declaration of Independence, and Constitution. Second, taking a topical approach organized according to the chronological phases of the criminal process, we examine six distinct stages of this process: (1) investigation, (2) arrest, search, and seizure, (3) interrogation, (4) pre-trial court procedures, (5) the trial itself, and (6) sentencing, custody, and appeals. In each phase, students first examine principles and practices of criminal procedure in the U.S., and then examine these principles and practices in 11 other countries, including England, France, Germany, and Italy representing Europe; Russia exemplifying the post-Soviet world, Israel illustrating a "security state", Egypt and South Africa representing Africa, and Argentina and Mexico representing Latin America. Third, we turn our attention to reform movements abroad, with particular attention to the Iberian Peninsula (Spain) and Latin America and the Caribbean, including recent and ongoing reforms in Chile, Colombia, Mexico, and several Caribbean and Central American countries. This section highlights the origins of these reform movements and the assessment of the effects of reform (causes and consequences). Finally, drawing on the insights gathered from the comparative analysis above, we return to the U.S. to examine how best practices identified elsewhere compare with current

practices here at home, emphasizing ways in which criminal procedure in the U.S. is either exemplary or can be improved. Principal course requirements consist of short reflection papers, quizzes, and an exam.

Pre-requisites. There are no pre-requisites for this course. However, *Introduction to Comparative & International Politics* (RPOS 102) is strongly recommended. Other recommended courses include *Introduction to Public Law, Constitutional Law, Rights, & Liberties*, and *Comparative Judicial Politics*.

Credits: 3

Readings. The main texts for this course are:

- Bradley, Craig M. 2007. *Criminal Procedure: A Worldwide Study*. 2nd ed. Durham, NC: Carolina Academic Press.
- Thaman, Stephen C. 2008. *Comparative Criminal Procedure: A Casebook Approach*. 2nd ed. Durham: Carolina Academic Press, Comparative Law Series.

Copies of both texts are available at Mary Jane's bookstore. You can also find used and new versions at various online booksellers. The texts will be supplemented periodically with journal articles and other short pieces. Please see the class schedule below for a detailed list of the reading assignments. Articles and other short pieces are available via the library's electronic databases, but I will also place them on Blackboard. If unavailable online, I will provide these materials in class. We meet two times per week, and you should read ahead for each class.

Learning Objectives

Students will be expected to:

- Understand and identify legal sources for the concept of due process
- Differentiate between two dominant legal traditions in the world (common law and civil law) and their features with regard to criminal procedure
- Differentiate between two dominant theories of justice (truth and fight)
- Identify major stages of the criminal process, from initial investigation to final sentencing and enforcement, as well as components within these stages
- Identify fundamental rights at stake at each stage of the criminal process
- Identify how these rights are treated in the U.S. and abroad, and be able to assess strengths and weakness of different approaches and tradeoffs in the protection of these rights

Requirements and Grading

The requirements for this class and approximate weight of these requirements are:

- Participation: 10%
- Reflection Papers: 20%
- Scheduled Quizzes: 10%
- Random Quizzes: 10%
- Final Exam: 40%

Final grades will be assigned as follows:

A	93-100%	C	73-76
A-	90-92%	C-	70-72

B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	<60

Participation

Active engagement with the material is critical to your success in class. Generally, you need to encounter the material at least three times in order for you to understand it in any depth. For some people, this may be easy to do independently. However, for most people, the easiest and fastest way to encounter the material three times is to (1) read for class, (2) participate in class discussions, and (3) write notes, outline, or review the material for an exam. Therefore, staying current with the reading and participating in class put you in a much better position to work with the material when you take an exam or write a paper later in the course.

Considering the importance of participation and active engagement with the materials, several elements of the course are designed to encourage you to come prepared for each day of class and participate in class discussions and other activities. I generally assume that students start out with 100% of their participation grade, and either do things to consolidate that status or do things to erode and reduce their participation grade. With this in mind, I pay attention to your participation and engagement in class. One thing I will do from time to time is randomly call on someone to answer a question about the assigned reading for that day. If I call on you and you can demonstrate that you have read and engaged with the material, then you strengthen your participation points. If I call on you and you are not there, or if I call on you and you have not done the reading, I deduct participation points. You can recover these points if you contribute more to future discussions. Two other concrete components that affect your participation grade are **Reflection Papers** and **Quizzes** (see below for details on each). Part of your participation grade is composed simply of completing these components on time and in person when they take place in class. I will also return this work in class, so if you are not there to receive returned work, this can affect your participation grade. We will also occasionally break up into smaller groups, and I will note attendance and participation in these sessions.

Separately, **classroom conduct can also affect your participation grade**. You are expected to promote a classroom environment that makes it easy for your peers to engage with the material. In this regard, **please keep distractions to a minimum**. With regards to **technology in the classroom**, please turn your phones and other handheld devices off during class. Texting during class is unacceptable. Laptop use is allowed for taking notes and other activities relevant to class, but sending emails, messaging, checking social media, or watching videos online is unacceptable. If you are texting, on social media sites, watching videos, or otherwise using technology inappropriately in the classroom, **you will be asked to leave for the day**. If you are asked to leave, please do so promptly and without disrupting the class further; if you would like to discuss why you were asked to leave, please contact me by email and we can discuss what happened at a later time. **If this happens a second time, you will receive a zero (0) for your participation grade for the semester**. If you have extraordinary circumstances that justify keeping your phone on during class (e.g., family or medical urgency), please let me know ahead of time, before class starts that day.

Reflection Papers

At scheduled times in the semester [see dates in class schedule], a Reflection Paper is due. These papers should be typed, at least one page in length, double-spaced, in Times New Roman, 12-point font. Reflection papers should identify specific components of criminal procedure addressed in the

reading for that week, and assess (in your own opinion but also with references to the materials in weeks 1-2) which components in which countries seem to be “best practices”. That is, you should identify practices that are most in line with principles of democratic rule of law. Papers should be submitted in person **within the first five (5) minutes of class**.

Scheduled Quizzes

At scheduled times in the semester [see dates in class schedule], there will be a short online quiz on Blackboard. These quizzes will cover material from preceding weeks. Quiz questions will be in various formats (e.g., multiple choice, True/False, short answer), and if you have done the reading, come to class, and engaged with the material, there should be no surprises. Details will be provided in advance of each quiz.

Random “Pop” Quizzes

Separately, I will **toss a coin at the start of class on Thursday each week to determine if there will be a random quiz**. If the result is heads, there will be a short quiz on the reading for that day. If the result is tails, there will be no quiz. If you have done the reading for that day, you should not have any trouble with the quiz. I will collect all quizzes within the first five minutes of class.

Other Policies.

Email. I expect you to check your email. You are responsible for material sent by email.

Late Work and Missed Exams. All work delivered in class must be turned in within the first 5 minutes of class on the day it is due, or by 5pm if there is no class on the due date. Without a legitimate (e.g., medical or family emergency) and documented explanation, late work will be penalized one letter grade (10%) for each day it is late, and it is considered late if turned in beyond the time limits above (i.e., after the first 5 minutes of class, or after 5pm on days there is no class; this includes weekends and holidays). I stop deducting points after 5 days (50%), so even if you are more than 5 days late on an assignment, it is better to turn something in rather than to have a zero for that assignment. No late work will be accepted after the last day of class. Reflection papers and random quizzes must be turned in at the beginning of class in order for you to receive credit towards your participation grade. **No late random quizzes will be accepted**. Either you are there to take the pop quiz, or you are not. No late exams will be given.

Academic Integrity. All students must familiarize themselves with the *Standards of Academic Integrity* on the University’s website and pledge to observe its tenets in all written and oral work, including oral presentations, quizzes and exams, and drafts and final versions of essays. The full standards and examples of dishonest behavior are available at: http://www.albany.edu/undergraduate_bulletin/regulations.html.

The most common violation of academic integrity is *plagiarism or cheating*. My advice is simple: don’t do it. Don’t even think about doing it. Plagiarism is the use of someone else’s words or ideas without giving the original author credit by citing him or her. If you use someone else’s language directly, you must use quotation marks. If you rely on another person’s ideas in creating your argument, you must provide a citation. If you have any questions about plagiarism, please contact the professor *before* you submit the assignment for grading. Plagiarism or cheating will result in a failing grade for the assignment and the submission of your name to the Office of Conflict Resolution at the *very minimum*. Ignorance will not provide a defense to the application of this policy.

Americans with Disabilities Act (ADA). Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

Miscellaneous. If you feel you need any help or simply want clarification on any of the material, please do not hesitate to raise your question in class or approach me outside of class. I hold regular office hours. If you cannot arrange to come talk with me during these hours, please email me or contact the Department of Political Science administrative offices so that we can set up an appointment.

Changes to Syllabus. Changes to this syllabus may be made throughout the semester. I will announce any changes. You can check if you have the current version of syllabus by looking at date in footer.

CLASS SCHEDULE

WEEK 1 (8/30 and 9/01)

I. Introduction

Introductions; syllabus; overview of course; readings; Blackboard

*** NO CLASS THUR., SEP. 1; APSA CONFERENCE, PHILADELPHIA * WEEK 2 (9/06 – 9/08)**

II. Criminal Procedure as Democratic Practice: Due Process, Democracy, and the Rule of Law

- Required reading (divide 1-4 into 4 groups for Tue.; all read 5 for Thur):
 1. Group 1: Founding documents ▪ Magna Carta
 - Declaration of Independence
 - U.S. Constitution
 - Bill of Rights
 - Amendments 13-14
 2. Group 2
 - Thaman, Ch.1
 - Kleinfeld, Rachel. “Competing Definitions of the Rule of Law.” In Thomas Carothers, ed. *Promoting the Rule of Law Abroad: In Search of Knowledge*. DC: Carnegie Endowment of International Peace.
 3. Group 3
 - Tamanaha, Brian. 2004. *On the Rule of Law: History, Politics, Theory*. Cambridge: Cambridge University Press. Chapters 7 and 8: “Formal Theories” and “Substantive Theories”.
 - OSCE. 2006. “UPHOLDING THE RULE OF LAW AND DUE PROCESS IN CRIMINAL JUSTICE SYSTEMS.” pp. 1-20
 4. Group 4 (read only conceptual parts in first half of each of these papers)
 - Botero, Juan C., and Alejandro Ponce, 2010, “Measuring the Rule of Law.” Working Paper Series (WPS), No. 1, World Justice Project. (pp116)
 - Coppedge, Michael, and John Gerring et al. (2011), “Conceptualizing and Measuring Democracy: A New Approach.” *Perspective on Politics* (pp247-249, 252-257)
 5. Damaska, Mirjan R. 1975. “Structures of Authority and Comparative Criminal Procedure.” *Yale Law Journal* 84: 480-544.
- Recommended reading
 - Damaska, Mirjan R. 1986. *The Faces of Justice and State Authority: A Comparative Approach to the Legal Process*. New Haven: Yale University Press.

- Mack, Raneta Lawson. 2008. *Comparative Criminal Procedure: History, Processes and Case Studies*. Buffalo, NY: William S. Hein and Co. (Preface and Ch1) ○
USAID Strategic Framework 2010 (pp. 1-20). E-Reserve (also at:
http://www.usaid.gov/our_work/democracy_and_governance/technical_areas/rule_of_law)
- Marshall, T.H. 1965. "Citizenship and Social Class." In *Class, Citizenship, and Social Development*. New York: Doubleday.
- Sen, Amartya. 1999. "Freedom as the Foundation of Justice." ○ Rhode, Deborah L. 2004. *Access to Justice*. New York: Oxford University Press. ○ Legal Services Corporation. 2005. *Documenting the Justice Gap in America*. ○ Sen, Amartya. 1999. *Development as Freedom*. New York: Knopf. ○ Symposium on Amartya Sen's *Development as Freedom*. 2002. *Studies in Comparative and International Development* 37(2).
 - Peter Evans. "Collective Capabilities, Culture, and Amartya Sen's *Development as Freedom*." ▪ Frances Stewart and Severine Deneulin. "Amartya Sen's Contribution to Development Thinking."
 - Marc Fleurbaey. "Development, Capabilities, and Freedom."
 - Amartya Sen. "Reponse to Commentaries." ○ Mainwaring, Scott, and Christopher Welna, eds. 2003. *Democratic Accountability in Latin America*. New York: Oxford University Press.
- Gloppen, Siri, Roberto Gargarella, and Elin Skaar, eds. 2004. *Democratization and the Judiciary: The Accountability Function of Courts in New Democracies*. London: Frank Cass. ○ Diamond, Larry, Marc F. Plattner, and Andreas Schedler, eds. 1999. *The Self-Restraining State: Power and Accountability in New Democracies*. Boulder, CO: Lynne Rienner.
- Jarquín, Edmundo, and Fernando Carrillo, eds. 1998. *Justice Delayed: Judicial Reform in Latin America*. Washington, D.C.: Inter-American Development Bank.
- Eckstein, Susan, and Timothy Wickham-Crowley, eds. 2003. *What Justice? Whose Justice? Fighting for Fairness in Latin America*. Berkeley: University of California Press.

WEEK 3 (9/13 – 9/15)

III. Phase 1: Overview of Actors and Alternatives to Initiating the Prosecution

*** DUE: REFLECTION PAPER #1 - TUE., SEP. 13 ***

- Required readings:
 - Thaman, Ch.2
 - Law Reform Commission of Canada. 1986. "Private Prosecutions." ▪ Only pages: 1-15, 19-31, 46-47 (on U.S.).
 - Chemerinsky and Levenson (2008), Ch.1
 - Mathias, Eric. 2002. "The balance of power between the police and public prosecutor." 459-483
- Recommended readings:
 - Worrall, John L. 2008. "Prosecution in America: A Historical and Comparative Account." In John L. Worrall and M. Elaine Nugent-Borakove, eds. *The Changing Role of the American Prosecutor*. Albany: SUNY Press.

WEEK 4-5 (9/20 – 9/29)

IV. Phase 2: Arrest, Search, Seizure

*** DUE: REFLECTION PAPER #2 - TUE., SEP. 27 ***

- Reading ○ Thaman, Ch.3
 - Dressler and Michaels (2010), Ch.4 ○ Bradley, read through section II(B):
 - In following order:
 - U.S., Canada, England/Wales
 - France, Germany, Italy
 - Israel, Egypt

WEEK 6-7 (10/04 – 10/13)

V. Phase 3: Interrogation

Quiz #1: complete during week of 10/04 (Blackboard; covers earlier material)

*** DUE: REFLECTION PAPER #3 - TUE., OCT. 11 ***

- Thaman, Ch.4
- Bradley, read section II(C):
 - In following order:
 - U.S., Canada, England/Wales
 - France, Germany, Italy
 - Egypt, Israel

MOVIE (Tuesday, 10/11): "Presunto Culpable" (Presumed Guilty; finish on 10/13) WEEK 8-9 (10/18 – 10/27)

VI. Phase 4: Court Procedures – Pre-Trial

*** DUE: REFLECTION PAPER #4 - TUE., OCT. 25 ***

- Thaman, Ch.5: discovering and entering evidence
- Thaman, Ch.6: procedural economy
- Bradley, read section III(A):
 - In following order:
 - U.S., Canada, England/Wales
 - France, Germany, Italy
 - Egypt, Israel
- Recommended reading:
 - Langer, Máximo. 2005. Rethinking Plea Bargaining: The Practice and Reform of Prosecutorial Adjudication in American Criminal Procedure.” *American Journal of Criminal Law* 33(3): 223-299.
 - Damaska, Mirjan. 2004. “Negotiated Justice in International Criminal Courts.” *Journal of International Criminal Justice* 2: 1020-.

WEEK 10-11 (11/01 -11/10)

VII. Phase 5: Court Procedures – The Trial

Quiz #2: complete during week of 11/01 (Blackboard; covers earlier material)

*** DUE: REFLECTION PAPER #5 - TUE., NOV. 8 ***

- Thaman, Ch.7
- Bradley, read sections III(B):
 - In following order:
 - U.S., Canada, England/Wales
 - France, Germany, Italy
 - Egypt, Israel

WEEK 12 (11/15 – 11/17)

VIII. Phase 6: Sentencing, Custody, and Appeals

*** DUE: REFLECTION PAPER #5 - TUE., NOV. 8 ***

- TBA (piece on sentencing, prison conditions, etc.)
- Bradley, read sections III(C):
 - In following order:
 - U.S., Canada, England/Wales
 - France, Germany, Italy
 - Egypt, Israel
- Recommended readings:
 - Robbins, Ira P. 1980. *Comparative Postconviction Remedies*. Lexington, MA: D.C. Heath and Co.
 - Contains materials on Brazil, Mexico, Germany, Yugoslavia, China, and international law
 - Lazarus, Liora. 2004. *Contrasting Prisoners' Rights: A Comparative Examination of Germany and England*. Oxford: Oxford University Press.

WEEK 13 (11/22 – 11/24)

IX. Criminal Procedure Reform: Sources of Legal Change

Required readings: divide among 4 groups (first 2 groups lead discussion on Tuesday; next two groups lead discussion on Thursday)

Group 1: World

- Required ○ Sung, Hung-En. (2006). "Democracy and Criminal Justice in Cross-National Perspective: From Crime to Due Process." *Annals of the American Academy of Political and Social Science* (605):311-337.

Group 2: Spain

- Required
 - Bradley, 1st ed. (2002) chapter on Spain (Blackboard; not in 2nd ed.) ○ Hilbink, Lisa. 2007. "Politicising Law to Liberalise Politics." In Halliday et al.

- Required ○ Langer, Máximo. 2007. "Revolution in Latin American Criminal Procedure: Diffusion of Legal Ideas from the Periphery." *American Journal of Comparative Law* 55: 617-.

Group 4: Mexico

- Required
 - Chapter on Mexico from Bradley volume
 - Ingram, Matthew C. (2016). "Diffusion of Criminal Procedure in Mexico." *Latin American Politics & Society*
- Recommended
 - Tiede, Lydia Brashear. 2004. "Committing to Justice: An Analysis of Criminal Law Reforms in Chile." Working Paper, Center for Iberian and Latin American Studies, UCSD. Available at: <http://escholarship.org/uc/item/6ph2s3cj>.
 - Kauffman, Katherine. 2010. "Chile's Revamped Criminal Justice System." *Georgetown International Law Journal* 40: 621-643.

***** NO CLASS THUR, NOV 24: THANKSGIVING BREAK*****

WEEK 14 (11/29-12/01)

X. Criminal Procedure Reform: Consequences of Legal Change

Quiz #3: complete during week of 11/29 (Blackboard; covers earlier material)

Required Reading:

- Chile
 - Tiede, Lydia Brashear. 2012. "Chile's Criminal Law Reform: Enhancing Defendants' Rights and Citizen Security." *Latin American Politics and Society* (July).
- Mexico
 - Blanco, Luisa. (2016). "The Impact of Judicial Reform on Crime Victimization and Trust in Institutions in Mexico." *Violence and Victims* 31(1):27-49.

Recommended Reading: ◦ Ingram, Matthew C., Octavio Rodriguez Ferreira, and David A. Shirk. "Assessing

- Mexico's Judicial Reform: Views of Judges, Prosecutors, and Public Defenders." Special Report (June). Justice in Mexico Project, Trans-Border Institute, University of San Diego.
- Rios Espinoza, Carlos. 2008. "REDESIGNING MEXICO'S CRIMINAL PROCEDURE: THE STATES' TURNING POINT." *Southwest Journal of Law and Trade in the Americas* 15: 53-82.
- Ingram, Matthew C. and David A. Shirk. 2012. "Building Institutional Capacity in Mexico." In Philip George and Susana Berruecos, eds. *Mexico's Struggle for Public Security: Organized Crime and State Responses*. London: PalgraveMacmillan.

WEEK 15 (12/06 – 12/08)

XI. Bringing It All Together: Comparing Best Practices in U.S. and Abroad

*** LAST DAY OF CLASSES, THUR., DEC. 8 ***

Required reading:

- Amman, Diane Marie. 2000. "Harmonic Convergence? Constitutional Criminal Procedure in an International Context." *Indiana Law Journal* 75: 809-873.
- Frase, Richard S., and Thomas Weigend. 1995. "German Criminal Justice as a Guide to American Law Reform: Similar Problems, Better Solutions?" Recommended reading:
- TBA

Review, evaluations, and course summary

New topics: international criminal law and procedure; empirical analysis of law in general; statistics and social science in law

FINAL EXAM:

The University has scheduled the final exam for this class on Friday, Dec. 16, 10:30-12:30. (See:

http://www.albany.edu/registrar/registrar_assets/Fall_2016_Final_Examination_Schedule.pdf)

*** Final Exam will be an online exam on Blackboard ***

Exam will be open for 2 hours during a 3-day window that includes Dec 16. You will need to find a 2-hour time period in which to take the exam, which may or may not be the time period the University expects you to set aside for the final exam in this class.

Additional Resources:

(1) Websites

- a. Supreme Court Blog: www.scotusblog.com
- b. Empirical Legal Studies (ELS) Blog: www.elsblog.org
- c. Law & Courts Section of American Political Science Association:
<http://www.law.nyu.edu/lawcourts>
- d. Law & Society Association (LSA): <http://www.lawandsociety.org>
- e. Comparative Law Society: <http://www.iuscomp.org>
- f. American Society of International Law: <http://www.asil.org/index.html>
- g. Constitutional Law Professors' Blog: <http://lawprofessors.typepad.com/conlaw>
- h. Globalex legal research site (NYU): <http://www.nyulawglobal.org/Globalex/>
- i. Jurist legal research site (U. of Pittsburgh): <http://jurist.org/>
- j. World Treaty Index: <http://worldtreatyindex.com>
- k. Comparative Criminal Procedure course site at University of Chicago:
<http://guides.lib.uchicago.edu/compkrimpro>
- l. Computational Legal Studies: <http://computationallegalstudies.com> (2) Some relevant journals:
 - a. International Journal of Constitutional Law
 - b. Journal of Empirical Legal Studies
 - c. Journal of Law, Economics, and Organization
 - d. Journal of Legal Studies
 - e. Judicature
 - f. Justice System Journal
 - g. Law and Social Inquiry
 - h. Law and Society Review

(3) Additional Texts

- a. Mack, Raneta Lawson. 2008. *Comparative Criminal Procedure: History, Processes and Case Studies*. Buffalo, NY: William S. Hein and Co.
- b. Delmas-Marty, Mireille, ed. 1995. *The Criminal Process and Human Rights: Toward a European Consciousness*. Dordrecht, Netherlands: Martinus Nijhoff.
 - i. Contains survey of criminal process in multiple countries, and then more focused debates on stages of process, especially trial.

- c. Fionda, Julia. 1995. *Public Prosecutors and Discretion: A Comparative Study*. Oxford: Clarendon.
 - i. Emphasis on sentencing function of prosecutors and of increasing role of prosecutor in administering criminal sanctions.
- d. Delmas-Marty, Mireille, and J.R. Spencer, eds. *European Criminal Procedure*. Cambridge: Cambridge University Press.
 - i. Specific chapters dedicated to Belgium, England, France, Germany, and Italy, and several topic chapters dedicated to procedural topics, e.g., public prosecutors, division of power between police and prosecutors, and the role of the judge.
- e. Hatchard, John, Barbara Huber, and Richard Vogler, eds. 1996. *Comparative Criminal Procedure*. London: British Institute of International and Comparative Law.
 - i. Contains chapters on France, Germany, and England and Wales, with additional overview and comparative chapters.
- f. Cryer, Robert, Hakan Friman, Darryl Robinson, and Elizabeth Wilmshurst. 2011. *An Introduction to International Criminal Law and Procedure*. Cambridge: Cambridge University Press.

**American Political Development
RPOS 319-10351; 3 credits
University at Albany, SUNY
Political Science Department
Fall 2016**

Professor Timothy Weaver

Room: HU133

Meeting day and time: Tuesdays and Thursdays 2:45pm-4:05pm

NOTE: This is a preliminary syllabus and is subject to change

Contact Details:

tweaver@albany.edu

Office Hours: Tuesdays 12:30pm-2:30pm

Prerequisite: RPOS 101 American Politics

Course overview

This course introduces students to the institutions that comprise the American political system, explores competing ideas about relationship between government and citizens, and examines how key interests engage in political struggles to achieve their goals. In doing so, we will harness the insights of the sub-field known as American Political Development (APD) to think about how American government and politics has been structured over time. In contrast to mainstream “snapshot” accounts of American politics, this historical perspective will enable us to appreciate the degree to which the contemporary political conflicts are shaped by America’s evolving institutional arrangements, political ideologies, and entrenched interests.

At the outset of the course we will discuss the central ideas behind the study of APD. We will then examine the key ideas and interests that have shaped the development of American political institutions since the 17th century. Each week after that we will consider a theme (e.g. the welfare state) and/or an institution (e.g. Congress) to explore how they have evolved over time. Throughout the semester, we will think about how our historical perspective can sharpen our understanding of contemporary developments in American politics.

Course objectives

- To help you gain an understanding of what the sub-field of APD is and why it might be helpful in the study of American politics.
- To enable you to think about American political institutions as structured by historical as well as contemporary forces.

- To encourage you to reassess your current understanding about the central interests and ideas that have shaped American politics.
- To develop your critical thinking, writing, and presentational skills.

Academic dishonesty

The University at Albany takes academic dishonesty extremely seriously. Please familiarize yourself with the University’s policies in this regard. I recommend you watch this video on plagiarism that will help you avoid it: <http://library.albany.edu/infolit/plagiarism1>

Often students leave themselves open to the charge of academic dishonesty because they fail to provide proper citations in their written work. Please be sure to always remember the following: if they are not your words, you must use quotation marks and citations; if it is not your idea, you must cite the source from which the idea came.

Course requirements

Though short lectures will be used to frame the key themes for each week, this class will primarily be run as a seminar. As a result, it is essential that you participate meaningfully in class discussion. This means that you will come to class having read and thought carefully about the reading material assigned. You will be assessed according to the quality of your participation in class and your performance on an early-semester short-answer test, a mid-term exam, and a final exam.

Your grade breakdown is as follows:

Class participation	20%	
Short answer test	10%	In-class on Sept. 29
Mid-term exam	30%	In-class October 13
Final exam	40%	Take-home exam due December 16

Questions for the final exam will be distributed on December 8.

Students will be expected to meet all deadlines. Extensions will only be granted in cases of medical or personal emergency.

Grading

The grading scale will be as follows:

A= 93-100, A-= 90-92, B+ = 87-89, B = 83-86, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

If you feel you have been awarded an unfair grade, you may contest it. However, if you want to do so, it must be done *in writing* and no sooner than 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

Accommodations

Students with disabilities that may impair their ability to complete the assignments listed in this syllabus and/or who require special accommodations should contact the Disability Resource Center. If you do require accommodations please let me know during the first two weeks.

Readings

There is one required text for the course, which is available for purchase at university bookstore. It is:

Jillson, Cal and David Brian Robertson, eds. *Perspectives on American Government: Readings in Political Development and Institutional Change*. 2nd ed. New York & London: Routledge, 2014 (Hereafter J&R).

Additional readings will be available on Blackboard.

Course schedule & reading assignments

Week 1: Introduction

Tuesday August 30: Introduction to APD (lecture)

Thursday September 1: NO CLASS (PLEASE GET STARTED ON TUESDAY'S READING...ITS DIFFICULT!!)

Week 2: What is "American Political Development?"

Tuesday September 6: Orren, Karen and Stephen Skowronek, "The Study of American Political Development," in *Political Science: the State of the Discipline*, eds. Ira Katznelson and Helen V. Milner (New York: W.W. Norton, 2002), 722-737.

Thursday September 8: Orren and Skowronek, 737-754.

Week 3: American political culture I: Liberalism

Tuesday September 13: Essays from John Locke, Montesquieu, and Alexis de Tocqueville in J&R, pp. 21-35.

Thursday September 15: Hartz, Louis. *The Liberal Tradition in America*. [1955] New York: Hartcourt Brace & Co., 1955. Ch. 1.

Week 4: American political culture II: Multiple traditions

Tuesday September 20: Smith, Rogers M. "Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America." *The American Political Science Review* 87. 3 (Sep., 1993): 549-566.

Thursday September 22: Continue discussion of Smith.

Week 5: The Constitution & SHORT-ANSWER TEST

Tuesday September 27: Dahl, Robert A. *How Democratic is the American Constitution?* 2003. Chs. 1 & 3, pp. 1-6 and 42-72.

Thursday September 29: *****IN-CLASS SHORT-ANSWER TEST*****

Week 6: Federalism & public opinion

Tuesday October 4: Essays from Margaret Weir, Suzanne Mettler, and David Brian Robertson in J&R, pp. 102-123.

Thursday October 6: Essays from Gordon Wood, Sidney Verba, and Cass Sunstein in J&R pp. 128-131 and 136-156.

Week 7: MID-TERM EXAM (OCT 13)

Tuesday October 11: CLASSES SUSPENDED (Yom Kippur)

Thursday October 13: *****MID-TERM EXAM (IN CLASS)*****

Week 8: Interest groups

Tuesday October 18: Readings from the Constitutional Convention, Alexis de Tocqueville, E.E. Schattschneider in J&R, pp. 192-205.

Thursday October 20: Charles E. Lindblom, Richard Harris and Daniel Tichenor, and Elisabeth Clemens in J&R, pp. 206-223.

Week 9: Political parties & elections

Tuesday October 25: Readings from John Aldrich, Sidney Milkis, and Theda Skocpol and Vanessa Williams in J&R, pp. 238-256.

Thursday October 27: Readings from V.O. Key, Samuel L. Popkin, and Anthony King in J&R 271-284

Week 10: Congress

Tuesday November 1: Readings from Edmund Burke, the *Federalist Paper* 62, and Ira Katznelson in J&R, pp. 291-306.

Thursday November 3: Readings from David Mayhew, Eric Schickler, and Sarah Binder in J&R, pp. 306-327.

Week 11: The presidency

Tuesday November 8: Robin, Corey. Donald Trump is the Least of the GOP's Problems. August 15, 2016 at <http://coreyrobin.com/2016/08/15/donaldtrump-is-the-least-of-the-gops-problems/>

Thursday November 10: Skowronek, Stephen. *Presidential Leadership in Political Time: Reprise and Reappraisal*. 2nd ed., rev. Lawrence: University of Kansas Press, 2011, Chs. 1 & 3.

Week 12: The judiciary

Tuesday November 15: Readings from: *Federalist Paper* 81, *Marbury v. Madison*, and Akhil Reed Amar in J&R, pp. 400-413.

Thursday November 17: Jeffrey Rosen, Howard Gillman, and Thomas M. Keck in J&R, pp. 413-428.

Week 13: The welfare state

Tuesday November 22: Readings from Franklin Delano Roosevelt, Benjamin Page and James R. Simmons, John W. Kingdon, and Suzanne Mettler in J&R pp. 499-522.

Thursday November 24: CLASSES SUSPENDED (Thanksgiving break)

Week 14: The American political economy

Tuesday November 29: Hacker, Jacob S. and Paul Pierson, "Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States." *Politics and Society* 38.2 (2010): 152-204.

Thursday December 1: Eisner, Marc. *The American Political Economy*. New York: Routledge, 2011. Ch. 7

Week 15: Race and class in Obama's America

Tuesday December 6: King, Desmond S. and Rogers M. Smith. "'Without Regard to Race': Critical Ideational Development in Modern American Politics." *Journal of Politics* 76.4 (2014): 958-971.

Thursday December 8: Reed, Jr. Adolph L. and Merlin Chowkwanyun, "Race, Class, Crisis: The Discourse of Racial Disparity and its Analytical Discontents," *Socialist Register*, 2011.

Rockefeller College of Public Affairs & Policy, University at Albany, SUNY

RPOS 322 (7655) and RPAD 322 (8558): The Government and Politics of New York City, Spring 2014, Tuesdays, 5:45 pm to 8:35 pm, Room HU 132 (Humanities Building); 3 credits

Frank J. Mauro, Public Service Professor, and Adjunct Lecturer.

My contact information: (518) 346-3122 or fjmauro@albany.edu. If you do not check your University at Albany e-mail address on a regular basis, please provide me with an e-mail address that you do check regularly.

I. Course Description

This course will cover the functioning of New York City's political and governmental institutions, with an emphasis on:

- The recurring efforts to provide for greater local input into the city government's policy making processes without undoing the consolidation of 1898 that created the current five-borough city; and
- The attempts to increase inter-party and intra-party electoral competition in a city that is overwhelmingly Democratic in its political preferences.

II. Course Objectives

The instructor's objectives are for each participating student to

- (1) Develop a good understanding of the political and governmental institutions and processes through which the residents of New York City govern themselves,
- (2) Become familiar with the major sources of information that are available regarding the workings of New York City's major political and governmental institutions and processes, and
- (3) Be able to place current developments involving New York City's political and governmental institutions in their proper theoretical and historical context.

III. Course Meetings

This course will meet from 5:45 pm to 8:35 pm on Tuesday evenings except March 18, 2014, and April 15, 2014. There will be an in-class mid-term examination on Tuesday, March 11, 2014. The final examination for the course will be held from 5:45 pm to 7:45 pm on Tuesday, May 13, 2014.

IV. Main Course Readings

Berg, Bruce F., *New York City Politics: Governing Gotham*, Rutgers University Press, 2007, ISBN: 978-0-8135-4191-4 (referred to as **Berg** in the reading assignments section of this syllabus)

Benjamin, Gerald, and Richard P. Nathan, *Regionalism and realism: a study of governments in the New York metropolitan area*, Brookings Institution Press, 2001, ISBN: 0-8157-0087-3 (referred to as **Benjamin** in the reading assignments section of this syllabus)

New York City Charter. For access to the text of the New York City Charter go to <http://public.leginfo.state.ny.us/menuf.cgi> . From the last link on that page, you can link to a page for “Laws of New York.” Then, from the last link on the “Laws of New York” page you can link to a page with a table of contents for the New York Charter. From that page you can link to individual chapters of the Charter. For example, Chapter 1 deals with the Mayor. (referred to as **NYC Charter** in the reading assignments sections of this syllabus)

In addition to the course readings listed above, (a) additional items are listed in the reading assignments section of this syllabus; and (b) copies of other readings (or links to electronic versions of other readings) will be distributed in class or via e-mail. If you do not check your University at Albany e-mail address on a regular basis, please provide me with an e-mail address that you do check regularly.

V. Course Requirements

- A. Completion of all assignments on a timely basis INCLUDING completion of all required readings prior to the class at which those readings are scheduled for discussion.
- B. Keeping up on current developments regarding New York City government and politics by reading a daily newspaper (or a comparable electronic news service such as Capital New York <http://www.capitalnewyork.com/city-hall>) that covers New York City government and politics on a regular basis; and reporting on (and/or raising questions about) course-relevant developments relevant. (Note: Time will be available for this purpose at the beginning of each class meeting except for the March 11, April 29, May 6 and May 13 class meetings.)
- D. Participation in class discussions on the basis of (1) the required readings; (2) your research; and (3) your reading of a daily newspaper (or a comparable website) that covers New York City government and politics on a regular basis.

VI. Grading

Research Paper (2% for selection of topic on time; 4% for submission of a reasonably detailed outline and a useful preliminary bibliography on time; 6% for your classroom presentation and handout; and 20% for quality and timeliness of final paper.)	32%
Attendance and class participation.	13%
Midterm Exam (March 11)	25%
Final Exam (May 13)	30%

VII. Discussion Topics and Reading Assignments

January 28: During this class, we will discuss the course structure, the material to be covered during the semester, the course requirements, the topics for the research paper and presentation; the structure of the New York City government; and, some important events that have influenced New York City government and politics in recent decades.

February 4: During this class, we will discuss the concepts of centralization and decentralization (also referred to as consolidation and/or regionalization vs. community control and sometimes even secession) and the competing values involved. We will also discuss the creation in 1897 of the Greater City of New York (i.e., the current 5-borough city); and how the resulting governmental structure differs substantially from the local government structures in all of the state outside of New York City. To prepare for this discussion, read *Benjamin*, Chapters 1, 2 and 3; and Wallace S. Sayre and Herbert Kaufman, *Governing New York City: Politics in the Metropolis*, 1960, Chapter 1, pages 11 to 17, available at <https://www.russellsage.org/publications/governing-new-york-city>

February 11: During this class, we will discuss economic, demographic and other environmental factors that influence the governance of New York City. To prepare for this discussion, read *Berg*, Chapters 1, 2, 5 and 10; John H. Mollenkopf, et al., *Shifting Shares: Demographic Change, Differential Mobility, and Electoral Trends in New York City, 2000 to 2011*, 2013, available at <http://www.21cforall.org/content/shiftingshares-demographic-change-differential-mobility-and-electoral-trends-new-york-city> ; and, Sayre & Kaufman, *Governing New York City: Politics in the Metropolis*, 1960, Chapter 1, pp.18 - 36, and “Tables and Figures” available at <https://www.russellsage.org/publications/governing-new-york-city>

February 18: During this class, we will discuss the political party system in New York City including the role of minor parties, cross-endorsement and fusion; the battles over

time between regulars and reformers over time. To prepare for this discussion, read *Berg*, Chapter 6; and, portions to be distributed of Daniel O. Prosterman, *Defining Democracy: Electoral Reform and the Struggle for Power in New York City*, Oxford University Press, 2013; and become familiar with the NYC Election Atlas website, a joint project of the Center for Urban Research at the CUNY Graduate Center, the CUNY Graduate School of Journalism and the CUNY Center for Community and Ethnic Media, at <http://www.nycelectionatlas.com/>

February 25: During this class, we will discuss the role of the New York State government in the government and politics of New York City and city-state relations. As part of this discussion, we will cover the New York City fiscal crisis of 1975 (which involved the federal government as well as the state government). To prepare for this discussion, read *Berg*, Chapter 3.

March 4: During this class, we will discuss the relationships between New York City and the federal government. As part of this discussion, we will cover the role of the federal and state governments in the response to the September 11, 2001, attacks on the World Trade Center, and to Hurricane Sandy. To prepare for this discussion, read *Berg*, Chapter 4; and John H. Mollenkopf, *Contentious City: The Politics of Recovery in New York City*, 2005, Chapter 1, <https://www.russellsage.org/publications/contentious-city>.

March 11: Mid-Term Examination.

March 25: During this class, we will discuss the powers and duties of New York City's mayors and the other citywide and borough-wide elected offices (Comptroller, Public Advocate [formerly known as the City Council President], and the Borough Presidents), the ways in which the power of the mayor has been enhanced over time by periodic charter revisions and the attempts by those charter revisions to balance the powers of the mayor and other elected officials including the City Council; the switch from a hybrid plural executive to a clearly "strong mayor" system by the elimination of the Board of Estimate by the 1989 Charter revision. To prepare for this discussion, read *Berg*, Chapter 7; and the *NYC Charter*, Chapters 1, 4, 5, 6, 9, 10 and 11.

April 1. During this class, we will discuss the structure and functioning of the New York City's legislative body, the City Council. To prepare for this discussion, read *Berg*, Chapter 8 and the *NYC Charter*, Chapters 2, 2A and 50.

April 8: During this class, we will discuss the delivery of public services in New York City, including efforts at decentralization and community participation; and the role of the community boards, the borough boards and the borough presidents in the current land use processes. To prepare for this discussion, read *Berg*, Chapter 9; the *NYC Charter*, Chapters 8, 14, 15, 27, 69 and 70; and *Benjamin*, Chapters 4 and 5

April 22: During this class, we will discuss the delivery of public services through public corporations with a particular focus on two regional entities – the Port Authority of New York and New Jersey and the Metropolitan Transportation Authority. To prepare for this discussion, read *Benjamin*, Chapters 6 and 7.

April 29: Student Presentations

May 6: Student Presentations

May 13: Final Examination

VIII. Research Paper and Presentation

This assignment involves the preparation and submission of four deliverables related to the completion of a well-researched, well-organized, well-written, and well-edited term paper dealing with one or more of the occasional efforts, in New York City, to

- (a) Provide for greater local input into government operations, service delivery and/or policymaking through decentralization at either the borough and/or community levels; or
- (b) Increase efficiency and/or to reduce corruption through centralization, consolidation or regionalization of governance, government operations, service delivery or policymaking at an increased geographic scale; or
- (c) Increase inter-party and/or intra-party electoral competition; or
- (d) Undo one of those efforts at increasing inter-party and/or intra-party electoral competition in New York City; or
- (e) Elect or re-elect a “reform” mayor through a “fusion” challenge to the “regular” Democrats.

The first step in this assignment involves the selection and submission, by e-mail, by the end of the day on Friday, February 7, 2014, of a topic for your term paper. See the list of possible topics for this assignment beginning on page six of this syllabus. You can select one or more of the topics from that list, or some variation of one or more of those topics, or some other topic dealing with one or more of the subject matter areas (a) through (e) listed above. Please correspond with me by e-mail as soon as possible if you have questions regarding any particular topic or topics that you are considering for this research project.

The second step in this assignment involves the submission, by e-mail by the end of the day on Friday, February 28, 2014, of an outline and a preliminary bibliography for your paper. You can also submit (for my comments and suggestions) revisions of the outline

and/or of your preliminary bibliography as you work on the paper during March and April.

The third step in this assignment involves a five-minute classroom presentation of your research along with a 1-page handout that summarizes your key points in an easy to scan format. For a presentation of this length to be informative and effective, it needs to be very well organized. Most presentations will be scheduled for April 29 or May 6 but earlier presentations are possible if requested in advance. Submit your 1-page handout by 10 a.m. on the morning of your presentation and I will take care of making copies for the class.

The fourth and final step in this assignment involves the submission, by e-mail, by the end of the day on Friday, May 16, 2014, of your completed term paper with your final bibliography. This paper (not counting the bibliography) should be in the range of 15 to 17 pages, double-spaced in 12-point Times New Roman font.

All of the deliverables submitted for this assignment should be saved as Word documents (or as documents that can be opened in Word) with a .doc suffix (or as Rich Text Format documents with an .rtf suffix). Those documents should each be saved with a name that includes your last name, and should be submitted on or before their respective due dates as attachments to e-mail messages. The pages in your second and fourth deliverables should be numbered. The fourth deliverable (the completed term paper) should have sources cited using an established system of footnotes or endnotes or in-text citations. All material quoted exactly from a source should be in quotation marks with the source cited. Material that is paraphrased from a source or sources and which is not part of your own knowledge should not be in quotation marks but the source or sources that you relied on for the information being presented should be cited.

For these topics, you should be able to find useful journal articles and/or useful government reports. Also, articles from the New York Times from the period(s) relevant to the topic you select will be particularly useful. New York Times articles can be accessed via two databases available through the University Library website: (1) "LexisNexis Academic" (which has the full text of New York Times articles going back to June 1, 1980 in a searchable database); and (2) "Proquest Historical Newspapers - The New York Times" (which has the full text of New York Times articles from 1851 through 2010 in a searchable database). LexisNexis Academic also has the full text of other New York City newspapers for various time periods. In addition, based on your topic selection and your outline and preliminary bibliography, I should be able to suggest some additional sources.

Possible Term Paper Topics

You are not limited to the suggestions below in selecting and submitting a proposed topic for your term paper.

The following topics deal with efforts to reduce the dominance of “regular” Democrats through “fusion” campaigns or through structural reforms designed to increase inter-party and/or intra-party competition.

- One or more of the periodic efforts of “reformers” within the Democratic Party, “good government” groups and Republican to join together in “fusion” campaigns against Tammany Hall and its counterparts in Brooklyn, Queens and the Bronx. The successful “fusion” candidates for mayor during the 20th Century were Seth Low, John Purroy Mitchel, Fiorello LaGuardia, and John V. Lindsay. In addition, the two most recent Republican mayors, Rudolph Giuliani and Michael Bloomberg, were both elected with minor party cross-endorsements (by the Liberal and Independence parties, respectively) .
- The use of proportional representation to elect the members of the City Council from 1937 through 1949.
- The efforts leading up to the adoption of proportional representation.
- The efforts by the regular Democrats to stop the implementation of proportional representation and/or to repeal it once it was implemented.
- The use of limited nomination and limited voting to elect two at-large members of the City Council from each borough during the 1960s and 1970s.
- The establishment of a bi-partisan and somewhat independent redistricting process and/or the functioning of that process following the decennial censuses of 1990 and/or 2000 and/or 2010.
- The establishment and/or workings of New York City’s system of public campaign financing.
- The unsuccessful efforts by Mayor Bloomberg to use Charter Revision Commissions to establish a system of nonpartisan elections.

The following topics deal with efforts to increase local control and increased citizen participation through decentralization OR efforts to increase efficiency and/or equity and/or to reduce corruption through centralization, consolidation and/or regionalization.

- The creation of the boroughs and the borough presidencies as part of the 1898 consolidation that created the “Greater City.”
- The addition of the borough presidents to the Board of Estimate by the 1901 charter revision.
- The elimination of the Board of Estimate by the 1989 charter revision.
- Some aspect or aspects of the establishment and/or the evolution and/or the workings of the community board system.
- Some aspect or aspects of the creation and/or the workings and/or the later “reform” and/or the later elimination of community school boards.
- The arguments that were made for and against consolidation (and who made which arguments) during the decade leading up to legislative and public approval of the plan that took effect on January 1, 1898, creating what was then called the Greater City of New York.

- One or more of the prominent payers in the move toward the 1898 consolidation (including discussions of their roles in the consolidation effort, and their careers before and after consolidation) such as:
 - Andrew Haswell Green
 - Thomas Platt ○ Seth
- Low
- The referenda that were held as part of the move to consolidation, which communities voted which ways, and which communities that were considered for inclusion in the proposed Greater City ended up not being included.
- The so-called revolt of the boroughs that occurred following the implementation of the 1897 charter (which took effect on 1/1/1898) and how that led to the 1901 charter which gave public works powers to the borough presidents and restructured the Board of Estimate to include the borough presidents (i.e., which created the Board of Estimate in the basic form in which it existed from 1902 until the end of 1989).
- The elimination of the borough presidents' public works powers by the 1961 charter revision and/or the events leading up to the establishment of the 1961 charter revision commission.
- The creation and operation of the community planning councils during Robert Wagner's service as Manhattan Borough President and/or the later expansion of this concept by Wagner as Mayor by the creation of community planning boards which evolved into the community boards of today.
- The creation of the current system of community boards by the 1975 charter revision.
- The creation of the (community) district manager system during the Lindsay Administration as part of that administration's efforts at "neighborhood government" and the major change in the role of the district managers under the 1975 charter revision.
- The role of the community boards in the land use process in NYC (currently and/or since the 1975 charter revision)
- The role of the community boards in the budget process in NYC (currently and/or since the 1975 charter revision)
- Some aspect of New York City's experience with Community School Districts (either the creation of the system of elected school boards; and/or the reduction of their powers in the mi 1990s; and/or their demise with the enactment of the mayoral control legislation in 2002.)
- Mayor Giuliani's unsuccessful efforts to secure state legislation giving the Mayor control of the NYC school system and/or Mayor Bloomberg's successful effort to secure state legislation establishing mayoral control of the NYC school system.
- The workings of mayoral control of the NYC school system including the debate over the renewal of mayoral control in 2009.
- New York City's experience with Business Improvement Districts (BIDs)
- Borough (or County) representation on the NYC Board of Elections
- Borough representation on the former NYC Board of Education

- Some aspect of the Staten Island secession effort
- The Rockaways secession effort
- The creation of Bronx County
- Borough representation on the City Planning Commission
- The Borough Presidents as members of the Board of Estimate
- The Elimination of the Board of Estimate by the 1989 charter revision
- The Borough Presidents since the elimination of the Board of Estimate

IX. Communications

For submitting class assignments, assignment-related questions and other substantive questions; for scheduling appointments; and for any administrative matters, please send an e-mail message to me at fjmauro@albany.edu.

If you do not receive a response to an e-mail message in a reasonable amount of time, call me at home at 518-346-3122. If no one answers, leave a message on the voice mail.

Submit all written assignments electronically by those assignments' due dates. The maximum credit for assignments submitted after the due date will be reduced by five percent (5%) for each day that the assignment is late.

Submit all written assignments as Word documents (or as documents that can be opened easily in Word) attached to an e-mail message. Be sure to include your name (1) in the body of your e-mail message; (2) in the body of your attached Word document (at the top of the first page of that document); and (3) in the name you give to your Word file. In your Word documents, use double line spacing or 1.5 line spacing. Be sure to number the pages in any written assignments that are two or more pages long.

If you do not check your University at Albany e-mail address on a regular basis, please provide me with an e-mail address that you do check regularly.

Dr. José E. Cruz
Spring 2017
POS 324 Class Number 9260 3 credits
LCS 375 Class Number 9553 3 credits

Latino Politics in The United States

MWF 10:25-11:20 am ES 242
3 credits

Description and Objectives

This course will review Mexican-American, Puerto Rican, Cuban, and Dominican participation, perspectives, and issues in American politics.

Learning objectives:

1. Through case studies students will learn about and evaluate the historical narratives that explain Latino politics in the U.S., including an understanding of the relationship between the historical context and development of Latino political participation and their political and socioeconomic status;
2. Through these case studies, students will learn about the different ways in which political science approaches the question of political participation. They will also understand *difference* as an analytical category, as a source of conflict, as well as one possible basis for democratic participation, negotiation, and understanding between Latinos and other groups as well as among Latino sub-groups.
3. Using short-essays as a tool, students will exercise and hone writing and critical thinking skills through thesis formulation, documentation, analysis and argument. They will exercise and hone these skills through the identification and interrogation of the assumptions, values, evidence, conclusions, and implications of different types of scholarly sources and will receive individual and collective feedback from oral presentations.

Required Readings

- Luis Ricardo Fraga, et al., *Latino Lives in America, Making it Home*.
- Mario T. García, ed., *The Chicano Movement, Perspectives from the Twenty-First Century*.
- Christian Krohn-Hansen, *Making New York Dominican, Small Business, Politics and Everyday Life*.
- Maria de Los Angeles Torres, *In The Land of Mirrors, Cuban Exile Politics in the United States*.
- Betina Cutaia Wilkinson, *Partners or Rivals?*

- Selected Readings, available on Blackboard
 - Cruz, "Puerto Rican Poverty and Politics"
 - Duany, *Puerto Rican Exodus to Florida*
 - Melendez, "The Puerto Rican Journey Revisited"
 - Vargas Ramos, "Puerto Rican Political and Civic Engagement"

Course Requirements

- **Class Participation - 30% of course grade.** Class participation will be structured so that each student, with notice, will make at least one presentation on a class reading. Participation is also expected from everyone independently of assigned presentations.
 - Presentations should be no longer than 10 minutes. Presenters will answer the following questions: 1. What is the main point of the chapter/reading? 2. What did you learn? 3. What did you find particularly interesting or provocative? 4. Is (are) there any value judgment(s) that you disagree with and/or assumption(s) that is (are) unfounded? 5. Is there anything in the chapter/reading that was not entirely clear? These questions must be addressed. Each student will address the class as if he/she was giving a lecture. Within that basic framework, there is room for creativity but whatever students choose to do differently should be done in consultation with the instructor.
 - Presenters should speak loudly, projecting their voice so it can reach the far end of the room. They should avoid excessive reliance on reading their presentation, make sure their diction is clear and their voice attuned to the environment (e.g. if someone coughs at the same time you say something, repeat what you said). They should make good eye contact with the audience and speak at a pace that allows the audience to process the information.
 - Presentation assignments will be made so that everyone has an opportunity to consult with the instructor about anything extra or different from the guidelines provided here that they might want to do to make their presentation the best it can be. Advice should not be misconstrued, however, as a surefire formula for success. The proof of your success will be in your actual performance, and ultimately, my judgment.
 - Some of the material will be discussed in small groups. Each group will select a recorder who will write down and present the analysis and conclusion of the small group discussion to the whole class. Small groups will address only questions 3-5 above.

- Group discussions will be peer evaluated and scored on a scale of 0-5. Each student will complete a group discussion peer evaluation form of the student seated to his/her left.
- Statements or questions that reveal that a reading or readings have not been done or that do not measure up to standards of reason and civility are not only discouraged but will not be considered meaningful contributions.
- **Two 5-page essays - 25% of course grade each.** Each essay will be a critical review of an academic journal article on Latino politics. The articles you choose must be approved by the instructor and they can be historical, sociological, anthropological, and even literary so long as they are related to politics. Each essay should have three parts: summary of the argument and main point, discussion of the evidence used to support the thesis and/or argument, your critical evaluation of the article. Students will present one of these essays in class as part of the participation requirement. A template for the essays is available on Blackboard. Late submissions will incur a 3-point penalty.
- **Attendance - 10% of course grade.** Students who are absent are responsible for the material missed. Lateness will also have a negative impact on your grade. I will not recount missed proceedings with anyone who is absent on a given day. Absences due to work, job interviews, weddings, birth of nieces, nephews, cousins, etc. are not justified. If you have decided to be a student you have to be a student. You cannot expect to be enrolled in this class and be excused from its requirements because the class conflicts with other choices you make.
- **Proper demeanor and engagement - 10% of course grade.** I notice everything and take everything into account, e.g. if you are routinely absentminded, late, disruptive, disrespectful, texting, browsing the internet, etc. Texting and browsing the internet will be flagrant violations of the terms set here. I assume that everyone knows how to behave appropriately during class and unless a student's disregard for the basic norms of classroom behavior is flagrant, I will try not to put anyone on the spot. I may call your attention privately but I will do so only on a discretionary basis.

Rubrics for participation and 5-page essays and a grade scale for attendance are provided below.

Grading

The course is graded A-E. The course grade will be tabulated according to the weights indicated above for each requirement. Letter grades will be converted

into scores between 0-100 according to the scale noted below. As a matter of policy, letter grades will be converted to the top score in the range for each grade. For example, if you receive a grade of B+ on your class presentation, your score will be 89.

Grading Scale

100-95 A
94-90 A-
89-85 B+
84-80 B
79-75 B-
74-71 C+
70-65 C
64-61 C-
60-55 D+
54-51 D
50-45 D-
44-0 E

Policies

This course is guided by the following general principle: the powers and stipulations not included in the syllabus are reserved to the instructor, who shall use reasonable discretion in the event of contingencies.

I reserve the right to modify the terms of this syllabus and to make changes as needed within reason. To the extent that it is possible, any changes made during the course of the semester will be cost-neutral. Students will be given reasonable notice of any changes and every effort will be made to accommodate special needs and circumstances so that there is no negative impact on the ability of students to meet all their academic obligations.

There will be no opportunities for extra credit in this class.

If you are late, seat in the back of the room close to the door to avoid disruption. Also, if you must leave class early, let me know in advance and seat in the back close to the door.

Students are encouraged to provide feedback on the proceedings of the course at any point in time, including suggestions for additional readings and/or activities that enhance the pedagogical process.

There will be no posting of lecture or discussion notes on Blackboard. Students must come to class, be attentive, take notes, and raise questions if in need of clarification or to present a differing interpretation.

I will alert students to especially significant facts and statements through emphasis and repetition but the burden of proof is on the student to understand the main points, facts, arguments, issues, debates, and interpretations.

If you miss a class, do not ask me whether “you missed anything important.” Come see me during office hours and we can have a conversation about the material that was covered in the class you missed but make sure you have read the material before coming to see me. This is not an online course. Therefore, I will not discuss class material by e-mail.

Regarding academic integrity, the undergraduate bulletin states: “**It is every student’s responsibility to become familiar with the standards of academic integrity at the University.** Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity.” If you have any questions regarding standards of academic integrity and the consequences following violation of those standards please seek clarification by meeting with me during office hours or by special appointment.

As the undergraduate bulletin indicates: “students will not be excused from a class or an examination or completion of an assignment by the stated deadline except for emergencies, required appointments or other comparable situations. Students who miss a class period, a final or other examination, or other obligations for a course (fieldwork, required attendance at a concert, etc.) must notify the instructor or the Office of the Vice Provost for Undergraduate Education of the reason for their absence and must do so in a timely fashion.”

Undergraduate academic regulations are fully disclosed and available at http://www.albany.edu/undergraduate_bulletin/regulations.html

I follow the University's Medical Excuse Policy, which is available at http://www.albany.edu/health_center/medicalexcuse.shtml

Use of laptop computers, tablets or any other hand held devices in the classroom will be limited to taking notes or to reference class readings. Unless authorized, Googling, facebooking, twittering, instagramming, etc. is prohibited. Cellphones must be silent and stowed away during class. If you must eat, be discreet.

If you are late, sit in the back of the room close to the door to avoid disruption. Also, if you must leave class early, let me know

in advance, preferably in person rather than by e-mail, and sit in the back close to the door.

Office Hours

MWF 9:00-10:00am; MW 4:00-5:00pm, HU B16. If this schedule does not work for you, please make an appointment with me for a mutually convenient time and day. Contact information: jcruz@albany.edu I will check e-mail during business hours M-F. Emails sent after 5pm on weekdays will be answered the next day if possible. Emails sent after 5pm on Fridays will be answered the following Monday if possible.

Course Schedule January

23 - Introduction - Review of Syllabus.

25 – Study abroad presentation; Demographic context of Latino politics. 27 – Begin class presentation assignments; The Hispanic/Latino/Latin@/Latinx debate/ Where do Mexicans come from?

30 – Puerto Rico and the USA/ The Opening to Cuba/ Dominicans in the United States

February

1 – *Chicano Movement*, Chs. 1-2

3 – *Chicano Movement*, Chs. 3-4

6 – *Chicano Movement*, Chs. 5-6

10 – *Chicano Movement*, Chs. 7-8

13 - *Chicano Movement*, Chs. 9-10

15 - *Chicano Movement*, Ch. 11

17 - Melendez, "Puerto Rican Journey"

20 – Vargas Ramos, "Puerto Rican Political & Civic Engagement" 22 – Duany, *Puerto Rican Exodus to Florida*.

24 – Cruz-Puerto Rican Poverty and Politics

27 - *In The Land of Mirrors*, Ch. 1, 2

March

1 - *In The Land of Mirrors*, Ch. 3, 4

3 - *In The Land of Mirrors*, Ch 5, 6

6 - *In The Land of Mirrors*, Ch. 7

8- *In The Land of Mirrors*, Ch. 8

10 - *Making New York Dominican*, Chs. 1,2

13 - 17 Spring Break

20 - *Making New York Dominican*, Chs. 3,4

22 - *Making New York Dominican*, Chs. 5, 6

24 - *Making New York Dominican*, Chs. 6, 7

27 - Essay presentations

29 - Essay presentations

31 - Essay presentations

April

3 - *Partners or Rivals?*, Ch. 1

5 - *Partners or Rivals?*, Ch 2

7 – *Partners or Rivals?*, Ch. 3

10 – *Partners or Rivals?*, Ch. 4

12 - NO CLASS

14 – *Partners or Rivals?*, Ch. 5

17 NO CLASS

19 - *Partners or Rivals?*, Ch. 6

21 - *Partners or Rivals?*, Ch. 7

24 - *Partners or Rivals?*, Conclusion

26 - *Latino Lives in America*, Ch. 2

28 - *Latino Lives in America*, Ch. 3

May

1 - *Latino Lives in America*, Ch. 4

3 - *Latino Lives in America*, Ch. 5

5 - *Latino Lives in America*, Ch. 6

8 - *Latino Lives in America*, Ch. 7

10 - Recap/Class Evaluation. Early Bird Due Date for Second Essay. (Last Day of Classes).

16 – Final Due Date for Second Essay - Due by email by 11:59 pm. Late submissions will incur a penalty.

Timeline for 5-page Essays	
Selection of articles	January 30, 11:59 pm
Submission of first essay	February 28, 11:59 pm
Submission of second essay	May 10, 11:59 pm

Class Participation Rubric		
Criteria	Total possible points	Your score
Presented on scheduled date	2	
Addressed all questions	2	
Spoke loud and clear and at appropriate pace	2	
Good eye contact with audience	2	

Small group discussion	5	
Presentation of 5-page essay	5	
Additional Class Participation	12	
A=12 B=10 C=8 D=7 E=0		
Total	30	

Attendance Grade Scale	
Justified Absences	Grade
2	A
3	B
4	C
5	D
6+	E

5-Page Essay Rubric		
	Possible points for each category: 5	Your score
Content/Ideas	Expresses succinctly and clearly the main idea, argument, findings, and conclusion of the book. Formulates probing questions and provides thoughtful and knowledgeable commentary.	
Organization	Ideas are logically related. Clear beginning, middle, and end. Appropriate division of text in paragraphs, clear transitions from one paragraph to the next.	
Vocabulary/Word Choice	Vocabulary and word choices are appropriate and effective.	
Sentence Fluency	Sentences are appropriately constructed.	
Conventions	Followed provided template. Consistent agreement between parts of speech. No typographic or orthographic (spelling, hyphenation, capitalization, word breaks, emphasis, punctuation). errors.	
Score	25	
Late submission	-3	
Total		

Introduction to Public Law
Political Science 326 – 3 credits
T/TH 1:15 – 2:35
Spring 2017

Professor Julie Novkov
Office Hours: M 9 AM – 12 PM (Contact office) or by appointment
E-mail: jnovkov@albany.edu
Office Phone: 442-5256

COURSE DESCRIPTION

What is law and why is it such a significant part of modern-day society and culture in the United States? How does the legal system operate through its various actors – judges, lawyers, and juries – to enable individuals to resolve disputes without resorting to violence? How does the law operate to structure and control the state? From where does legal power arise and what are its limits? How does the law both constrain and empower subordinated individuals and groups in American politics and society? These questions and others will be the subject of this course, which provides students with a general overview of the legal system of the United States.

The course is taught on the 300 level and is intended primarily for students who have little or no prior background in law. Some students who take the course will view it as a gateway to further study about law, while others will use it simply to broaden their understanding of the legal system as one of the most significant and powerful institutions in the modern American state. Regardless, all students will learn 1) to demonstrate substantive knowledge about the various players in the legal system, 2) to think and write critically about how the law structures and channels power in American culture, politics, and society, and 3) to construct and defend legal arguments effectively in oral and written form. The major group activity and associated writing assignment will also introduce students to a particular area of American law in the form of a simulation designed as a lawsuit.

The course is a lecture course but will incorporate discussion. During the lecture times, students can expect a mixture of lecturing by the professor and discussion with the professor and other students in the class. Because class discussions are an important part of the course, students will be expected to keep up with the reading and to think about it as they are doing it. In addition, students will meet in smaller groups frequently to work through some of the issues presented in the lectures and to organize their work on the mock lawsuit. Students will be expected to work independently on the mock lawsuit through a Blackboard conference website. This sounds worse than it is; you will get plenty of help.

Is this class right for me? The course, while taught at the 300 level, will involve significant reading and writing requirements. You will be expected to complete all of the reading and to attend all of the lectures; you will also be expected to participate actively in the mock lawsuit. Students who have tried in the past to get by through either doing the reading or coming to lectures have traditionally been unhappy with their final grades. The course demands a lot, but delivers a lot in return, in proportion to the effort you put into it. That being said, *effort alone* will not get you an A. Only outstanding performances on the various assignments will get you into the A range for this course. Of course, effort is not irrelevant in establishing outstanding performance!

COURSE REQUIREMENTS

Students will be expected to attend all lectures. Performance in discussions taking place during the

lectures is not a formal requirement in the course. Nonetheless, constructive, informed, respectful participation that contributes directly to conversations about the course material will raise borderline grades; consistently disruptive participation may result in lower grades.

In order to help students to understand better the operation of the legal system, the course incorporates a simulation of a legal dispute. All students will choose to be lawyers or judges; the lawyers will represent either the plaintiff or the defendant in the dispute. The judges will manage negotiations between plaintiffs and defendants and will either approve settlements or conduct trials and write opinions adjudicating their cases. Most of this work will take place through Blackboard discussion boards, though some class sessions will be devoted to the simulation. Failure to participate in the simulation either in class or through Blackboard will have a highly negative impact on a student's final grade.

The course has one major writing assignment connected with the simulation. The writing assignment involves a hypothetical case that will be made available later in the term. Students will be asked to write complaints, responses, or memoranda outlining settlements or judgments. All students will write rough drafts, which will be evaluated by the instructors. These papers will most likely range between eight and ten pages. Students may then revise the rough draft or keep the grade they received. The writing component of the course (draft and final paper) will comprise 35% of your grade for the course.

Students will also take four examinations: three quizzes during the semester and a final examination at the end of the semester. Professor Novkov will discuss the format and expectations for these tests as they approach, but the quiz formats will be uniform across the term.

You must keep up with the reading throughout the term. If it becomes apparent that some students are not fulfilling this obligation, the professor reserves the right to administer up to three unannounced quizzes on the readings. The quizzes could take place *on any day*, and no make-ups will be permitted without a documented medical excuse. If these quizzes take place, each will constitute 5% of your grade, which will come proportionally from the allocations for the other assignments.

The allocation of weight for your various obligations is as follows:

Quiz One	5%	Performance in mock lawsuit	20%
Quiz Two	5%	Final Paper	30%
Quiz Three	5%	Final Examination	30%
Rough Draft of Paper	5%		

The course follows a conventional grading scale. Grades 93 and above are As, 90-92 A-, 87-89 B+, 83-86 B, 80-82 B-, 77-79 C+, 73-76 C, 70-72 C-, 67-69 D+, 63-66 D, 60-62 D-, and all grades below 60 E.

POLICIES

Students with disabilities. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the professor soon. Please request that the Counselor for Students with Disabilities send a letter verifying your disability.

Extensions for papers. To avoid creating problems for other students in the class, no extensions will be given for rough drafts. Late papers will be penalized half a grade per day for every day that the paper is late, starting at the beginning of class on the day the assignment is due. Extensions for final papers will only be permitted under compelling circumstances *and* if the extension is requested in advance. Any student who does not turn in her or his paper or other assignment on time and has not contacted the professor *in advance* will lose a half grade per day for every day the paper is late unless the student can provide a University-approved excuse involving some dire tragedy.

Regrading of materials. You may request regrading of materials that have been graded. If you wish to make such a request, you must follow the procedure detailed on the course's Blackboard site. You will be asked to provide a written explanation of why you wish to have the assignment regraded.

Plagiarism or cheating. This one's simple: don't do it. Don't even think about doing it. Plagiarism is the use of someone else's words or ideas without giving the original author credit by citing him or her. If you use someone else's language directly, you must use quotation marks. If you rely on another person's ideas in creating your argument, you must provide a citation. If you have any questions about plagiarism, please contact the professor *before* you submit the assignment for grading. Plagiarism or cheating will result in a failing grade for the assignment and the submission of your name to the Office of Conflict Resolution at the *very minimum*. Ignorance will not provide a defense to the application of this policy.

MATERIALS

The sources for reading materials are *Before the Law: An Introduction to the Legal Process* and several additional materials on Blackboard. You will need the eighth edition of *Before the Law*, which is available for purchase at the University bookstore and at Mary Jane's. I will also post updates on information and assignments on Blackboard. To log on to Blackboard, go to <https://blackboard.ualbany.edu/> and follow the login instructions. **IMPORTANT NOTE: You will need to use Blackboard to gain access to all of the assigned reading, research your papers, and participate in the mock lawsuit. Be sure your email address in the Blackboard system is configured to reach you.**

SYLLABUS

Introduction: What is Law?

January 24 Law and Legal Reasoning

- Kafka, "Before the Law" (F.1)
- Kafka, "Dialogue Between a Priest and K" (F.2)

January 26 Founding the American Republic

- Declaration of Independence (Blackboard)
- Articles of Confederation (Blackboard)

January 31 Refounding the American Republic

- United States Constitution (Blackboard)

February 2 Constitutional Moments

- United States Constitution, Amendments 1-10 (Blackboard)
- United States Constitution, Amendments 13-15 (Blackboard)
- United States Constitution, Amendments 16-19 (Blackboard)
- Proposed amendments to the Constitution of the United States (Blackboard)
- Constitution of New York (Blackboard)

Judging and Interpretation

February 7

- Llewellyn, “The Bramble Bush” (1.1, 1.7)
- Frank, “The Judging Process and the Judge’s Personality” (2.1)

February 9 Modes of Legal Reasoning: Introduction

- Farber and Sherry, “The Constitutional Foundations of Shirley Edelman’s Latkes” (Blackboard)
- Lon Fuller, “The Speluncean Explorers”

February 14 Modes of Legal Reasoning: Textualism and Originalism

- *Coy v. Iowa* (1988) (textualism) (Blackboard)
- *Marsh v. Chambers* (1983) (originalism) (Blackboard)

February 16 Modes of Legal Reasoning: Doctrinal Reasoning

- *Plessy v. Ferguson* (1896) (Blackboard)
- *Missouri ex rel Gaines v. Canada* (1938) (Blackboard)
- *Sipuel v. Oklahoma State Board of Regents* (1948) (Blackboard)
- *Sweatt v. Painter* (1950) (Blackboard)
- *McLaurin v. Oklahoma Board of Regents* (1950) (Blackboard)

February 21 Modes of Legal Reasoning: Natural Law/Aspirationalism and Legal Realism

- *Rochin v. California* (1952) (natural law/aspirationalism) (Blackboard)
- *Goodridge v. Department of Human Services* (2003) (aspirationalism) (Blackboard)
- *Perez v. Sharp* (1948) (legal realism) (Blackboard)
- *Atkins v. Virginia* (2002) (legal realism) (Blackboard)

The Adversarial System in the United States

February 23 The Adversarial Process

- Frank, “The ‘Fight’ Theory versus the ‘Truth’ Theory” (13.2)

QUIZ ONE TODAY

February 28 The Adversarial Process: A Grimmer View

- Mills, “I Have Nothing to Do with Justice” (13.3)
- Jed Rakoff, “Why You Won’t Get Your Day in Court”

March 2 Structuring Disputes

- Felstiner, Abel, and Sarat, “Naming, Blaming, and Claiming” (Blackboard)
- Menkel-Meadow, “The Transformations of Disputes by Lawyers” (18.1)

Lawyers, Their Training, and Their Ethical Challenges

March 7 Law School and its Structural Purposes

- Bonsignore, “Law School” (12.1)
- Kennedy, “Legal Education and the Reproduction of Hierarchy” (12.2)

March 9 Lawyers' Work and Lawyers' Ethics

- Grutman and Thomas, "The Big Casino" (11.3)
- Hadfield, "The Price of Law" (11.4)

March 21 Curtis, "The Ethics of Advocacy" (13.1)

- ABA Model Rules of Professional Conduct (Blackboard)
- Subin, "The Criminal Lawyer's 'Different Mission'" (Blackboard)

March 23 Applying Ethical Rules

- *Swidler & Berlin v. US* (Blackboard)
- Newspaper report on *Atkins v. Virginia* (Blackboard)

QUIZ TWO

March 28 Jury Selection and Discrimination: Race and Gender

- *Batson v. Kentucky* (16.5)
- *J.E.B. v. Alabama* (Blackboard)

March 30 LAWYERS' STRATEGY/JUDGES' PLANNING SESSION

Juries and Their Role in the Legal System

April 4 The Power of the Jury

- Schefflin, "Jury Nullification" (15.4)
- Schefflin and Van Dyke, "Merciful Juries" (15.5)

PLAINTIFFS' ROUGH DRAFTS OF COMPLAINT BRIEF DUE

April 6 OPEN GROUP SESSION TO BE RUN BY JUDGES

April 13 Should the Jury Know its Power?

- Jury Instructions (15.6)
- *United States v. Dougherty* (15.7)

DEFENDANTS' ROUGH DRAFTS OF COMPLAINT BRIEF DUE

April 18 SETTLEMENT CONFERENCE I

April 20 SETTLEMENT CONFERENCE II

Law, Power, and Coercion

April 25 Force and Violence in Law

- Cover, "The Violence of Legal Acts" (8.1)
- D'Errico "The Law is Terror Put into Words" (9.1)

REFLECTION ON SETTLEMENT CONFERENCE DUE

April 27 Structural Inequality

- Galanter, "Why the 'Haves' Come Out Ahead" (4.1)

ROUGH DRAFTS OF JUDGES' RULINGS DUE

Conflict Resolution: Power in Context

May 2 Community Justice

- Merry, “The Social Organization of Mediation in Nonindustrial Societies: Implications for Informal Community Justice in America” (19.1)
- Umbreit, “The Development and Impact of Victim-Offender Mediation in the United States” (19.2)
- Ackerman, “Disputes Together: Conflict Resolution and the Search for Community” (20.1)
- Kolbert, “The Calculator: How Herbert Feinberg Determines the Value of Three Thousand Lives” (20.3)
- Justice in Transition booklet (Blackboard)

QUIZ THREE

May 4 Case Study: The Bhopal Disaster and the Green River Plea Bargain

- Sheila Jasanoff, “Bhopal’s Trials of Knowledge and Ignorance” (Blackboard)
- Davalene Cooper, “Thinking about Justice Outside the Box” (Blackboard)
- Gene Johnson, “Suspect Admits to 48 Seattle-Area Killings” (Blackboard)
- Gene Johnson, “Green River Plea May Crimp the Death Penalty” (Blackboard)
- Gary Ridgway plea (Blackboard)
- Statement of King County Prosecutor Dan Sattenberg (Blackboard)

ALL FINAL BRIEFS DUE

Disobeying the Law

May 9 Perspectives on Civil Disobedience

- Thoreau, *On the Duty of Civil Disobedience* (Blackboard)
- King, “Letter from Birmingham Jail” (9.2)
- Murphy-Ellis, “I Support Sabotage” (Blackboard)

JUDGES’ FINAL RULINGS DUE

FINAL EXAMINATION THURSDAY MAY 12, 3:30 PM -5:30 PM



RPOS 327: COMPARATIVE JUDICIAL POLITICS

Professor: Matt Ingram
Office: Milne Hall 314-A
Dep: 518-442-3248
Ofc: 518-442-3940
Email: mingram@albany.edu

Location: HU 123
Time: TuTh 11:45-1:05
Office Hours (in HU 016):
TuTh: 1:15-2:45
or by appointment

Course Description. This course is about *judicial politics* in different countries, i.e., different justice systems. Judicial politics is the study of how political dynamics shape courts (including justice reforms and actual court decisions) and how courts, in turn, shape politics (including the social impact of institutional rules and decisions). The course introduces the two main systems of law in the world (civil law and common law) and the primary theoretical approaches to understanding judicial politics, proceeding to analyze how institutions and actors in different systems of law interact with various patterns of democracy and democratization. Thus, the course explores two main causal relationships: (1) the effect of politics on the judiciary (politics-to-courts influences), e.g., political interference in the independence of judges; and (2) the impact of the judiciary on politics (courts-to-politics influences), e.g., constraints courts place on governments, or the societal impact of court decisions. The first half of the course emphasizes principal conceptual and theoretical questions facing scholars of judicial politics, while the second half of the course highlights substantive, empirical problems. Examples will draw from experiences inside and outside the U.S., with special emphasis on Latin American judicial politics. Principal course requirements consist of regular quizzes, a mid-term exam, and a final exam.

Pre-requisites. There are no pre-requisites for this course. However, *Introduction to Comparative Politics* is strongly recommended. Other recommended courses include *American Politics*, *Constitutional Law*, *Constitutional Rights*, and *Judicial Process*.

Credits: 3

Requirements

Readings. The main texts for this course are:

- 1) Glendon, Mary Ann, Paolo G. Carozza, and Colin B. Picker. 2008. *Comparative Legal Traditions*. St. Paul, MN: Thomson-West.
- 2) Epstein, Lee, and Jack Knight. 1998. *The Choices Justices Make*. Washington, D.C.: CQ Press.
- 3) Ginsburg, Tom. 2003. *Judicial Review in New Democracies: Constitutional Courts in Asian Cases*. New York: Cambridge University Press.

Used and new copies of these books are available at Mary Jane's bookstore and at various online booksellers. These books will be supplemented periodically with journal articles and

other short pieces. Please see the class schedule below for a detailed list of the reading assignments. Articles and other short pieces are available via the electronic databases that can be accessed with through Blackboard or the library. Where otherwise unavailable, I

1 of 11

will provide these materials for you. We meet two times per week, and you should read ahead for each class.

Learning Objectives

Students will be expected to:

- Differentiate between two dominant legal traditions in the world (common law and civil law) and their features with regard to criminal procedure
- Identify different definitions and conceptualization of judicial power
- Understand features of the global expansion of judicial power
- Identify four main outcomes of interest in field of judicial politics
- Identify major theoretical approaches to understanding variation of the four outcomes, both in the U.S. and abroad

Grading

- Participation: 10%
- Quizzes: 25%
- Exam 1 (mid-term): 30%
- Exam 2 (final): 35%

Final grades will be assigned as follows:

A	93-100%	C	73-76
A-	90-92%	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	<60

Participation. Active engagement with the material is critical to your success in class. Generally, you need to encounter the material at least three times in order for you to understand it in any depth. For some people, this may be easy to do independently. However, for most people, the easiest and fastest way to encounter the material three times is to (1) read for class, (2) participate in class discussions, and (3) write notes, outline, or review the material for an exam. Therefore, staying current with the reading, attending class, and participating in class discussion and activities put you in a much better position to work with the material when you take an exam in the course. If you are missing class, I will notice and this will affect your participation grade. If you are missing class, you will also likely miss random quizzes (see below).

Quizzes. Considering the importance of participation and active engagement with the materials, there are regular, random quizzes throughout the semester. There will not be a quiz every day, but generally at least one quiz per week. Quizzes usually consist of two or three short questions, and you get an additional point just for being present for the quiz. If you have done the reading for that day, you should not have any trouble with the quiz. Even if you have not done the reading, at least turn in a paper with your name on it so that you get the one point for being present. I will collect all quizzes within the first five minutes of class. No late quizzes will be accepted. Either you are there to take the quiz, or you are not.

Exam 1 (mid-term). There will be an exam on Tuesday, March 11. This exam will cover all material covered up to that point.

Exam 2 (final). There will be a final exam. This exam will be cumulative and will cover all material covered in the course.

Classroom conduct. You are also expected to promote a classroom environment that makes it easy for your peers to engage with the material. In this regard, please keep distractions to a minimum. With regards to **technology in the classroom**, please turn your phones and other handheld devices off during class. Texting during class is unacceptable. Laptop use is allowed for taking notes and other activities relevant to class, but sending emails, instant messaging, checking social media, or watching videos online is unacceptable. If you are texting, on social media sites, watching videos, or otherwise using technology inappropriately in the classroom, you will be asked to leave for the day. If this happens a second time, you will receive a zero (0) for your participation grade. If you have extraordinary circumstances that justify keeping your phone on during class (e.g., family or medical urgency), please let me know ahead of time, before class starts that day.

Course website. If you are enrolled in this course, you should be automatically enrolled in the Blackboard site for the course. All readings that are not in the assigned books (see above) will be posted on this site. Also, quizzes may be administered through this site. I expect you to be familiar with this site.

Email. I expect you to check your email. You are responsible for material sent by email.

Late Work and Missed Assignments. Quizzes must be turned in at the beginning of class – no exceptions. No late exams will be given. If you have a legitimate reason for missing class (e.g., medical or family emergency), this explanation must be documented. Without a legitimate and documented explanation, late work will be penalized one letter grade for each day it is late, and it is considered late if turned in beyond the time limits above (i.e., after the first 5 minutes of class, or after 5pm on days there is no class; this includes weekends and holidays).

Academic Integrity. All students must familiarize themselves with the *Standards of Academic Integrity* on the University's website and pledge to observe its tenets in all written and oral work, including oral presentations, quizzes and exams, and drafts and final versions of essays. The full standards and examples of dishonest behavior are available at: http://www.albany.edu/undergraduate_bulletin/regulations.html.

Americans with Disabilities Act (ADA). Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

Miscellaneous. If you feel you need any help or simply want clarification on any of the material, please do not hesitate to raise your question in class or approach me outside of class. I will hold regular office hours throughout the summer session. If you cannot arrange to come talk with me during these hours, please call or email me, or contact the Department of Political Science administrative offices, so that we can set up an appointment.

CLASS SCHEDULE

WEEK 1: Jan 23

I. Introduction: Public Law, Law and Courts, and Judicial Politics

Introductions; overview of course; history of public law/judicial politics

- Recommended reading
 - Shapiro, Martin. 1964. "Political Jurisprudence." *Kentucky Law Journal*: 294-345.
 - Shapiro, Martin. 1993. "Public Law and Judicial Politics." In Ada Finifter. *Political Science: The State of the Discipline II*. Washington, D.C.: American Political Science Association.
 - Shapiro, Martin. 2008. "Law and Politics: The Problem of Boundaries." In Keith E. Whittington, R. Daniel Kelemen, and Gregory A. Caldeira, eds. *The Oxford Handbook of Law and Politics*. Oxford: Oxford University Press.
 - Ferejohn, John, Frances Rosenbluth, and Charles Shipan. 2007. "Comparative Judicial Politics." In Carles Boix and Susan Stokes, eds. *The Oxford Handbook of Comparative Politics*. Oxford.
 - Segal and Spaeth. 2002. Ch. 4 - "Political History of Supreme Court"

WEEK 2: Jan 28-30

II. The Global Spread of Judicial Power & Normative Relevance of Law & Courts for Development and Democracy

- Required reading (Tue):
 - Tate, C. Neal, and Torbjorn Vallinder. 1995. "The Global Expansion of Judicial Power: The Judicialization of Politics." In Tate and Vallinder, eds. *The Global Expansion of Judicial Power*. New York: New York University Press, 1-10.
 - Vallinder, Torbjorn. 1995. "When the Courts Go Marching In." In Tate and Vallinder, Ch. 2 (13-26)
 - Tate, C. Neal. 1995. "Why the Expansion of Judicial Power?" In Tate and Vallinder, Ch. 3 (27-38)
- Required reading (Thu):
 - Sieder, Rachel, Line Schjolden, and Alan Angell. 2005. "Introduction." In Sieder, Schjolden, and Angell, eds. *The Judicialization of Politics in Latin America*. New York: Palgrave MacMillan, 1-20.
 - Widner, Jennifer. 2004. "How Some Reflections of the United States' Experience May Inform African Efforts to Build Court Systems and the Rule of Law." In Gloppen, Gargarella, and Skaar, eds. *Democratization and the Judiciary: The Accountability Function of Courts in New Democracies*. London: Frank Cass. pp. 27-45.

- Recommended reading
 - USAID Strategic Framework 2010 (pp. 1-20). E-Reserve (also at: http://www.usaid.gov/our_work/democracy_and_governance/technical_areas/rule_of_law)
 - Marshall, T.H. 1965. "Citizenship and Social Class." In *Class, Citizenship, and Social Development*. New York: Doubleday.
 - UNDP. 2004. *Democracy in Latin America*. pp. 49-73 (from "Theoretical Groundings", focus on pp. 62-73, and 102-118 on "Civil Citizenship")
 - Sen, Amartya. 2000. "Law and Development Goals." World Bank speech E-Reserves (also at: <http://go.worldbank.org/9OTC3P5070>)
 - Sen, Amartya. 1999. "Freedom as the Foundation of Justice." (E-Reserve) ○ Rhode, Deborah L. 2004. *Access to Justice*. New York: Oxford University Press.
 - Legal Services Corporation. 2005. *Documenting the Justice Gap in America*. (E-Reserve) ○ Sen, Amartya. 1999. *Development as Freedom*. New York: Knopf.
 - Symposium on Amartya Sen's *Development as Freedom*. 2002. *Studies in Comparative and International Development* 37(2).
 - Peter Evans. "Collective Capabilities, Culture, and Amartya Sen's *Development as Freedom*."
 - Frances Stewart and Severine Deneulin. "Amartya Sen's Contribution to Development Thinking."
 - Marc Fleurbaey. "Development, Capabilities, and Freedom."
 - Amartya Sen. "Reponse to Commentaries." ○ Mainwaring, Scott, and Christopher Welna, eds. 2003. *Democratic Accountability in Latin America*. New York: Oxford University Press.
 - Gløppen, Siri, Roberto Gargarella, and Elin Skaar, eds. 2004. *Democratization and the Judiciary: The Accountability Function of Courts in New Democracies*. London: Frank Cass.
 - Diamond, Larry, Marc F. Plattner, and Andreas Schedler, eds. 1999. *The Self-Restraining State: Power and Accountability in New Democracies*. Boulder, CO: Lynne Rienner.
 - Brunello, Anthony R., and Lehrman, Kenneth F., III. 1991. "Comparative Judicial Politics: Case Studies of the Federal Republic of Germany and the Republic of India." *Comparative Political Studies* 24(3): 267-298.
 - Jarquín, Edmundo, and Fernando Carrillo, eds. 1998. *Justice Delayed: Judicial Reform in Latin America*. Washington, D.C.: Inter-American Development Bank.
 - Eckstein, Susan, and Timothy Wickham-Crowley, eds. 2003. *What Justice? Whose Justice? Fighting for Fairness in Latin America*. Berkeley: University of California Press.

WEEK 3: Feb 4-6

III. Key Concept: Judicial Power

- Required reading:
 - Ginsburg, Ch. 2
- Recommended reading:
 - TBA

WEEK 4-5: Feb 11-13, and 18-20

IV. Legal and Institutional Background * NO CLASS Th 2/20 Holiday*

Common Law systems

- Required reading:
 - Glendon et al.: Introduction (pp. 1-16) and Part 2 (153-180, 181-215)

Common Law systems, cont.

- Required reading:
 - Glendon et al., cont. (216-243, 266-274, 275-310)

Civil Law

- Required reading:
 - Glendon et al.: Part 1 (17-96)

Civil Law, cont.

- Required reading:
 - Glendon et al., cont.: (97-150) ○ Update on French Model
 - Hunter-Henin, Myriam. 2011. "Constitutional Developments and Human Rights in France: One Step Forward, Two Steps Back." *The International and Comparative Law Quarterly* 60(1) (Jan): 167-188.

WEEK 6: Feb 25-27

Topics in Comparative Law

- Required reading (Tue):
 - Institutional topics:
 - Dorf, "Abstract and Concrete Review"
 - Resnik, "Judicial Independence"
- Required reading (Thu):
 - Jurisprudential topics
 - Rao, "Abortion Rights" ▪ Brownstein, "Religious Freedom"
- Recommended Reading:
 - Cappelletti, Mauro. 1989. *Judicial Process in Comparative Perspective*. Oxford: Clarendon Press.
 - Jacob, Herbert, Erhard Blankenburg, Herbert M. Kritzer, Doris Marie Provine, and Joseph Sanders. 1996. *Courts, Law, and Politics in Comparative Perspective*. New Haven: Yale University Press.
 - Merryman, John Henry. 2007. 3rd ed. *The Civil Law Tradition: An Introduction to the Legal Systems of Europe and Latin America*. Palo Alto, CA: Stanford University Press.
 - Shapiro, Martin. 1981. *Courts: A Comparative and Political Analysis*. Chicago: University of Chicago Press.

WEEK 7: Mar 4-6

V. Theory 1: Political Origins of Court Strength

Judicial Review in U.S.

- Required reading (Tue):

- Knight, Jack, and Lee Epstein. 1996. "On the Struggle for Judicial Supremacy." *Law and Society Review* 30.

Electoral Theories (Electoral, Insurance, and Signaling Models)

- Required reading (Thu):
 - Ginsburg: "Introduction", and Ch1; review Ch. 2
 - Hirschl, Ran. 2000. "The Political Origins of Judicial Empowerment through Constitutionalization: Lessons from Four Constitutional Revolutions." *Law & Social Inquiry* 91.
- Recommended reading:
 - Finkel, Jodi S. 2005. *Judicial Reform as Political Insurance: Argentina, Mexico, and Peru in the 1990s*. South Bend: University of Notre Dame Press.
 - Gloppen, Siri, Roberto Gargarella, and Elin Skaar, eds. 2004. *Democratization and the Judiciary: The Accountability Function of Courts in New Democracies*. London: Frank Cass.
 - Whittington, Keith. 2007. *Political Foundations of Judicial Supremacy*. Princeton: Princeton University Press.
 - Hirschl, Ran. 2004. *Toward Juristocracy*. Cambridge, Harvard University Press.

WEEK 8: Mar 11-13 * MID-TERM EXAM, Tuesday, 3/11 *****

Social Movements and Legal Mobilization Accounts

- Required reading (Tue):
 - McAdam, Doug, John D. McCarthy, and Mayer N. Zald. 1996. "Introduction: Opportunities, mobilizing structures, and framing processes -- toward a synthetic, comparative perspective on social movements." In McAdam, McCarthy, and Zald, eds. *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*. New York: Cambridge University Press, 1-20.
- Required reading (Thu):
 - Hilbink, Lisa. 2007. "Politicising Law to Liberalise Politics." In Halliday et al.
- Recommended reading:
 - Epp, Ch. 1-2
 - Woods, Introduction and Ch. 1
 - Mendez, Juan, Paulo Sergio Pinheiro, and Guillermo O'Donnell, eds. 1999. *The (Un)Rule of Law and the Underprivileged in Latin America*. South Bend: University of Notre Dame Press.
 - Carothers, Thomas. 1998. "The Rule of Law Revival." *Foreign Affairs* 77(2).
 - Carothers, Thomas. 2006. *Promoting the Rule of Law Abroad: In Search of Knowledge*. Washington, D.C.: Carnegie Endowment for International Peace.
 - Carothers, Thomas. 2007. "The 'Sequencing' Fallacy." *Journal of Democracy* 18(1).

WEEK 9 * NO CLASSES: SPRING BREAK, MARCH 17-21 *** WEEK 10 Mar 25-27**

VI. Theory 2: Judicial Decision Making

Legal model

- Required reading:
 - Segal, Jeffrey, and Harold Spaeth. 2002. "Models of Decision Making: The Legal Model." In Segal and Spaeth. *The Supreme Court and the Attitudinal Model Revisited*. Cambridge: Cambridge University Press. Ch. 2: pp. 44-64.
 - Segal, Jeffrey, and Harold Spaeth. 2002. "Models of Decision Making: The Legal Model." In Segal and Spaeth. *The Supreme Court and the Attitudinal Model Revisited*. Cambridge: Cambridge University Press. Ch. 2: pp. 64-85.
 - Selection from *Judges on Judging* [TBA]
- Recommended reading
 - Baum, Lawrence. 1997. *The Puzzle of Judicial Behavior*. Ann Arbor: University of Michigan Press.
 - Stumpf, Harry P. 1998. *American Judicial Politics*. 2nd ed. New Jersey: Prentice-Hall, Inc. Ch. 1-2.

WEEK 11 Apr 1-3

Attitudinal Model

- Required reading
 - Segal and Spaeth. 2002. *The Supreme Court and the Attitudinal Model Revisited*. pp. 86-97, 312-325.
 - Sunstein, Cass, David Schkade, and Lisa Ellman. 2004. "Ideological Voting on Federal Courts of Appeal: A Preliminary Investigation." *Virginia Law Review* 90. (first half)
- Recommended reading
 - Posner, Richard. 2008. *How Judges Think*. Cambridge: Harvard University Press.
 - Sunstein, Cass, David Schkade, Lisa Ellman, and Andres Sawicki. 2005. *Are Judges Political? An Empirical Analysis of the Federal Judiciary*. Washington, D.C.: The Brookings Institution.

WEEK 11 Apr 8-10

Strategic Model

- Required reading
 - Epstein, Lee, and Jack Knight. 1998. *The Choices Justices Make*. Washington, D.C.: CQ Press. pp. 1-21 (Ch.1)
- Required reading (divide into groups)
 - Epstein and Knight, Ch. 2-3
 - Ginsburg, Ch. 3 and 4 (pp. 65-105)
 - Crawford Greenburg, Jan. 2008. "Change of Heart." In Jan Crawford Greenburg. *Supreme Conflict: The Inside Story of the Struggle for Control of the United States Supreme Court*. New York: Penguin. Ch. 6 (pp. 139-163) (E-Reserve)
- Recommended reading
 - Epstein and Knight. 1998. *The Choices Justices Make*. Ch. 4-5.
 - Segal and Spaeth. 2002. pp. 97-109, 326-348. ("Rational Choice Model")
 - Eskridge, William N., Jr. 1991. "Reneging on History? Playing the

Court/Congress/President Civil Rights Game.” *California Law Review* 79.

- Bonneau, Chris, Tom Hammond, Forrest Maltzman, and Paul Wahlbeck. 2007. “Who Controls the Law? The Majority Opinion Author, the Median Justice, and the Status Quo on the United States Supreme Court.” *American Journal of Political Science* 51(October): 890905

WEEK 12 Apr 15-17 * NO CLASS TUE 4/15 *****

Interest Groups & Social Movements Models

- Required reading
 - Epstein, Lee. 1985. *Conservatives in Court*. Knoxville, TN: University of Tennessee Press. Ch. 1, 5, and 6 (E-Reserve)
 - Teles, Introduction and Ch. 1
- Recommended reading:
 - Epp, Charles. 1998. *Rights Revolutions: Lawyers, Activists, and Supreme Courts in Comparative Perspective*. Chicago: University of Chicago Press. Ch. 10
 - McCann, Michael. 1994. *Rights at Work: Pay Equity Reform and the Politics of Legal Mobilization*. Chicago: University of Chicago Press.
 - Sarat, Austin, and Stuart Scheingold. 2006. *Cause Lawyers and Social Movements*. Stanford: Stanford Law and Politics.
 - Dworkin, Ronald. 2007. “The Supreme Court Phalanx.” *New York Review of Books*. Sept. 17, 2007.
 - Teles, Steven. 2008. *The Rise of the Conservative Legal Movement*. Princeton: Princeton University Press. ○ Fowler et al., TBA ○ Katz et al. 2011 (TBA)
 - Ingram, Matthew C. 2012. "Networked Justice: Judges, the Diffusion of Ideas, and Legal Reform Movements in Mexico." Kellogg Institute Working Paper Series No. 385 (June).

WEEK 13 Apr 22-24

VII: Substantive Problems in Judicial Politics

Court Building in Brazil and Mexico

- Finkel, Jodi. 2005. “Judicial Reform as Insurance Policy: Mexico in the 1990s.” *Latin American Politics & Society* 46(4).
- Nunes, Rodrigo. 2010. "Politics without Insurance." *Comparative Politics*.
- Ingram, Matthew C. 2012. "Crafting Courts in New Democracies: Ideology and Judicial Council Reforms in Three Mexican States." *Comparative Politics* 44(4) (July): 439-458.

Court Building in Eastern Europe and Russia

- Required reading:
 - Magalhães, Pedro. 1999. "The Politics of Judicial Reform in Eastern Europe." *Comparative Politics* 32(1): 43-62.
 - Trochev, Alexei. 2004. "Less Democracy, More Courts: The Puzzle of Judicial Review in Russia." *Law & Society Review* 38(3): 513-548

WEEK 14 Apr 29-May 1

Court Building in Asia

- Required reading:

- Ginsburg: divide substantive chapters on Mongolia, and Korea (Ch. 6 or 7; drop Ch. 5 on Taiwan for now)
- Recommended reading:
 - Wilson, Bruce. 2007. "Claiming individual rights through a constitutional court: The example of Costa Rica." *International Journal of Constitutional Law* 5(2): 242-257
 - Ingram, Matthew C. 2012. "Elections, Ideology, or Opposition? Assessing Competing Explanations of Judicial Spending in the Mexican States." *Journal of Law, Economics, and Organization* v.30 (advance publication online January 31, 2012).

WEEK 15 May 6-8 * LAST DAY OF CLASS MAY 8 *** *** FINAL EXAM NEXT WEEK *****

Decision Making in Mexico

- Required reading:
 - Ríos-Figueroa, Julio. 2007. "Fragmentation of Power and the Emergence of an Effective Judiciary in Mexico, 1994-2002." *Latin American Politics & Society* 49(1).

Decision Making in Portugal

- Required reading:
 - Amaral-Garcia, Sofia, Nuno Garoupa, and Veronica Grembi. 2007. "Judicial Independence and Party Politics in the Kelsenian Constitutional Courts: The Case of Portugal" (working paper; read through p.22, including Table 1; published version appeared in *Journal of Empirical Legal Studies* 6(2), June 2009, but is missing some of the tables)

Recommended reading:

- Decision Making in Brazil ○ Kapiszewski, Diana. 2011. "Tactical Balancing." *Law and Society Review*
- Law and Politics in Middle East and Southeast Asia ○ Bernard-Maugiron, Nathalie, and Baudouin Dupret. 2008. Breaking up the Family; Divorce in Egyptian Law and Practice." *Journal of Women of the Middle East and the Islamic World* 6: 52–74.
 - Moustafa, Tamir. 2012. "Islamic Law, Women's Rights, and Popular Legal Consciousness in Malaysia." *Law and Social Inquiry* (advance online publication).
 - Moustafa, Tamir. 2011. "Law in the Egyptian Revolt." *Middle East Law and Governance* 3: 181–191.

Review, evaluations, and course summary

New topics: international law and judicial politics; multi-level judicial politics; courts in authoritarian regimes; empirical analysis of law in general; statistics and social science in law

Recommended reading:

- Domingo, Pilar. 2000. "The Politics of the Supreme Court in Mexico." *Journal of Latin American Studies* 32: 705-735.
- Russell, Peter, and David M. O'Brien, eds. *Judicial Independence in the Age of Democracy: Critical Perspectives from Around the World*. Charlottesville: University of Virginia Press.
- Helmke, Gretchen. 2002. "The Logic of Strategic Defection: Court-Executive Relations in Argentina Under Dictatorship and Democracy." *American Political Science Review* 96(2).
- Helmke, Gretchen. 2004. *Courts Under Constraints*. Cambridge: Cambridge University Press.
- Chavez, Rebecca Bill. 2004. *Rule of Law in Nascent Democracies: Judicial Reform in Argentina*. Stanford: Stanford University Press.
- Ríos-Figueroa, Julio. 2006. *Judicial Independence: Definition, Measurement, and Its Effects on Corruption. An Analysis of Latin America*. Doctoral Dissertation in Political Science at New York University.
- Iaryczower, Matías, Pablo T. Spiller, and Mariano Tommasi. 2002. "Judicial Independence in Unstable Environments: Argentina 1935-1998." *American Journal of Political Science* 46: 699-716.
- Staton, Jeffrey K. 2006. "Constitutional Review and the Selective Promotion of Case Results." *American Journal of Political Science* 50: 98-112.
- Staton, Jeffrey K. 2007. "Lobbying for Judicial Reform: The Role of the Mexican Supreme Court in Institutional Selection." In Wayne A. Cornelius and David A. Shirk, eds. *Reforming the Administration of Justice in Mexico*. ch. 12, pp. 273-298. (E-Reserve) ○ Iaryczower, Spiller, and Tommasi. 2006. "Judicial Lobbying: The Politics of Labor Law Constitutional Interpretation." *American Political Science Review* 100(1). (E-Reserve) ○ Tate, C. Neal. 1997. "Courts and the Breakdown and Re-creation of Philippine Democracy: Evidence from the Supreme Court's Agenda." *International Social Science Journal* 49(2).
- Magaloni, Beatriz, and Arianna Sanchez. 2006. "An Authoritarian Enclave? The Supreme Court in Mexico's Emerging Democracy." Paper prepared for 2006 meeting of APSA.
- Moustafa, Tamir. 2007. *The Struggle for Constitutional Power: Law, Politics, and Economic Development in Egypt*. Cambridge: CUP.
- Magaloni, Beatriz. 2008. "Enforcing the Autocratic Political Order and the Role of Courts: The Case of Mexico." In Tom Ginsburg and Tamir Moustafa, eds. *Rule by Law: The Politics of Courts in Authoritarian Regimes*. Cambridge: Cambridge University Press ○ Nunes, Rodrigo. 2010. "Ideational Origins of Judicial Activism in Colombia." *Latin American Politics and Society*.

Additional Resources:

- (1) Supreme Court Blog: www.scotusblog.com (2) Constitutional Law Professors' Blog: <http://lawprofessors.typepad.com/conlaw>
- (3) Empirical Legal Studies (ELS) Blog: www.elsblog.org
- (4) Law & Courts Section of American Political Science Association: <http://www.law.nyu.edu/lawcourts>
- (5) Law & Society Association (LSA): <http://www.lawandsociety.org>

- (6) Comparative Law Society: <http://www.iuscomp.org>
- (7) American Society of International Law: <http://www.asil.org/index.html>
- (8) Globalex legal research site (NYU): <http://www.nyulawglobal.org/Globalex/>
- (9) Jurist legal research site (U. of Pittsburgh): <http://jurist.org/>
- (10) World Treaty Index: <http://worldtreatyindex.com>
- (11) Computational Legal Studies: <http://computationallegalstudies.com> (12)

Some relevant journals:

- a. International Journal of Constitutional Law
- b. Journal of Empirical Legal Studies
- c. Journal of Law, Economics, and Organization
- d. Journal of Legal Studies
- e. Judicature
- f. Justice System Journal
- g. Law and Social Inquiry
- h. Law and Society Review

Tues/Thurs 8:45 AM to 10:05 AM; Humanities 132

Credits: 3

Instructor: David L. Jones

Email: dlawjones@gmail.com

Contact Room Hours: 9:30 – 11:30 AM Wednesdays

Email Hours: Mon-Fri 9:00am – 5:00pm

How are courts used to shape public policy? Can courts create social change? Do we want “Activist” courts involved with either? We explore these questions by utilizing legal, political, and sociolegal scholarship that touches on issues such as bureaucracy, criminal justice, education, environmental regulation, injury litigation, and more. The course begins with an introduction to the basic structure and function of courts but by the end you will have been exposed to unique perspectives on the judiciary’s place in our governing system. *This is not a law school course – it’s not about the black letter of the law, reading opinions, or specific procedures.* It’s a big-picture course on how courts function in our system of policy making and governance.



There will be anywhere from 35 to 80 pages per week of often dense reading. I expect that you will have read and will come prepared to discuss the reading in class. Much of it may be difficult for people who have never been exposed to court-related literature. **If you work (which includes struggling) you will learn.**

These are my goals for all my students: That by the end of the semester you should be able to...

1. ...describe the basic structure and function of the legal system
2. ...contrast a traditional view of judges as mediators or umpires with a more complicated view of judges as policy makers
3. ...distinguish between and describe the importance of the formal (*de jure*) state of law and the informal (*de facto*) state of law
4. ...articulate the role the Supreme Court has in policy making and
5. ...give an informed opinion about whether the Supreme Court serves our governing system well.

Learning sequence:

Unit 1: Law in a Political Context: Why Do Courts Matter?

Unit 2: Judicial Decision-making: What Influences Judges?

Unit 3: Implementation: How Do Policy Actors Respond?

Unit 4: The Big Question: Should Social Movements Use Courts?

Reading Material:

Making Policy, Making Law edited by Mark Miller & Jeb Barnes. Approx. \$30.00 new / \$10.00 used (Amazon) Everything else is available on Blackboard for the low cost of \$0.00. Now you can afford that hover-board.

COURSE AT-A-GLANCE

You have **two options:** (A) The “Test” option ends with a final test and no final essay OR (B) The “Writing” option ends with a final essay but no final test. For both options, the course is out of 1,000 points. It is easy to keep track of your grade: simply add your points at a given time and divide by the total amount that could have been achieved.

Option A (Test-Path)

Tests (5) = 725 points
Short Memos (2) = 225 points
Pop Quizzes (5) = 50 points

A	930 to 1,000 points	C	730 to 760 points (S/U)
A-	900 to 920 points	C-	700 to 720 points
B+	870 to 890 points	D+	670 to 690 points
B	830 to 860 points	D	630 to 670 points
B-	800 to 820 points	D-	600 to 620 points
C+	770 to 790 points	E	Below 600 points

Option B (Writing-Path)

Tests (4) = 575 points
Short Memos (2) = 224 points
Pop Quizzes (5) = 50 points
Final Memo = 200 points

ASSESSMENT DESCRIPTIONS

Tests (57.5% to 80% of course grade)

These will consist of multiple choice and short answer questions. Tests Two and Three are cumulative, but will focus on the most recent material. This will allow you to learn from past questions and mistakes. The point is to evaluate how well you are understanding important concepts and terms. Reading and lecture material.

Test One (100 points) 50 minutes

Test Two (150 points) 70 minutes. Cumulative (Unit 1 and 2) Test

Three (200 points) 70 minutes. Cumulative (Unit 2 and 3) Test

Four (75 points). 30 minutes. Non-cumulative.

Test Five (200 points) *Test-Path Only*: 120 minutes. Cumulative (All Units)

Pop Quizzes (5% of course grade)

Six to eight times during the semester I will ask you to answer three multiple choice questions regarding readings and lectures. I will keep the highest five scores at the end of the semester. You will receive four points for just putting your name down and two points for every correct answer. You cannot make these quizzes up. If you score ten points on five pop-quizzes I will add four points to your end-of-semester total.

Short Memos (22.5% of course grade)

After the first and second units, everyone will write a memo regarding the major questions of those units. The purposes are: (a) to get you thinking about the themes of the course (b) to be an assessment of how well you are grasping the material and (c) to give you practice writing clearly and concisely for the workplace. Length: 800 to 1,000 words. They are to be submitted on Blackboard and emailed to me directly as attached Word documents (not PDFs and not pasted into body of email).

Memo #1: Due Friday, October 7th at noon; Memo #2: Due Friday, November 11th at noon.

Final Memo (0% or 20% of course grade)

Those who choose the "Writing-Path" will write a memo with a recommendation on whether to use a judicial path to create social change. There are three purposes of this assignment: (A) By having to put different readings and lectures together you will see how they connect (B) I will be able to assess how well you understand the material and the course (C) You will have worked to improve your writing style and structure from the first two memos. Length: 1,600 – 1,800 words. *Due Friday, December 16th at noon*

Bonus Quizzes

After the first three tests in randomly selected groups you will re-take the multiple choice portion of the test you just took. You will have 7-10 minutes to complete the quiz in groups. On two other occasions, I will randomly select a time/day for a bonus-point quiz where you'll have at least 24 hours-notice. You can only receive up to five points on each bonus quiz.

BASIC POLICIES

Attendance: Attendance should be considered mandatory-lite. I do not keep track of attendance during class but there are pop-quizzes which are meant to encourage attendance and reading. However, failure to take these quizzes will not tank your grade at all. It's your call.

Students with disabilities: If you have a documented disability and you anticipate needing accommodations please, please make arrangements to talk to me within the first two weeks of class. Keeping me in the loop will help me better help you. Please request that the Disabilities Resource Center send a letter to me. Even if you do not have a letter, you should still talk to me so we can work something out.

Instructions and Rubrics: are all posted to blackboard. Check out the reading summary guide! I think this is a good way to take notes while you're doing your readings.

Handing in assignments: The essays are due on blackboard. When you go to the blackboard page for this course there is a link on the left blue menu bar called Assignments. Click on that link and then click on the next link that corresponds with the assignment you are uploading. "Blackboard ate my homework" isn't a thing. If you have problems uploading just email it to me!

Late assignments: 1/10th of the point-value for an assignment will be deducted every day an assignment is late. One minute passed the due date constitutes the first "day late".

Missed Tests: Though sometimes I employ a snot & tears test, this one is very simple: Make-ups only for "*illness, tragedy and emergencies...compelling time conflicts...athletic events... religious observance*". See: <http://www.albany.edu/undergraduateeducation/attendance.php>

'BUT, WHAT IF!?' POLICIES

Grading and Test Question Disputes: If you do not understand why you received a certain grade on an assignment you should bring the assignment with you to my office hours to discuss it. If you disagree with the grade you have been given, I have instructions on blackboard under "Grade Disputes" for getting a re-grade. I also have a form for challenging questions on tests. I've thought of it all people!

Safety-Valve: Sometimes "stuff" happens. You can get a two-day automatic extension on one of your memos if you request one at least 24 hours before the due date/time with a justification for the extension. It has to be **requested by email**.

Snow Day or Unscheduled Cancellations: In the event a class is cancelled for a snow day you are all required to build snow-people and drink hot chocolate. But due dates for assignments still stand (they are sent via blackboard after all). Tests will be given the following class.

PLAGIARISM OR CHEATING

No. Nope. No-No. Hard no. For the love of Saint Beyoncé, No! Do not even think about cheating in this course, except while you ponder the dire consequences. If you are confused: plagiarism is the use of someone else's words or ideas without giving the original author credit by citing and using quotation marks. If you have any questions about this, contact me **before you submit an assignment** for grading. If you plagiarize or cheat

in this class the best outcome you'll get is a failing grade for the assignment. Flagrant cheating also automatically results in a report filed with the University. This is a 300 level course, not 100, thus **ignorance is not a valid defense**. Let me repeat that: **IGNORANCE (I DIDN'T KNOW THAT WAS CHEATING) IS NOT AN EXCUSE**. See http://www.albany.edu/undergraduate_bulletin/regulations.html for U-Albany specific guidelines.

Someone gets caught plagiarizing or cheating every semester. **Help me break this cycle.**

SCHEDULE

MPML indicates reading is in *Making Policy, Making Law*. *Optional* readings are not mandatory.

D	Date		Theme / Holiday	Readings
T	30-Aug	Unit 1: Courts in a Political Context	Why Is This Class Relevant? (It Is, I Swear)	Syllabus (available on blackboard)
TH	1-Sep	Unit 1: Courts in a Political Context	NO CLASS A.P.S.A. (Nerd) Meeting	YouTube: CrashCourt Videos: Legal System Basics AND The Structure of the Court System
T	6-Sep	Unit 1: Courts in a Political Context	The Basic Structure/Function of Judicial System	Baum, American Courts Chapter 1 (Overview of the Courts) Baum, Chapter 2 (Court Organizations)
TH	8-Sep	Unit 1: Courts in a Political Context	A History of "Judicial Activism"	Solum, The Counter-Majoritarian Difficulty <i>Recommend: Common Good</i> , discussion on judicial activism
T	13-Sep	Unit 1: Courts in a Political Context	The "Dynamic" and "Constrained Courts"	Rosenberg, <i>The Hollow Hope</i> , Introduction & Chapter 1
TH	15-Sep	Unit 1: Courts in a Political Context	How Did We End Up With Here?	Friedman, <i>Total Justice</i> , Chapter 2 and 3
T	20-Sep	Unit 1: Courts in a Political Context	Agenices: Our Ignored Lawmakers	Kagan, "American Courts and the Policy Dialogue" (MPML)
TH	22-Sep			Test # 1
T	27-Sep	Unit 1: Courts in a Political Context	Is America <i>Really</i> Overly Litigious?	Haltom and McCann, Distorting the Law Chapter 3 (In Retort) <i>Optional Listen: Class Action</i> (Planet Money)
TH	29-Sep	Unit 1: Courts in a Political Context	Case Study: McDonald's Coffee Case	Haltom and McCann, Chapter 6 (Java Jive)
T	4-Oct		NO CLASS Rosh Hashanah	
TH	6-Oct	Unit 2: Judicial Decision-making	Courts and Congress	Epstein, Knight, and Martin: "Const. Int. from a..." (MPML) Baum and Hausegger: "The Supreme Court and..." (MPML)
FRI	7-Oct			Short Memo #1 Due at 12:00pm (noon) on Blackboard
T	11-Oct	Unit 2: Judicial Decision-making	Courts and the Presidency	Kassop: "The View from the President" (MPML)
TH	13-Oct	Unit 2: Judicial Decision-making	NO CLASS Yom Kippur	
T	18-Oct	Unit 2: Judicial Decision-making	Courts, Public Opinion, and Organizations	Barnum: "The Supreme Court and Public Opinion"

TH	20-Oct	Unit 2: Judicial Decision-making	One Judge's Perspective	Posner, <i>How Judges Think</i> , Chapter 9
T	25-Oct		Test # 2	
TH	27-Oct	Unit 3: Implementation	<i>After The Decisions</i>	Canon and Johnson: Chapters 1 and 3
T	1-Nov	Unit 3: Implementation	Case Study: Abortion Regulations	Rosenberg, <i>Hollow Hope</i> , Chapters 6 and 8
TH	3-Nov	Unit 3: Implementation	Case Study: Abortion Regulations / Justice System	Devins, "Judicial Matters" pages 1054 - 1069 Start: Cole, <i>No Equal Justice</i> , Chapter 1
T	8-Nov	Unit 3: Implementation	Case Study: Justice System	Cole, <i>No Equal Justice</i> , Chapter 1 and 2 <i>Optional Listen: "Object Anyway"</i> (48 minutes)
TH	10-Nov	Unit 4: The Big Question	Why Choose Courts?	Silverstein, <i>Law's Allure</i> , Chapter 1
FRI	11-Nov		Short Memo #2 Due at 12:00pm (noon) on Blackboard	
T	15-Nov	Unit 4: The Big Question	Mobilizing for Change	Epp, <i>The Rights Revolution</i> , Chapter 3 and 4 (p.26-70) <i>Optional Listen: 1/2 of "Imperfect Plaintiffs"</i> (start at 33:35min)
TH	17-Nov		Test # 3	
T	22-Nov		NO CLASS Thanksgiving	
TH	24-Nov		NO CLASS Thanksgiving	
T	29-Nov	Unit 4: The Big Question	Backlash: True or Overstated?	Klarman, "Brown and Lawrence (and Goodridge)"
TH	1-Dec	Unit 4: The Big Question	Case Studies: Same-sex Marriage and Gun Rights	Cole, <i>Engines of Liberty</i> , Chapters 6 and 10
T	6-Dec	Unit 4: The Big Question	Are Courts Good for Movement Agendas?	Levitsky, "To Lead With the Law" <i>Optional: Albiston, "The Dark Side of Litigation"</i>
TH	8-Dec	Wrap-up	Why We Want "Activist" Courts (Or... do we?)	Devins: "Is Judicial Policymaking...." (MPML) Miller and Barnes: "Governance as Dialogue" (MPML)
T	13-Dec		Test # 4	
Fri	16-Dec		*Fina Memo Option* 12:00pm Via Blackboard	
Mo	19-Dec		*Final Exam Option* 10:30am – 12:30pm	

UNIVERSITY AT ALBANY, SUNY

POS 332
The Presidency, 3 Credits
MWF 1:40-2:35

Bruce Miroff
Spring 2017

These required books are available at the campus bookstore and from online book sellers:

Sidney Milkis and Michael Nelson, *The American Presidency: Origins and Development, 1776-2014*, 7th edition (CQ Press, 2016)

Michael Nelson, ed., *The Presidency and the Political System*, 10th edition (CQ Press, 2014)

Stephen Skowronek, *Presidential Leadership in Political Time*, 2nd edition (University Press of Kansas, 2011)

Additional readings are on Blackboard (BB)

Course description:

POS 332 is a broad survey of the American presidency. Theoretical, historical, and empirical studies will be utilized to approach the presidency from a variety of angles. The goal is for students to understand the presidency as scholars have analyzed it and to weave together in their own terms the resources provided to them by the course. The course will combine lectures, class discussions, and group work. Grades will be based upon two papers and four quizzes.

Student-focused learning objectives:

1. To gain a broad understanding of the American presidency as scholars have presented it.
2. To examine different schools of thought on the presidency with a critical eye.
3. To develop the student's own perspective based on the knowledge gained from the course.
4. To improve the student's analytical skills and writing abilities.

COURSE OUTLINE

Jan. 23	Introduction to the course
Jan. 25 27	The constitutional presidency Reading: Milkis and Nelson, <i>The American Presidency</i> , Ch. 1, 2
Jan. 30	Game #1: Redesigning the constitutional presidency Reading: Milkis and Nelson, Appendix (Constitution: Articles I and II,

Amendments XII, XX, XXII, XXV)
Milkis and Nelson, Ch. 3

Feb. 1 Development of the presidency from Washington to Wilson
Feb. 3 Reading: Milkis and Nelson, Ch. 4, 5, 6, 8
6
8

FIRST QUIZ ON FEBRUARY 10

Feb. 10 Theories of presidential leadership
13 Reading: Alexander Hamilton, *Federalist Papers*, #68, 70, 71 (BB)
15 Richard E. Neustadt, "The Power to Persuade" (BB)
17 Skowronek, *Presidential Leadership in Political Time*, Ch. 2, 3

Feb. 20 Presidential character and personality
Reading: Nelson, ed., *The Presidency and the Political System*, Ch. 6

SECOND QUIZ ON FEBRUARY 22

NO CLASS ON FEBRUARY 24

Feb. 22 The institutional presidency
27 Reading: Nelson, Ch. 5, 13, 14
Mar. 1

FIRST PAPER DUE ON MARCH 3

Mar. 3 The president and Congress
6 Reading: Nelson, Ch. 15, 17
Mar. 8

Mar. 10 Game #2: President and Congress: Trump, Republicans, and Democrats
No assigned reading

Mar. 20 The president and the judiciary
Reading: Nelson, Ch. 16

Mar. 22 The president as politician
Reading: Miroff, "Presidents and Coalition Politics" (BB)

Mar. 24 The president as policymaker: foreign and military affairs

- 27 Reading: Nelson, Ch. 19
Miroff, "Foreign Policymaking on Partisan Ground" (BB)
Skowronek, Ch. 5
- Mar. 29 The president as policymaker: economic and domestic affairs
31 Reading: Miroff, "Presidents and Economic Royalists" (BB)
Miroff, "Tough Terrain: Making Domestic Policy," (BB)

THIRD QUIZ ON MARCH 31

- Apr. 3 The president and the media
Reading: Nelson, Ch. 10
- Apr. 5 The president and the public
Apr. 7 Reading: Nelson, Ch. 1, 9

NO CLASS ON APRIL 10

- Apr. 12 Game #3: President Trump, the Media, and Public Opinion
No assigned reading
- Apr. 14 Presidential elections
17 Reading: Nelson, Ch. 7, 8
- Apr. 19 Development of the presidency from FDR to Carter
21 Reading: Milkis and Nelson, Ch. 10, 11
24
26
- Apr. 28 The presidency of Ronald Reagan
Reading: Milkis and Nelson, Ch. 12

FOURTH QUIZ ON MAY 1

- May 1 The presidency of Bill Clinton
Reading: Milkis and Nelson, Ch. 13
- May 3 The presidency of George W. Bush
Reading: Milkis and Nelson, Ch. 14
Skowronek, Ch. 4
- May 5 The presidency of Barack Obama
8 Reading: Milkis and Nelson, Ch. 15

(BB) Skowronek, “Barack Obama and the Promise of Transformative Leadership”

May 10 Obama, Trump, and the future of the presidency
No assigned reading

MAKEUP QUIZ ON MAY 10

SECOND PAPER DUE ON MAY 15 (NO FINAL EXAM)

Grades for the course will be based on papers and quizzes. There will be four multiple-choice quizzes, with questions drawn from **both** readings and lectures. Your lowest score of the four will be dropped and your grade for the quizzes will be calculated based upon the other three. There will be two papers; each has a suggested length of 7-8 double-spaced pages. Topics for the papers will be handed out in class. **Hard copies of the paper are required, and late papers will be penalized.** Grades will be computed as follows:

Cumulative grade on quizzes - 1/3
Papers – 1/3 each

A-E grading scale:

A = 3.85-4.0; A- = 3.5-3.84; B+ = 3.15-3.49; B = 2.85-3.14; B- = 2.5-2.84; C+ = 2.15-2.49; C = 1.85- 2.14; C- = 1.5-1.84; D+ = 1.15-1.49; D = 0.85- 1:14; D- = 0.5-0.84; E = below 0.5

STUDENTS ARE REMINDED THAT ALL WORK HANDED IN MUST BE THEIR OWN. CHEATING ON QUIZZES OR PLAGIARISM ON PAPERS WILL BE SEVERELY PUNISHED.

Office hours:

Rockefeller College Contact Office (Humanities 16): Mondays and Fridays, 12:30-1:30

Downtown Campus (Milne 216): Wednesdays, 3:00-3:30 and by appointment

It is easiest to contact me by email. bmiroff@albany.edu

UNIVERSITY AT ALBANY, SUNY
ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY
CAMPAIGNS AND ELECTIONS

Fall 2016 Political Science RPOS 337 Sec. 9893 3 credits
Business Administration 229 Tuesdays and Thursdays 2:45-4:05

Professor: Michael J. Malbin

OFFICE HOURS: Tues/Thurs 1:30-2:30 in Humanities B16 (Pol. Sci. Contact Office)
Additional times by appointment.

TELEPHONE: (202) 969-8890, ext. 221 E-MAIL: mmalbin@albany.edu

Basic course description: This course will examine how people run for office in the United States, especially for the presidency and Congress. Topics will include the decision to run; the role of parties; interest groups; media; campaign finance; and contemporary campaign techniques. Students will research case studies from the current election. We will also spend time looking at proposals to reform the current system. We'll be asking what elections really decide besides the identity of who holds an office. Ultimately, the basic issue is whether the structure and content of U.S. elections fosters or distorts democratic representation.

Expanded description for Fall, 2016: This semester the course will combine team-based learning modules with some more traditional classroom formats. Each team will be assigned a case study state that is likely to have a competitive election both for the Presidency and Senate. Readings will give student the tools they need to put the current election into context, and the case studies will be used to test the arguments being made by the authors in the assigned reading.

Objectives:

Students will gain an understanding of what political scientists have written about modern election campaigns in the U.S. and learn how to make critical analyses of them.

1. Students will work in teams, using primary source materials (from, e.g., the Census, State Boards of Elections, and Federal Election Commission) to develop case studies of assigned 2016 elections. Their findings will be prepared for oral presentation to the class, using slides.
2. Students will use their case studies to evaluate the arguments made in the assigned readings. The lessons learned will also be used for individual midterm and end-of-semester writing assignments.
3. Students will also use lessons learned for an evidence-based evaluation of the system as a whole. In the course of doing so, they will consider the arguments for and against several proposed reforms.

System-level evaluations will be incorporated into the end-of-semester paper/exam.

POLICIES

Internet + Laptops:

Internet research will be required to complete the assignments in this course. On many days, teams will be doing Internet research together and reporting the results. Each team will be responsible for assuring that one or more laptops (in addition to any Tablets) are available for team use in class every day. Distributing students with laptops will be a consideration in forming teams. Using computers or cell phones during class for any purpose other than work for this class is prohibited and will be penalized.

Academic Honesty:

Students are expected to be familiar with and adhere to the university's regulations concerning academic honesty. A copy of those policies is provided at the end of this syllabus. Read them. You will also find a link there to the full set of policy guidelines. Violation will result in a severe penalty that may include a failing grade in the course and referral to the appropriate university judicial authority.

So far this is standard formula, so pay special attention to what is coming next: Penalties will be imposed for *inadvertent* as well as deliberate plagiarism. Since inadvertent plagiarism is not fully intentional, you need to be aware of what it is. It is easy to cut-and-paste material from the Internet, summarizing a source's logic, evidence, reasoning or language. When you do this, you are obliged to acknowledge in the main body of the paper that you are doing so, and not merely with a within-text citation. You need to say something like "Smith says that..." even when you paraphrase. Putting in a citation at the end of a series of directly paraphrased sentences is NOT adequate. The same thing goes for following the order of another person's argument and evidence. Summarizing another person must be acknowledged, and close paraphrasing should be rare. When you paraphrase closely, you probably should be quoting. Using only the within-text citation is adequate only if you are taking a fact or referring to another's conclusion. Much more is needed once the phrasing or the other's argument begins to look similar. And copying the other person's footnotes is NEVER appropriate because it suggests that you did not look up the original source on your own. When you do want to do a seconddegree citation like this, it should contain something like this: Jones, p. 133 as cited by Smith, p. 221.

If your paper turns out to be a series of quotes and paraphrases, and if you give all of the proper references using words of acknowledgment as well as within-text citations, then it will not be plagiarized. It will not be considered dishonest. So far, so good – but that is still not enough to make a paper satisfactory. Compiling a series of quotes and paraphrases – even if properly acknowledged – will not be enough to do a passable job. A paper must be made up of and organized around *your* thoughts – your thesis, reasoning and evidence, phrased in your words and serving your paper's end.

If you have any questions about this while writing, it is your responsibility to ask questions in advance.

Civility:

Each of us in the classroom will have differing opinions about the candidates standing for election. For my part, I admire people who put themselves on the line for public scrutiny. Whatever the tone of the election, therefore, I expect all discussions within the classroom to be conducted with civility. Feel free

to disagree with other, but don't make it personal. None of your assignments will expect you to take a position on who should win. Your job will be to understand how the process works.

Attendance:

Attendance in class, on time, is expected. All teams will be working on material that will cumulate into graded group projects. Team members suffer when someone fails to contribute. The assessment of your performance by your peers is part of your grade. In addition, your attendance will be factored in with the instructor's evaluations of your performance in group and other class activities. Missing class without a documented excuse will be penalized.

Attendance at exams and other graded exercises:

There will be no makeup quizzes or other in-class assessments. This includes team assessments that are not announced in advance. Excuses will be accepted only for an *adequately documented* illness or emergency. In the event of an appropriately documented excuse, the missed activity will not be calculated as part of the student's grade.

Late papers and assignments:

All papers and assignments are due on the date **and at the time** assigned. Excuses will be accepted *only* for an *adequately documented* illness or emergency. To give two examples: someone with an anxiety disorder that affects writing may well have a documented illness. Someone who has a conflicting exam or event does not. Nothing prevents the student with a known conflict from reading ahead and writing the paper early. The due dates are on the syllabus and instructions will be available early. All papers will be submitted electronically.

Blackboard:

All readings and other assignments (except the textbooks) are posted on Blackboard. Chat rooms or lists will also be established for each of the learning teams. If necessary, change your email address on Blackboard to reflect the one you use. Blackboard can also forward messages to another email account.

Special Needs:

Students with special needs should register with the Disability Resource Center (Campus Center 137). The office will provide you with a letter describing the accommodations needed. Please give this letter to me within the first two weeks of the semester and remind me before each relevant event.

Books to purchase:

J. Klemansky, D. Dulio, and M. Switalski. 2015. *Campaigns from the Ground Up: State House Elections in a National Context*. Boulder CO: Paradigm Press. ISBN: 978-1-61205-692-0

J. Sides, D. Shaw, M. Grossman, and K. Lipsitz, 2015. *Campaigns and Elections*. New York: Norton. ISBN:978-0-393-93852-4 (Referred to as "Text" in the schedule of readings.)

Papers, Exams and Grading

Midterm: Quiz = 7.5%. Paper (5 pp.) = 15%

Team reports: 35% for all exercises combined (Peer evaluation, 10% + evaluation by instructor, 25%) Last day quiz: 7.5%
 Final paper: 30% (8-10 pp.)
 Class participation and attendance (other than team evaluation) 5%

Grading

The grading scale will be as follows:

A= 93-100, A-= 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

If you feel you have been awarded an unfair grade, you may contest it. However, if you want to do so, it must be done in writing and no sooner than 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

SCHEDULE OF READINGS

NB: * = on Blackboard

The dates are approximate, subject to change – especially within major subjects.

- NB: (1) Read all assignments before class. They are essential background for in-class team research.
 (2) Timely articles will be added during the semester and will be considered required.
 (3) There may also be a “debate watch” one evening, depending upon when debates are scheduled.

Aug 30	
Sep 1	No class – APSA. Read text ch. 1, pp. 1-14 (How to Study ...)
Sep 6	Campaign Strategies (57) Text ch. 5 (Strategies) (32) *Herrnson – Voters and Strategies (207-221) (15) *Jacobson and Carson, Partisanship, Incumbency, Information, and Voting, 154-63
Sep 8	Campaigning for President and Congress (64) Text, ch. 9 (Presidential) (38) + ch. 10 (Congressional) (26) *Cook – Electoral Vote Scorecard (May 2016) *WP article: Republicans’ Electoral College Map Problem (5/2/16) *NYT article: Electoral College Map Gives Donald Trump Few Places To Go (July 30)
Sep 13	Building a District or State Profile (Sept. 13-22) <u>Read</u> before class: From the Ground Up, 31-53 (Strategies; Districts) <u>Team research in class</u> – Use statewide/regional worksheets. Also: redistricting impact for HR.
Sep 15	Team presentation: Case study state – political economy and demography across the state, impact of redistricting on state’s congressional districts.
Sep 20	<u>Read before class:</u> From the Ground Up, 53-65 (Political profile of a district) Team research in class: <i>Political research on the state –vote by county for Senate, recent elections. Use web resources, county vote.</i>

Sep 22	<p>Team presentation: Vote targets for Presidential and Senate candidates. Use method outlined in reading. Explain how each candidate will reach statewide target, by geography. Team research after presentations: Begin candidate profiles: background, vulnerabilities; SWOT worksheets</p>
Sep 27	<p>Candidate Profiles and Resources (Sept. 22/27- Oct. 6)</p> <p>Read before class Text, ch. 4 (Money) (36) From the Ground Up, 65-69 (Candidate research) (5)</p> <p>Team research in class: Candidates' financial sources + independent spending so far, Senate</p>
Sep 29	<p>Team presentation: Candidates' financial sources + independent spending so far, Senate Team research in class: Continue candidate profiles: background, vulnerabilities; SWOT.</p>
Oct 4	No class – school holiday
Oct 6	Team presentation: Candidate profiles: background, vulnerabilities; SWOT.
Oct 11	No class – school holiday
Oct 13	<p>Advertising, the Media and Other Major Players (Besides Candidates) (Oct. 13 – 25)</p> <p>Free Media and Paid Advertising (65)</p> <p>Text, ch. 8 (Media, 34)</p> <p>*Franz, on advertising, in Craig and Hill, only pp. 117-122 (6)</p> <p>*Sides – Would Early Attack Ads Actually Hurt? (WP - May 31, 2016) (2)</p> <p>*Vavrek - Yes, Political Ads are Still Important</p> <p>*Turk, Social and New Media (18)</p> <p>*Balz – As Viewing Habits Change, Political Campaigns Must Change Too (3)</p> <p>Distribute for home info gathering: media and ad message monitoring worksheets for 10/20, including “Message Box”.</p>
Oct 18	<p>Parties (43)</p> <p>Text, ch 6 (26);</p> <p>*Stein, Experts Say Third Party Probably Doomed (Vox, March 18, 2016) (10)</p> <p>*Masket – Parties are Networked, Not Fragmented (6)</p> <p>*H. Noel – Trump v. “The Party Decides”. NY Times, March 2016 (6)</p> <p>*Washington Post – Platforms: Party Disagreements Shift</p> <p>Team research and prep time: Media Monitoring; Ad Monitoring.</p>
Oct 20	<p>Interest Groups (40) Reading:</p> <p>Text, ch. 7 (24)</p> <p>*Kasiunas, Rozell & Keckler, Interest Groups, Super PACs & Independent Expenditures (16)</p> <p>Team presentations: Media Monitoring; Ad Monitoring.</p>
Oct 25	Continuation of Oct. 20
Oct 27	<p>Midterm Exam + interim peer evaluations</p> <p>Exam will be made up of two parts:</p> <ol style="list-style-type: none"> 1. Strategy memo/paper to be written at home and handed in. (Instructions to come). 2. In-class quiz, based on <u>all</u> of the assigned reading from the beginning through Oct. 25. <p>Peer evaluations within teams will also be administered. These will be confidential (although not to the instructor). The interim evaluations will not count toward the final grade. They will</p>

	be used to provide guidance to those whose team members think they need to improve.
Nov 1	Participation and Mobilization (68) Text. Ch. 12 (Participation) (33) *McManus – Women and Campaigns (18) *Stokes-Brown – Minority Candidates (17)
Nov 3	Voting (43) Text, ch. 13 (Voter choice) (27) *Baumgartner & Francia, Misconceptions about National Election Polls (16)
Nov 8	<u>Election Day and Post-Election Analysis</u> (Nov. 8-15) <u>In class exercises:</u> Pre-election predictions by teams. # electoral votes. # Senate seats. State-by-state checklist. Prepare source material, sites to be visited, for Nov. 10 research. Assign team members to do homework on Nov. 9, come in with the material needed for Nov. 10.
Nov 10	<u>Team research, discussion, analysis and prep in class:</u> post-election analysis of the Presidential and Senate results in your case study states. The goal should not only be to explain who won. It should also explain <u>where</u> the candidates under-performed and overperformed their targets and why.
Nov 15	<u>Team presentations: post-election analyses</u>
Nov 17	<u>In our Back Yards: (Nov. 17-29)</u> Reading: Text, ch. 11 – State and Local Elections *NYS Senate Elections, 2016 – Ballotpedia *Who Controls the NYS Senate? It’s Complicated. (NYT, April 2016) *NYS Senate Elections – An Analysis of all 63 Seats *Readings on US House Races for NY – 1, 3, 13 (primary), 19, 22, 24 <u>Team research in class:</u> Competitive elections for the US House from New York; NYS Senate
Nov 22	<u>Continue Team research in class</u>
Nov 24	No class – school holiday
Nov 29	<u>Team presentations: NY State cases</u>
Dec 1	<u>Evaluations and Conclusions (Dec. 1-6)</u> <u>Evaluating Campaigns (Overview) + Ideas for Reform – 1 –</u> <u>Changing the Laws about Money in Politics</u> (59) *J. Fortier and M. Malbin – An Agenda for Future Research on Money in Politics (25) *Shapiro – Could There Be A Grand Bargain? (Aug. 2016) (4) *M. Malbin – Citizen Funding for Elections (30) *M. Malbin – Three Paths after Citizens United: A Critical Review Essay

Dec 6	Ideas for Reform – 2 (30) a. Technology-Driven Change *Gebelhoff – How Will the Internet Change Political Advertising? (WP – 8/8/16) *Biersack – How the Internet Could Democratize Campaign Spending (WP – 9/9/16) *Persily – Facebook May Soon Have More Power over Elections than the FEC (WP – 8/10/16) *Ansolabehere – Thought the US Was Divided? Just Watch as Elections Go Digital (8/12/16) b. Changing the System *Amy and Rush – Debating Proportional Representation (16)
Dec 8	Last class. 30 minute quiz covering Text, ch. 11-14 + all other assigned reading since Oct. 27. This quiz + the take-home essay(s) due Dec. 17 constitute the final exam. Evaluations: Student evaluations of course. Final, graded peer evaluations within teams.
Dec 17	Exam day. (NB: this is Saturday.) 10 pp. Papers/ take-home exams due 10:30 AM (exam time) via electronic submission.

The following pages have been copied from: <http://library.albany.edu/infolit/citesources>

When and Why to Cite Sources

What is Plagiarism?

Plagiarism is defined as "a piece of writing that has been copied from someone else and is presented as being your own work" or "taking someone's words or ideas as if they were your own" ^[1]

Plagiarism is a serious issue in the academic community. While plagiarism sometimes does occur intentionally, it also occurs because the writer doesn't understand or does not know how to avoid it. Please visit our online tutorial: [Plagiarism 101](#) for an entertaining and interesting look at why people plagiarize and strategies to avoid it.

Plagiarism occurs when you use someone else's ideas and PRETEND they are your own. Avoiding plagiarism doesn't mean that you can never use other people's ideas. It's a widely known secret that in fact you CAN use other peoples' ideas and even their words. For many research papers you NEED to do this in order to prove your own points. So use their ideas! Use their words! Professors expect to see in your writing that you've done your research and understand what the experts think when you formed your own opinions. The trick is to acknowledge who these expert ideas really belong to by CITING them!

So let's assume you don't want to plagiarize, you've given yourself enough time to do it right, but you're still not sure about "putting things in your own words," judging when to cite work, or how to cite it. Read on for more information and examples.

Why Acknowledge Sources

Doing research for a paper is an exploration and learning process. By acknowledging our sources we show our reader the path we took to come to our conclusions. Citing the authors we read shows how we tied others' research and ideas together and how we came to learn about and develop our own ideas and opinions.

Why should you cite your sources?

1. Citations reflect the careful and thorough work you have put into locating and exploring your sources.

2. Citations help readers understand the context of your argument and are a courtesy to the reader, who may share your interest in a particular area of study.
3. Citations allow you to acknowledge those authors who contributed to your learning and your work.
4. Citations, by illustrating your own learning process, also draw attention to the originality and legitimacy of your own ideas.
5. By citing sources you demonstrate your integrity and skill as a responsible student and participant in your field of study. ^[2]

When to Cite Sources

While professors and scholars may have specific requirements based on the needs of their discipline, there are cases where you should **always** cite your sources.

1. Direct quotes of more than one word. If the author's words are powerful or you need to be specific for your argument, the authors' words can be used as a direct quote.
2. Paraphrasing or summarizing. If you want to use someone else's idea to help you make your point or to support your own ideas, in this case you would "translate" the ideas into your own words. [NB: "Always cite."]
3. Information which may be common knowledge but still unfamiliar to your reader. This would also include statistical information which may be familiar information but still requires confirmation.
4. Not just books or articles should be cited. Any source that you use for information can and should be cited including interviews, websites, TV programs, etc.
5. Whenever you are not sure if something should be cited, err on the side of caution and cite sources.

Let's look at some examples...

Direct quotes

How much you quote will determine how it appears in the body of your paper but whether it is one word or an entire paragraph, direct quotes need to be cited.

Lappe's explanation of a "thin democracy" ^[3] addresses a number of basic flaws within our American society.

Global warming is being recognized as a major issue throughout the world and as Al Gore instructs, "it is time to make peace with our planet." ^[4]

Paraphrasing or Summarizing

[NB: "Always cite".]

This involves translating what you have read (or heard) and putting it into your own words. Paraphrasing typically refers to putting an idea or passage into your own words. Summarizing involves capturing the main idea or reducing a detailed piece to a shorter and more general synopsis. **[Instructor's additional comment: when summarizing someone else's work, it is not sufficient to drop in a footnote. The text must also say something like "according to ..." or "Smith says that..." or "some historians have argued"]**

HERE'S AN EXAMPLE:

"Instructors usually allow students to find their own topics for a major writing assignment; thus choose something of interest to you so you won't get bored after a few days. At the same time, your chosen topic will need a scholarly perspective."^[5]

Paraphrase: When students are permitted to select their own topic to write about they should choose one that is interesting to them. The topic should also be scholarly in nature so that students will be able to find appropriate research and resources on the topic. ^[5]

Summary: Students should select writing topics that are interesting and also lend themselves to academic research. ^[5]

A summary generally addresses the overall theme of a passage, article, opinion, etc. while a paraphrase generally restates a more specific thought or idea. The difference between summarizing and paraphrasing is sometimes obvious and sometimes subtle — do you see the difference?

Common Knowledge? Or Not?

Some basic facts are common knowledge and easily confirmed from a variety of sources. Statistics should always be cited, as well as opinions and less familiar facts. Information that is considered well-known within your field of study will also help determine if it is considered common or not. However, if you are not sure, cite it!

Example 1:

The University at Albany located in Albany, New York and is part of the State University of New York.

This is common knowledge and easily confirmed in a multitude of sources.

Example 2: *The State University of New York was officially established in February of 1948 and currently consists of 64 institutions. The University at Albany is one of ten University Centers that are part of the SUNY system.* ^[6]

While the SUNY system is well known and these facts are easily confirmed, specific historical information or statistics should be cited.

How to Cite?

We've talked about plagiarism as well as why and when to cite. The next question is "How?"

There are **two things you need to know** from your professor.

The **FIRST** is how you will reference your sources within your paper. Generally you will use one of the following options:

- **IN TEXT** citation is when your source author is included within the body of your paper. This acts as a reference to your 'Works Cited' page.
- **END NOTES** format is used in this document. The cited idea or quote is noted with a number and the source is listed at the end of the paper.
- **FOOT NOTES** format is similar to end notes however the citations are listed at the bottom of each page.

The **SECOND** thing you need to know is what Format and Style Guide to use. There are very specific rules about how to do this that are not included in this document. Your professor will tell you which s/he wants you to follow. The choices will typically be one of the following:

- **MLA** Format and Style Guide (Modern Language Association)
- **APA** Format and Style Guide (American Psychological Association)
- **CHICAGO** Manual of Style

Please visit the University Libraries' Cite... Web page at [Cite...](#) for information and instructions on these style guides. Once you know what your professor wants you will need to follow the rules of that format accordingly.

[1]

"Plagiarism." *WordNet 3.0*. Princeton University. 03 Apr. 2008. [Dictionary.com](http://dictionary.reference.com/browse/plagiarism)
<http://dictionary.reference.com/browse/plagiarism>. [2]

Adapted from "Sources and Citation at Dartmouth College." Dartmouth College. 1998. Retrieved 9 Feb 2009. <http://www.dartmouth.edu/~writing/sources/sources-citation.html> [3]

Lappe, Frances Moore. *Getting a Grip*. Cambridge, MA : Small Planet Media, 2007. [4]

Gore, Al. "Nobel Prize Acceptance Speech." *Al's Journal*. December 10, 2007. Retrieved April 10, 2008 http://blog.algore.com/2007/12/nobel_prize_acceptance_speech.html [5]

Lester, James D. & James D. Lester Jr. *Writing Research Papers: A Complete Guide, 11th Ed.* New York: Pearson Education, 2005. [6]

"Short History of SUNY." The State University of New York. 2008. Retrieved April 25, 2008. http://www.suny.edu/student/university_suny_history.cfm

RPAD/RPOS 340: INTRODUCTION TO POLICY ANALYSIS (Fall 2013)

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- Instructor: Junesoo Lee, PhD Candidate
 - Class: Tue. and Thr. 1:15 - 2:35 p.m. HS 0214 (Husted Hall at downtown campus); HS 0004 (computer lab)
 - Credits: 3 credits
 - Office hours: Tuesday and Thursday 12:00 - 1:00 p.m. Milne 316; or by appointment ☐
 - e-mail: jlee25@albany.edu
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Purposes:

- The principal objectives of this course are to provide an overview of the role of analysis in the policy process, and help you to be a “balanced problem solver”, i.e., to be mission-oriented, identify problems, enumerate solutions, evaluate alternative policies, communicate results, and be aware of the limitations of policy analysis.
- After taking this course, you will be able to: - Write policy memos with the objectivity and professionalism of a policy analyst; - Explain how public policy theory relates to real world issues, and evaluate the strengths and weaknesses of various theories for their explanatory power; - Summarize and describe the stages of policy development that a policy has completed, is in, and still faces; - Predict the consequences of public policy design, both intended and unintended; - Critically argue your perspectives on policy issues using evidence and public policy concepts.

Required textbook:

- A course packet will be available for purchase at Mary Jane Books.
- Readings for the first two weeks will be posted to Blackboard for those who would drop this course.

Grading:

Participation	<ul style="list-style-type: none">☐ Discussion based on the assigned readings and papers.☐ Plus: Being a civil, active, insightful, and thoughtful analyst and contributor to class (but “right” answers are not required.)☐ Minus: Failing to be respectful to your classmates (such as talking or ridiculing while others are talking), and/or being otherwise disengaged from lectures (such as being late, using electronic devices, or sleeping).	10%
Class presentation	<ul style="list-style-type: none">☐ Present the outline of the assigned topic for five minutes with one Powerpoint slide.☐ Working in pairs is recommended. But don’t be a free-rider.	10%
Four individual papers	<ul style="list-style-type: none">☐ See the course schedule for details.☐ Specific instructions on the assignments will be distributed later in the semester.	40%

Two in-class exams	<input type="checkbox"/> Test on general concepts, rather than on your memorization of facts. <input type="checkbox"/> Review session will be held to help you prepare. <input type="checkbox"/> Exams are cumulative—the final covers everything of this course. <input type="checkbox"/> In each exam, you are allowed to bring a “cheat sheet” of your own making. <ul style="list-style-type: none"> ○ A double-sided sheet for the midterm; two double-sided sheets in the final. ○ <i>Do not throw away your cheat sheets even after the exam. It's the most valuable asset you can get in this course—for your future use.</i> 	40%
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Grading scale:

A= 90-100, A- = 88-89, B+ = 85-87, B = 83-84, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Other class policies:

- All papers and presentations should be done by applying “logical thinking tools” (see the lecture 2 slides for details).
- Be familiar with the UAlbany academic honesty policies: www.albany.edu/undergraduate_bulletin/regulations.html
- Be sure to cite any information sources. (Computer technology makes both using secondary information and detecting plagiarism very easy.)
- Email etiquette: Use business language; proofread; sign full name; use an appropriate subject (e.g., “PAD/POS 340 – Weather Emergency”)

Course schedule:

Lecture (date)	Topic	Readings (Complete <u>before</u> class)	Assignments assigned or due
Be prepared: The big picture and basic techniques			
1. (Aug 27)	Introduction Review syllabus and course roadmap; needs for policy analysis is necessary; objectives of this course	None	None
2. (Aug 29)	Logical thinking tools and mission statement Three basic tools for logical thinking; visualization techniques; individual mission statement	<ul style="list-style-type: none"> • Three logical thinking tools: logic tree, multidimensional matrix, and flowchart. (Not included in the course packet.) • Bryson, J.N. 2011. <i>Strategic Planning for Public and Nonprofit Organizations (4th ed)</i>. Jossey-Bass, pp. 138-144. 	None
3. (Sep 3)	Policy analysis overview Introduction to the discipline of policy analysis; comparison with other professions; requisites of policy analysts; introduction to policy writing	<ul style="list-style-type: none"> • Patton, C.V. and D.S. Sawicki. 1993. <i>Basic Methods of Policy Analysis and Planning (2nd ed)</i>. Englewood Cliffs, NJ: Prentice Hall, pp. 1-20, 46-65. • Weimer, D.L. and A.R. Vining. 2005. <i>Policy Analysis: Concepts and Practice (4th ed)</i>. Upper Saddle River, NJ: Pearson Prentice Hall, pp. 23-38. 	Individual paper #1 assigned.
Sep 5	Rosh Hashanah (No class)	None	None

Be responsive: Policy making

4. (Sep 10)	Problems and agenda, part 1 Elements of “problem definition”; competing ways to understand problems	<ul style="list-style-type: none"> □ Anderson, J.E. 2000. <i>Public Policymaking (4th ed.)</i>. Boston, MA: Houghton Mifflin Company, pp. 87-95. □ Portz, J. 1994. Plant Closings, Community Definitions, and the Local Response, in Rochefort, D.A. and R.W. Cobb. (eds), <i>The Politics of Problem Definition: Shaping the Policy Agenda</i>. Lawrence, KS: University Press of Kansas, pp. 32-49. 	None
5. (Sep 12)	Problems and agenda, part 2 How problems and issues get on the agenda; how to measure agenda status	<ul style="list-style-type: none"> □ Kingdon, J.W. 1995. <i>Agendas, Alternatives, and Public Policies (2nd ed)</i>. Addison-Wesley, pp. 90-115. □ Downs, A. 1972. Up and Down with Ecology – the ‘Issue Attention Cycle.’ <i>Public Interest</i> 28: 38-50. 	Individual paper #1—first draft due.
6. (Sep 17)	Problems and agenda, case study Tobacco harm reduction	<ul style="list-style-type: none"> □ Warner, K.W. 2005. Will the Next Generation of ‘Safer’ Cigarettes Be Safer? <i>Journal of Pediatric Hematology and Oncology</i> 27: 543-550. □ Martinet, Y., A. Bohadana, and K. Fagerstrom. 2007. Introducing Oral Tobacco for Tobacco Harm Reduction: What Are the Main Obstacles? <i>Harm Reduction Journal</i> 4: 17. □ Sweaner, D., P. Alcabas, and E. Drucker. 2007. Tobacco Harm Reduction: How Rational Public Policy Could Transform a Pandemic. <i>International Journal of Drug Policy</i> 18: 70-74. 	Individual paper #2 assigned.
7. (Sep 19)	Establishing evaluation criteria Types of values to use for comparing and evaluating policy alternatives	<ul style="list-style-type: none"> □ Patton, C.V. and D.S. Sawicki. 1993. <i>Basic Methods of Policy Analysis and Planning (2nd ed)</i>. Englewood Cliffs, NJ: Prentice Hall, pp. 207-219. 	None
8. (Sep 24)	Identifying goals and policy alternatives Deciding what a policy should	<ul style="list-style-type: none"> □ O’Hare, M. 1989. A Typology of Government Action. <i>Journal of Policy Analysis and Management</i> 8(4): 670-672. 	None
Lecture (date)	Topic	Readings (Complete <u>before</u> class)	Assignments assigned or due
	accomplish; identifying potential policy solutions	<ul style="list-style-type: none"> □ Bardach, E. 2009. <i>A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving (3rd ed)</i>. Washington, DC: CQ Press, pp. 127-135. □ Stokey, E. and R. Zeckhauser. 1978. <i>A Primer for Policy Analysis</i>. New York: W.W. Norton & Company. Section from Chapter 14: Achieving Desirable Outcomes, pp. 308-319. 	
9. (Sep 26)	Revisiting policy making, case study Regulation on risky substances— showing how the diverse factors affect problem definition, agenda setting, and policy alternative choice	<ul style="list-style-type: none"> □ Breyer, S. 1993. <i>Breaking the Vicious Circle: Towards Effective Risk Regulation</i>. Cambridge, MA: Harvard University Press, pp. 3-29. 	Individual paper #2 due.

Be scientific: Analysis toolbox

10. (Oct 1)	Sampling design Sampling methods; nonresponse bias	<ul style="list-style-type: none"> Gonick, L. and W. Smith. 1993. <i>The Cartoon Guide to Statistics</i>. Harper Collins: New York, NY, pp. 89-97. Squire, P. 1998. Why the 1936 Literary Digest Poll Failed. <i>Public Opinion Quarterly</i> 52(1): 125-133. 	Individual paper #3 assigned.
11. (Oct 3)	Data collection using surveys Designing and conducting survey	□ Trochim, W.M.K. and J.P. Donnelly. 2001. <i>The Research Methods Knowledge Base, 2nd ed.</i> Atomic Dog Publishing: Cincinnati, OH. Chapter 4: Survey Research, pp. 107-124.	None
12. (Oct 8)	Cost analysis, part 1 Introduction to cost benefit analysis	□ Rosen, H.S. 2004. <i>Public Finance (7th ed.)</i> Boston, MA: McGraw-Hill Irwin, pp. 239-264.	None
13. (Oct 10)	Cost analysis, part 2 Continuation of cost benefit analysis; introduction to cost effectiveness analysis	<ul style="list-style-type: none"> <i>New York Times</i> Economix blogs (E.L. Glaeser) on costs and benefits of high speed rail: <ul style="list-style-type: none"> July 28, 2009. Is High-Speed Rail a Good Public Investment? August 4, 2009. Running the Numbers on High-Speed Trains. August 19, 2009. How Big Are the Environmental Benefits of High-Speed Rail? Tengs, T.O., M.E. Adams, J.S. Pliskin, et al. 1995. Five-Hundred Life-Saving Interventions and Their Cost-Effectiveness. <i>Risk Analysis</i> 15(3): 369-390. Lacey, M. Arizona Cuts Financing for Transplant Patients. <i>New York Times</i> December 2, 2010. 	None
Oct 15	Review session	None	Individual paper #3 due.
Oct 17	Exam #1 (In-class exam)	None	None
14. (Oct 22)	Qualitative data analysis Introduction to qualitative analysis; how it differs from quantitative analysis	□ Patton, M.Q. 2002. <i>Qualitative Research and Evaluation Methods</i> (3rd ed). Thousand Oaks, CA: Sage Publications, pp. 3-29.	None
15. (Oct 24)	Stakeholder analysis Overview of stakeholder analysis techniques; application to tobacco harm reduction case	<ul style="list-style-type: none"> Bryson, J.M. 2004. What to Do When Stakeholders Matter: Stakeholder Identification and Analysis Techniques. <i>Public Management Review</i> 16(1): 21-53. Re-read three articles on tobacco harm reduction (lecture 6). 	None
Lecture (date)	Topic	Readings (Complete <u>before</u> class)	Assignments assigned or due
16. (Oct 29)	Political analysis Assessing whether policy alternatives are politically feasible to implement	<ul style="list-style-type: none"> Patton, C.V. and D.S. Sawicki. 1993. <i>Basic Methods of Policy Analysis and Planning</i> (2nd ed). Englewood Cliffs, NJ: Prentice Hall, pp. 301-316. Meltsner, A.J. 1972. Political Feasibility and Policy Analysis. <i>Public Administration Review</i> 32(6): 859-867. 	Individual paper #4 assigned.

17. (Oct 31)	Social network analysis Analyzing the stakeholders' networks with computer software (Guest speaker: Jeongyoon Lee, PhD Candidate)	None	None
18. (Nov 5)	Forecasting Analysis under uncertainty; introduction to forecasting techniques	<ul style="list-style-type: none"> Patton, C.V. and D.S. Sawicki. 1993. <i>Basic Methods of Policy Analysis and Planning</i> (2nd ed). Englewood Cliffs, NJ: Prentice Hall, pp. 258-275. Aaron, H.J. 2000. Seeing through the Fog: Policymaking with Uncertain Forecasts. <i>Journal of Policy Analysis and Management</i> 19(2): 193-206. 	Individual paper #1—second draft due.
19. (Nov 7)	Holistic analysis Systems thinking; system dynamics with simulation modeling	□ Sterman, J.D. 2000. <i>Business Dynamics: Systems Thinking and Modeling for a Complex World</i> . McGraw Hill, pp. 3-39.	None
20. (Nov 12)	Analysis toolbox in practice, case study Case study that incorporates surveys, focus groups, and simulation modeling (Guest speaker: Rod MacDonald, PhD)	None	None
Be realistic: Implementation, evaluation, and limitations			
21. (Nov 14)	Program evaluation methods Strategies to evaluate programs after their implementation	<ul style="list-style-type: none"> Patton, C.V. and D.S. Sawicki. 1993. <i>Basic Methods of Policy Analysis and Planning</i> (2nd ed). Englewood Cliffs, NJ: Prentice Hall, pp. 362-395. Anderson, J.E. 2000. <i>Public Policymaking</i> (4th ed.). Boston, MA: Houghton Mifflin Company, pp. 277-293. 	Individual paper #4 due.
22. (Nov 19)	Limits of policy analysis Challenges of using policy analyses in the real world	<ul style="list-style-type: none"> Lindblom, C.E. 1959. The Science of 'Muddling Through'. <i>Public Administration Review</i> 19(2): 79-88. Quade, E.S. 1989. <i>Analysis for Public Decisions</i> (3rd ed.). New York: North-Holland, pp. 351-372. 	None
23. (Nov 21)	Toward balanced problem solving Practical tips for policy analysts	<ul style="list-style-type: none"> Lidman, R. and P. Sommers. 2005. The "Compleat" Policy Analyst: A Top 10 List. <i>Public Administration Review</i> 65(5): 628-634. Gupta, D.K. 2011. <i>Analyzing Public Policy: Concepts, Tools, & Techniques</i> (2nd ed). Washington DC: CQ Press, pp. 373-388. 	None
Nov 26	Review session	None	Individual paper #1—complete paper due.
Nov 28	Thanksgiving (No class)	None	None
Dec 3	Exam #2 (In-class exam)	None	None

Department of Political Science
Rockefeller College
University at Albany, SUNY

Semester in Washington
Spring 2017

RPOS 341 Washington in Perspective: From Federal City to the Nation's Capital (3 credits)

RPOS 342 Washington Internship (9 credits)

Professor Meredith Weiss

Contact: mweiss@albany.edu
202 725 4440 (emergencies only)
Office hours: after class each Friday, or by appointment

Course description

This class takes Washington, DC as a natural laboratory for learning about perennial themes of history, politics, and society: how cities develop and change, how nations establish and promote identities and symbols, how societies memorialize past episodes and leaders, and how a national capital balances the sometimes-divergent interests of its local residents and nationwide stakeholders. After kicking off the semester with a tour of Washington, DC, the course combines a wide range of assigned readings and in-class lecture and discussion with alumni talks, site visits, and team projects.

Course objectives

Students will learn about the history, architecture, and culture of the city of Washington—both the nation's capital and the “real” city. They will learn how national politics has affected the city's growth, both within and outside the federal core. They will also learn how to interpret historical and contemporary architectural and planning decisions as interpretations of national self-understanding. To solidify learning about these interactions, individual and team assignments will use (or critique) the theses in assigned readings by applying them to structured observations of the city's buildings, neighborhoods, infrastructure, and spaces.

Class times

Meetings for RPOS 341 and 495z will be back-to-back on Fridays, starting at 9:00am (unless otherwise notified), in the 1st floor classroom at the Woodley Park residence hall. Some classes will involve (or be supplanted by) field trips. Ending times will vary; students are expected to be available all day each Friday for required activities.

Books & readings

Grant Reeher and Mark Mariani, eds. *The Insider's Guide to Political Internships: What to Do Once You're in the Door* (Westview 2002).

- To be purchased and read (as indicated below) *before* you arrive in Washington.

Also recommended: Any good guide book to Washington, DC.

One other book is listed on the syllabus for POS 495Z. All other required readings will be available on Blackboard.

COURSE POLICIES **RPOS 341, 342, & 495z**

Attendance

Attendance and active participation in class is expected every week, barring legitimate medical excuses (following UAlbany guidelines). Any unexcused absence or lateness may result in a reduction in the student's final grade. Family visits are not acceptable reasons for missing class.

Internet and laptops

Students will need to conduct online research to complete the assignments in this course. Use of laptops for note-taking is permitted, and laptops may be used for some in-class group work. However, use of any electronic device during class (including laptops) for non-class-related purposes is prohibited, and may result in loss of classroom laptop privileges and/or temporary confiscation of the device in question.

Academic Honesty

Students are expected to adhere to the University at Albany's regulations concerning academic honesty: http://www.albany.edu/elt/academic_integrity.php. *Read these guidelines carefully, make sure you understand all provisions, and follow them in all your courses.* Pay particular attention to the need for citations even when paraphrasing *or summarizing* material. Violation of these rules will result in severe penalty (usually failing the assignment and/or the course, depending on the violation) as well as referral to the appropriate academic authorities.

Papers & assignments

Short papers for RPOS 341 should be **2-3 pages** each. Internship logs and informational interview write-ups for RPOS 342 should be **1-2 pages** each.

Papers must be typed, double-spaced, with 1 inch margins, in 12-point Times New Roman (or closely comparable) font. Proofread carefully. Given the professional orientation of this program, points *will* be deducted for sloppy work (poor grammar, typos, etc.).

All RPOS 341 papers and assignments are due (hard copy) on the date on which they are listed the syllabus, unless otherwise noted in class. RPOS 342 logs and write-ups should be submitted via email by the date indicated. **Late papers** will incur a penalty of $\frac{1}{3}$ grade (e.g., from a B+ to a B) per calendar day late.

Grading

RPOS 341 (3 credits)

Individual work

- 4 short papers @ 10% each (4 papers) or
5% (lowest-scoring paper) 45% total

- Class preparation and participation 10%
- Team work*
- 3 team presentations @ 15% each 45%

Grading scale

- A: 93-100, A-: 90-92, B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76, C-: 70-72, D+: 67-69, D: 63-66, D-: 60-62, E: 0-59

RPOS 342 (9 credits, S/U)

A grade of S requires:

- Satisfactory performance and punctual attendance for internship
- Completion of all 4 internship logs, 2 informational interviews and write-ups, and internship evaluation

COURSE SCHEDULE RPOS 341 & 342

Readings and assignments/papers are *due* on the date for which they are listed.

Note that some extracts may include more than the required portion; students are welcome, but not required, to read further.

Details are subject to change!

Pre-reading before arrival in Washington

- Reeher & Mariani, at least chapters 1-3, 6, 8, and 15

Intro week Move-in & professional development orientation

Saturday–Sunday, 14-15 January

- Move into apartments at WISH

Sunday, 15 January, 5-7pm

- Welcome dinner at WISH

Wednesday–Thursday, 18-19 January

- Professional development orientation (led by Yalitza Negrón)
- Reading:
 - Grabowski, *Congressional Intern Handbook*, chap. 4, 6
 - Gale, *Internship Guide*
 - Boles, *What Color is Your Parachute?*: chap. 6, pp. 41-43

Friday, 20 January

- Inauguration Day (head down to the Mall early if you choose to attend ...)

Week 1 Introduction to Washington

23 January First day of internships

27 January, 10:00am-4:00pm (meet at WISH)

- **Tour of DC** (bring a good map of the city or guidebook)
- Reading:
 - Fogle, *Washington, DC's Hidden History*: Introduction

Week 2 Research skills

3 February

- **Library of Congress visit** (see RPOS 495z syllabus)
- **Workshop on Communication & Leadership**, 3-4pm, alumna Laura Milstein
- **Internship log #1 (RPOS 342)**: initial impressions and expectations; *include the name and email address of your direct supervisor at your internship*
- Choose memorials and plan team visits for 17 February: Lincoln, Jefferson, FDR, WWII, Vietnam War, Korean War, Martin Luther King

Week 3 The First Century: From Founding to Federal City to National Capital

9 February, 6-8pm: Welcome reception, Squire Patton Boggs, 2550 M Street NW

10 February

- Reading:
 - Smith, *Washington at Home*: p. xiii-xvi
 - Ellis, *Founding Brothers*: pp. 48-52 (top)
 - Map of the District of Columbia, 1800
 - *Visions for the Millennium*: pp. 1-3 + front/back cover
 - Penczer, *Washington National Mall*: pp. 7-19 (remainder is for week 5)
 - Young, *The Washington Community*: Prologue + chap. 1
 - History of the Mall website: <http://mallhistory.org/>
 - Lewis, *District of Columbia*: pp. 15-21
 - Bowling, Federal Town to National Capital
- **Short paper #1**: See reading prompt
- **Supreme Court visit** (TBC)

Week 4 Team Presentations #1: Memorials and Their Controversies

17 February

- Each team will present one memorial (30 minutes total per team): describe the structure/site (including photos), discuss the genesis of the plans, assess how the design embodies the memorial's objectives, detail and analyze the controversies surrounding the memorial's construction and/or design. In doing so, think about and test the theses in Clement and Savage (last week). See instructions on Blackboard for full details.
- **Informational interview write-up #1 (RPOS 342)**: Who you met, how you located them, what you learned, where you should go from here (in terms of skills as well as further interviews). Interview write-ups may be submitted early.
- **Martha's Table visit, 11-12:15**

Week 5 From the McMillan Plan and City Beautiful through the New Deal

23 February Panel discussion on the presidency, 7-9pm

24 February

- **Capitol tour** with Michelle Mittler, 11:30am-1:30pm
- Reading:
 - Population spreadsheet
 - Lewis, *District of Columbia*: pp. 27-33
 - Penczer, *History of the National Mall*: pp. 20-49 (see Week 3)
 - Wilson, Architecture and the Reinterpretation of the Past
 - Clement, City Thinking, City Spaces
 - Savage, *Monument Wars*: Introduction
- In-class film: *Make No Little Plans*
- **Short paper #2**: See reading prompt

Week 6 Interpreting History

3 March

- **Smithsonian Castle visit** (meeting with Richard Kurin), 11:30-12:30
 - Come prepared with questions for Richard Kurin based on reading (and thinking ahead to upcoming presentations)
- Reading:
 - Post, *Who Owns America's Past*: Preface
 - Henderson, Blockbuster Brown
 - Kurin, *Reflections of a Culture Broker*: ch. 1, 2, 15
- **Short paper #3**: See reading prompt
- **Internship log #2 (RPOS 342)**: Do not just describe what you did, but discuss something you *learned* since the last log (from work you have done, conversations with colleagues, current policy debates with which your organization is engaging, etc.)
- Choose museums and plan team visits for 24 March: American History, Natural History, American Indian, National Gallery of Art, Air & Space, National Portrait Gallery, National Building Museum, Women in the Arts
- **Senator Kirsten Gillibrand's office**: meeting with Jon Cardinal, 1:30-2:30

Week 7 Trauma, Identity, and Public Space

10 March

- **Holocaust Museum visit**, 11:15-12:15
- **Guest lecturer**: Barry Trachtenberg
- Reading:
 - *Holocaust memorialization*
 - Stier, Torah and Taboo
 - Young, America's Holocaust
 - Flanzbaum, Americanization of the Holocaust
 - *Who has a claim on public space?*
 - Cadaval & Finnegan, "Our Voices in the Nation's Capital"

17 March No class

Week 8 Team Presentations #2: Museums

24 March

- Each team will present one museum (30 minutes total per team): describe the structure/site (including photos), discuss the genesis of the plans, assess how the content/focus embodies the museum's objectives, detail and analyze the process of or controversies around the museum's construction and/or design. See instructions on Blackboard for full details.
- **Alumni lunch (TBC)**, 12pm, Wilkinson Barker Knauer, LLP (1800 M St. NW #800N)

Week 9 OSAC visit: Gregory Wahl, 12:30-2:30 (1810 N. Lynn St., Rosslyn, VA)

31 March

Week 10 African-American Washington: An Overview through the 1960s

7 April

- **Guest lecturer:** Krista Johnson
- Reading:
 - Population spreadsheet: Racial/Ethnic Makeup of Washington, DC
 - Fitzpatrick & Goodwin, *Guide to Black Washington*: Foreword, Introduction
 - Lewis, *District of Columbia*: chap. 2
 - Borchert, Rise and Fall of Washington's Inhabited Alleys
 - Richards, Public School Governance in DC
 - Schaffer, The 1968 Washington Riots in History and Memory
- **Short paper #4:** See reading prompt
- Choose neighborhoods and plan team visits for 28 April: Georgetown, Downtown/Pennsylvania Ave, Dupont Circle/Kalorama/Adams Morgan, Shaw/U St/LeDroit Park, Mt Pleasant/Columbia Heights, Navy Yard/Capitol Hill/Waterfront

Week 11

14 April **No class meeting** (Good Friday)

- **Internship log #3 (RPOS 342):** As for log #2, discuss what you have learned in the interim, what skills you're developing, new challenges you have encountered, etc., as well as expectations or goals you have set for yourself as you enter your final month

Week 12 A Modern City of Neighborhoods in a Growing Metropolitan Region

21 April

- **Guest lecturer:** Julia Koster and Marcel Acosta, 10:30-12:00, National Capital Planning Commission (401 9th St NW)
- Reading:
 - *Politics*
 - Self-government timeline
 - Wikipedia (!), DC Home Rule
 - Stout, Barry obituary
 - Schwartzman & Mellnik, White Voters
 - DeBonis & Davis, Muriel Bowser Sworn In
 - Want to learn more about statehood efforts? See <https://www.dcvote.org>
 - *Neighborhoods*

- Smith, *Washington at Home*: Introduction
- Muller, DC neighborhoods in 1979
- Gringlas, Old Confronts New
- *Architecture*
 - *Visions for the Millennium*: pp. 8-10
 - Helfrich, Modernism for Washington?
 - DeBonis, DC Planners
- *City and Region*
 - Browse National Capital Planning Commission website (<https://www.ncpc.gov>)
 - Schrag, How Metro Shapes DC
 - Brookings, Overview of DC Region
 - Widdicombe, The Fall and Rise of Downtown DC
 - Sandalow, The “New Washington”
 - Interested in transportation issues? See <http://www.yptwdc.com>
- **Short paper #5**: See reading prompt
- **Pentagon tour** (2:00-4:00pm)

Week 13 Team Presentations #3: Neighborhoods

27 April Final day of internships

- End-of-semester gathering, 6:00-8:00pm, hosted by Arie Lipnick (800 P St NW)

28 April

- Reading (to get you started):
 - Smith, *Washington at Home*: ch. 1 (Georgetown), 2 (Capitol Hill), 3 (Downtown), 10 (Dupont), 11 (Shaw), 12 (Mt Pleasant), 13 (LeDroit Park), 14 (Columbia Heights), 16 (Kalorama), 25 (Adams Morgan)
 - Fitzpatrick & Goodwin, *Guide to Black Washington*: ch. 9-11 (Shaw/U St)
 - Fogle, *Hidden History*: ch. 2 (Capitol Hill), 3 (Georgetown), 4 (Downtown), 7 (Mt Pleasant/Adams Morgan), 8 (Shaw/U St)
- **Informational interview write-up #2 (RPOS 342)**
- **Internship log #4 (RPOS342)**: Reflect not just on what you have learned or accomplished since log #3, but also more broadly, on where you have come over the course of your internship, from your initial expectations to the skills, knowledge, or perspectives you now have. What do you see as your next steps? On a separate page (that can be shared with future students), also comment on the internship itself: would you recommend this position for a future UAlbany student, how were the logistics, etc. (This log may be slightly longer than the previous ones.)
- **Supreme Court visit and briefing, 9:30-11:00**

Week 14 RPOS 495 oral presentations

5 May Final class session

Wednesday, 10 May (last day of UA classes)

- **Final RPOS495z papers due**

University at Albany (SUNY)
College of Emergency Preparedness, Homeland Security and Cybersecurity
Rockefeller College of Public Affairs & Policy
RPAD/RPOS 343: Homeland Security
3 credits
Spring 2016
(Monday 5:45-8:35 pm; Humanities 124)
Prerequisite(s): C EHC/R PAD 101 or permission of instructor.

Instructors:

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Mission of the Course

This course introduces students to the subject of homeland security and the reconceptualization of homeland security in the American context with the formation of a Department of Homeland Security (DHS) after the attacks of September 11, 2001. Topics examined include border and transportation security, customs, immigration policy and enforcement; preparedness and capabilities building, response and resilience; critical infrastructure protection; threat and vulnerability assessment and risk management; cyber security; counter-terrorism. Although the course is primarily focused on US federal government activities, it will also examine state and local dimensions of homeland security as well as U.S. government interactions with other countries in the homeland security domain.

If you have questions about the appropriateness of your background for succeeding in the course, please see one of the instructors during the first week of class.

Course Learning Objectives

Upon completion of this course, you should be able to accomplish the following activities:

1. Develop persuasive arguments that include claims, counter-claims, and evidence.
2. Assess the strengths and weakness of arguments.
3. Communicate arguments in both written and oral forms.
4. Critically assess homeland security policies and programs.
5. Understand the historical evolution of homeland security, particularly in the American context after 9/11.

6. Identify and explain key concepts and activities within the field of homeland security, including counter-terrorism, emergency management, critical infrastructure protection, and cyber security.
7. Demonstrate understanding of ethical principles in general and the ability to recognize, articulate, and apply ethical principles in concrete situations related to homeland security.
8. Work effectively in teams to find answers to questions, develop solutions for complex challenges, and present persuasive arguments in relation to critical issues in homeland security.

Instructional Strategy

The course will be a team-based learning course in which the students will work in teams during class to answer questions on quizzes and produce arguments for policy debates. With an estimated enrollment of forty to forty-five students, the class will be divided into approximately eight teams with five to six students on each team. The teams will be permanent. The philosophy behind teambased learning is that students learn best from actively engaging in small groups and applying knowledge to real world problems. Team-based learning will reduce the amount of passive lecturing in the classroom by the instructor and increase the amount of student-to-student engagement. Team-based learning shifts significant responsibility for learning to the students and requires teams to arrive in class well prepared for applying knowledge from assigning readings and films.

If you are interested in learning more about team-based learning, you can visit Dr. Larry Michaelsen's web site devoted to the topic at teambasedlearning.apsc.ubc.ca.

Course Format

The course will be taught once a week in the evening during a three hour block (5:45-8:35). In most weeks, the three hour block will be divided into three sequential parts. Depending on the week, each of these three blocks will be made up of individual and team Readiness Assessment Tests (RATs), lecture, guest speaker(s), activities, and debates. For example, during the weeks in which RATs are utilized, the standard class would be divided as follows. Part I (the first hour of the class meeting) will focus on individual and team RATs. Part II (the second hour of the class) will involve a lecture or guest speaker about a U.S. Homeland Security related topic. Finally, Part III (the third hour of class) will focus on a team-based activity. In weeks without RATs, class will generally proceed as follows: Part I will involve lecture, Part II a debate, and Part III an activity.

Requirements of the Course

Students' final grades will be based on the following assignments:

- 1) Individual Readiness Assessment Tests (15%),
- 2) Team Readiness Assessment Tests (15%),
- 3) Team Debate and other graded team work (15%),
- 4) Short papers and assignments (10%), 5) Midterm Exam (20%), and 6) Final Exam (25%).

We will employ a standard A-E grading scale in the course: A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, Below 60 = E

First, in five of our class meetings (see schedule) students will complete an "individual Readiness Assessment Test" (iRATS) during the first 20 minutes of class. These assessments will be multiple choice quizzes based on the week's required readings and videos (or the relationship between the week's readings and prior weeks activities). The objective of the iRAT is to ensure that students have mastered the required materials (i.e., capable of understanding, summarizing, critiquing, connecting, and applying the readings and videos). After half the class has turned in their assessment, the remaining students will be given 5 minutes to complete the quiz. The iRAT typically takes about 15 minutes to complete. **There will be no makeup iRATs.**

Second, immediately after students complete the iRAT, they will complete a "team Individual Readiness Assessment Test" (tRAT) as a group during the remainder of the first hour of the class. The iRAT and tRAT will have identical questions. The purpose of the tRAT is to foster student discussion on the best answer for each question. Experience with the method has shown that students learn by attempting to persuade others through argumentation. The tRAT will be graded immediately; student groups may create a written appeal for any question that they received an incorrect grade. All students on the team will receive the same grade for the team test. **There will be no makeup tRATs.**

Third, student teams will participate in one policy debate. Developing the ability to express ideas and persuade others in an oral argument is essential to any career. In fact, whether you are an investment banker on Wall Street or a legislative aid on Capitol Hill, many if not most of your arguments will be oral rather than written. Given that there will be eight teams in the class, there will be four policy debates (with two teams in each debate). During the first two weeks of class, teams will select a debate topic. Each team will prepare a 20-30 page briefing book that will include arguments in favor of the proposition, arguments against the proposition, refutations to these arguments, and counter-refutations to the refutations. On the day of the debate, a coin toss will determine which side of the proposition each team will defend. The debates will be video taped and placed on the class web page for viewing by students in the future.

Fourth, students will be required to complete two short (3-5 page) papers over the course of the semester. The paper will respond to a proposition and students may argue for or against the proposition. A variety of paper topics will be listed on the course Blackboard website. The first paper is due before the midterm (3/7) and the second to be completed after the midterm. Each assignment will be graded by the rubric provided and be worth 5% of your total grade each.

Finally, there will be an in-class midterm and final exams. The exams will be 40% short answer and 60% essay in which students will argue in favor or opposition to a proposition. The examinations will be cumulative. Make-up exams are only available to students providing documentation signed by a doctor of an **emergency** medical situation (i.e., common colds and dentist appointments do not count). Students that feel their exams have been graded incorrectly should follow a three-step procedure. First, the student should carefully read the exam or assignment and identify the precise problem with the grading. Second, the student must send a written appeal explaining why their answer was appropriate to the instructor. Third, the instructor will meet with the student to discuss the appeal and resolve the conflict.

Evaluation of Team Members: Twice during the semester students will rate the performance of their fellow teammates. Based on these evaluations, the team portion of the grade (i.e., tRATs and the Debate) will be adjusted to account for an overall assessment of superior and inferior teamwork. This provision is designed to minimize free riding in teams.

Attendance and Participation: At the college level of education, the expectation is that students will attend **every** class session and **actively** participate in class every discussion each week. We expect students to have read and thought about the material assigned for that week. If language or some other barrier inhibits you from participating actively, you should meet with one of the instructors during the first two weeks of class to devise a solution. Attendance is not participation. Students missing a class session without prior approval of the instructor (or documentation of an emergency medical situation) will be penalized a third of a letter grade per missed class. Remember iRATs and tRATS will have **no make-ups**.

Learning Disabilities: Students with learning disabilities must notify the instructor within the first two weeks of the course in order to make suitable arrangements.

Course Websites

Required readings will be posted on a Blackboard page which can be accessed at:
<https://blackboard.albany.edu/>

E-mail Contact

All students are **required** to update the Blackboard preferences with an email address that redirects all course email to their primary email account. This will ensure that they get all emails from the instructor and group members in a timely fashion. This must be done by the end of the first week of class.

Plagiarism and Cheating

The emergence of the internet has changed our world forever. The amount of information at our fingertips has increased geometrically over the last decade. Library searches which took hours to complete in the past can be done in a matter of minutes today. Public and private documents that were difficult, if not impossible, to gain access to in the past are now a mouse click away. While this technological revolution has enhanced the learning process in many ways, it has also increased the amount of plagiarism. Plagiarism is the intentional or unintentional use of another's words or ideas without giving credit to that person. While this includes copying text word for word without the use of quotation marks, it also includes paraphrasing another person's work without proper citation. Intellectual honesty is a core value of university and the foundation of faculty and student development. Plagiarism, therefore, undermines the entire university community.

In the past couple of years, a number of students have been caught plagiarizing from internet sources. The punishments have ranged from failing the assignment to failing the course to suspension from the university. This has been a painful and time consuming experience for everyone involved. In order to eliminate this problem, all students will be required to submit their written assignments electronically via the Blackboard website **prior** to handing in hard copies at the start of class. All paper submissions will be checked for plagiarism using the Turnitin software program (or a similar program). Your written assignments will also be placed in a database with past submissions. This database will also be searched for plagiarized material. Students guilty of plagiarizing **any** material will receive a failing grade for the **course** and the evidence will be automatically turned over to the *Office of Conflict Resolution and Civic Responsibility* (i.e., judicial affairs)

All students must complete the UAlbany Library's tutorial on plagiarism entitled "Plagiarism 101" (<http://library.albany.edu/infolit/plagiarism1>) by the **third week** of class.

Required Readings and Videos

There is one required book for this class. The book is available from the University at Albany Book Store on the Uptown Campus.

Bullock, Jane, George Haddow, and Damon Coppola. Introduction to Homeland Security (Fifth Edition). Waltham, MA: Elsevier, 2016.

The required readings will be available via Blackboard and linked directly in the syllabus where publically available. Immediately after the required readings, several suggested readings are listed for each topic. The suggested readings can be accessed via Minerva, databases, e-journals, or are openly available on the Internet.

The course workload is based on the assumption that you will devote at least seven hours per week engaging this class (with three hours of participation during class meetings and four hours of work outside of class). I assume that the average student can read 30 pages per hour and write original essays at a rate of approximately 300 words (or one single-spaced page) per hour (including draft, revision, and final proofreading). Thus, a combination of outside work in a week might involve one hour of streamed video, sixty pages of reading, and remaining time dedicated toward writing a paper or research for debates. Please budget your time accordingly.

Summary Course Schedule

Week	Class Date	Topics	RATS	Debates & Exams	Paper Topic
1	1/25/2016	Introduction	practice		
2	2/1/2016	Historic Overview	RAT #1		
3	2/8/2016	Governmental Structures		Faculty Debate	1
4	2/15/2016	Intelligence Community Post 9/11			2
5	2/22/2016	Natural and Technological Hazards	RAT #2		3
6	2/29/2016	Terrorism & Counterterrorism		Debate #1	4
7	3/7/2016	MIDTERM EXAM		MIDTERM	
-	3/14/2016	SPRING BREAK			
8	3/21/2016	Border & Transportation Security	RAT #3		5
9	3/28/2016	Cyber & Critical Infrastructure		Debate #2	6
10	4/4/2016	All Hazards Response & Recovery	RAT #4		7
11	4/11/2016	Mitigation, Prevention, Preparedness		Debate #3	8
12	4/18/2016	Communications	RAT #5		9
13	4/25/2016	Ethics in Homeland Security		Debate #4	
14	5/2/2016	Science, Technology, & the Future			

Outline of Classes and Required Readings

Week 1 (1/25): *Introduction to Course*

This class will be devoted to an overview of the class and course mechanics. By the end of this informational class, you should be able to determine if it suits your needs and interests.

Assessments and Assignments Due:

1. Demonstration/Practice RAT (in class, ungraded) Discussion

Topics:

- Pre-Class Survey & Discussion □
Review of syllabus and course goals
- What is homeland security?

Week 2 (2/1): *The 9/11 Attacks & the Emergence of U.S. Homeland Security Assessments and Assignments Due:*

1. RAT #1 (in class) Discussion

Topics:

- Explain the history of the Department of Homeland Security.
- How have 9/11 and subsequent events altered the concept of homeland security?
- Constructing an argument that includes claims, counter-claims, and evidence.

Required Readings:

- Chapter 1, *Homeland Security: The Concept, the Organization*, Bullock et al., pp. 1-30.
- Chapter 2, *Historic Overview of the Terrorist Threat*, Bullock et al., pp. 31-66.
- Rousseau, David L. 2008. "Argumentation Across the Social Sciences: Using Critical Thinking to Connect Theory, Evidence, and Policy." Unpublished Manuscript. Chapters 1-4, pp 1-55.
- "Flashback 9/11: As It Happened" available at <http://video.foxnews.com/v/1151859712001/flashback-911-as-it-happened/?#sp=showclips> (19 minutes) *Suggested Readings*
- Christopher Bellavita, "Changing Homeland Security: What is Homeland Security?" *Homeland Security Affairs*, Volume IV No. 2: June 2008. Available at <https://www.hsaj.org/articles/118>
- "The 9/11 Commission Report." <http://www.9-11commission.gov/report/>
- "National Strategy for Counterterrorism." The White House. June 2011. https://www.whitehouse.gov/sites/default/files/counterterrorism_strategy.pdf
- "National Security Strategy." The White House. February 2015. https://www.whitehouse.gov/sites/default/files/docs/2015_national_security_strategy.pdf

Week 3 (2/8): *Governmental Structures in Homeland Security*

Assessments and Assignments Due:

- 1. Plagiarism Tutorial Must Be Completed for CREDIT at <http://library.albany.edu/usered/plagiarism/index.html>.**
- 2. Faculty Debate :** Proposition: The US should close down the Guantanamo detention facility.
- 3. PAPER TOPIC #1:** Proposition: The 9/11 terrorist attacks would not have occurred if the Department of Homeland Security (DHS) had been created in the 1990s.

Discussion Topics:

- How is the Department of Homeland Security structured?
- What other federal agencies have a role in homeland security?
- What is the role of state and local governments in homeland security?

Required Readings:

- Chapter 4: Governmental Homeland Security Structures, Bullock et al., pp. 113-200.

Suggested Readings:

- New York State Homeland Security Strategy 2014-2016 found at <http://www.dhSES.ny.gov/media/documents/NYS-Homeland-Security-Strategy.pdf>
- Congressional Research Service. "European Approaches to Homeland Security and Counterterrorism." 24 July 2006. <https://www.fas.org/sgp/crs/homesecc/RL33573.pdf>

Week 4 (2/15): *The Intelligence Community Post 9/11*

Assessments and Assignments Due:

1. **PAPER TOPIC #2:** Proposition: Intelligence and law enforcement agencies should be permitted to conduct warrantless wiretaps in order to keep America safe from terrorism.

Discussion Topics:

- What are the agencies that make up the federal Intelligence Community?
- How has intelligence evolved in the US post 9/11?
- What are the steps in the intelligence cycle?
- What are intelligence failures?
- How can the government best balance privacy and security in a post 9/11 world?

Required Readings:

- Chapter 5: Intelligence Counterterrorism, Bullock et al., pp. 201-230.
- Frontline video "United States of Secrets" available at <http://www.pbs.org/wgbh/frontline/film/united-states-of-secrets/#part-one---the-program> (1 hour and 54 minutes)
- Unclassified Version of March 6, 2015 Message to the Workforce from CIA Director John Brennan: Our Agency's Blueprint for the Future. <https://www.cia.gov/newsinformation/press-releases-statements/2015-press-releases-statements/message-to-workforce-agencys-blueprint-for-the-future.html> *Suggested*

Readings:

- Betts, Richard (2007). "Two Faces of Intelligence Failure: September 11 and Iraq's Missing WMD." *Political Science Quarterly*. 122:4, 585-606.
- "Intelligence Strategy of the United States of America (2014)." Office of the Director of National Intelligence. http://www.dni.gov/files/documents/2014_NIS_Publication.pdf
- Pillar, Paul. "Intelligent Design? The Unending Saga of Intelligence Reform." *Foreign Affairs*. March/April 2008. <https://www.foreignaffairs.com/reviews/review-essay/200803-01/intelligent-design>
- "Products or Outputs? Probing the Implications of Changing the Outputs of Intelligence." *Studies in Intelligence* 56:1, March 2012.
- Steiner, James. "Needed: State Level, Integrate Intelligence Enterprises." *Studies in Intelligence* 53:3, September 2009. <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol.-53-no.-3/pdfs/U-%20SteinerNYStateHomelandSecurity-web.pdf>

Week 5 (2/22): *Natural and Technological Hazards Assessments and Assignments Due:*

1. **RAT #2 (in class)**
2. **PAPER TOPIC #3:** Proposition: Despite the risks seen in the Fukushima accident, nuclear power remains the best alternative to fossil fuels.

Discussion Topics:

- What are the various natural and technological hazards that most often face the US?
- What are the major differences between natural, technological, and man-made disasters?
- What are the roles of federal, state, and local governments in natural and technological disasters?

Required Readings:

- Chapter 3 (pages 57-73 only), Hazards, Bullock et al., pp. 57-73.
- Bucci, Steven et al. "After Hurricane Sandy: Time to Learn and Implement the Lessons in Preparedness, Response, and Resilience." The Heritage Foundation. 24 October 2013. <http://www.heritage.org/research/reports/2013/10/after-hurricane-sandy-time-to-learn-and-implement-the-lessons> (approximately 21 pages)
- New York Times Documentary "A Year of Recovery After Hurricane Sandy" available at <http://www.nytimes.com/video/nyregion/10000002515178/coming-back-a-year-of-recovery.html> (19 minutes)
- Frontline video "Inside Japan's Nuclear Meltdown" available at: <http://www.pbs.org/wgbh/frontline/film/japans-nuclear-meltdown/> (54 minutes) *Suggested*

Readings:

- National Diet of Japan (2012). "The Official Report of the Fukushima Nuclear Accident Independent Investigation Commission." http://www.nirs.org/fukushima/naic_report.pdf

Week 6 (2/29): Terrorism & Counterterrorism Assessments

and Assignments Due:

1. **Debate #1:** Proposition: The U.S. should send American ground troops to Iraq and Syria in order to defeat the Islamic State.
2. **PAPER TOPIC #4:** Proposition: The U.S. should send American ground troops to Iraq and Syria in order to defeat the Islamic State.

Discussion Topics:

- What is terrorism?
- How has terrorism evolved since 9/11?
- What counterterrorism policies were used during the "War on Terror" and how have these policies changed?

Required Readings:

- Chapter 3 (pages 73-95 only), Hazards, Bullock et al., pp. 73-95.
- Gumbel, Andrew. "The Domestic Terrorism Threat in the United States: A Primer." GW Program on Extremism. December 2015. pp. 1-12. https://cchs.gwu.edu/sites/cchs.gwu.edu/files/downloads/Gumbel_0.pdf
- Manhunt Documentary (posted on Blackboard) (1 hour and 43 minutes in length) at http://media.albany.edu:8080/ramgen/cellar/political_science/rousseau/manhunt.rm
- Zelin, Aaron. "The War Between ISIS and al-Qaeda for Supremacy of the Global Jihadist Movement." The Washington Institute for Near East Policy. June 2014. https://www.washingtoninstitute.org/uploads/Documents/pubs/ResearchNote_20_Zelin.pdf, pp. 1-11.

Suggested Readings:

- Abrahms, Max (2008). "What Terrorists Really Want: Terrorist Motives and Counter Terrorist Strategies." *International Security*, 32(4): 78-105.
- Bergen, Peter, Bruce Hoffman & Katherine Tiedemann (2011). "Assessing the Jihadist Terrorist Threat to America and American Interests." *Studies in Conflict & Terrorism*, 34:2, 65-101.

- Frontline video “Top Secret America” available at <http://www.pbs.org/wgbh/frontline/film/topsecretamerica/>
- Gunaratna, Rohan and Oreg Aviv (2010). “Al Qaeda's Organizational Structure and its Evolution.” *Studies in Conflict & Terrorism* 33(12): 1043–1078.
- Johnsen, Gregory. “60 Words And A War Without End: The Untold Story Of The Most Dangerous Sentence In U.S. History.” BuzzFeed News. 16 January 2014. <http://www.buzzfeed.com/gregoryjohnsen/60-words-and-a-war-without-end-the-untoldstory-of-the-most#.crApbq1dr>
- McCants, William. “The Believer.” Brookings Institute. 1 September 2015. <http://www.brookings.edu/research/essays/2015/thebeliever>
- Vidino, Lorenzo and Seamus Hughes. “ISIS in America: From Retweets to Raqqa. Program on Extremism at George Washington University.” December 2015. <https://cchs.gwu.edu/sites/cchs.gwu.edu/files/downloads/ISIS%20in%20America%20%20Full%20Report.pdf>
- Wood, Graeme. “What ISIS Really Wants.” The Atlantic. March 2015. <http://www.theatlantic.com/magazine/archive/2015/03/what-isis-really-wants/384980/>

Week 7 (3/7): MIDTERM EXAMINATION

NO CLASS 3/14: SPRING BREAK

Week 8 (3/21): *Border and Transportation Security Assessments and Assignments Due:*

1. **RAT #3 (in class)**
2. **PAPER TOPIC #5:** Proposition: The United States should close its borders to Syrian and Iraqi refugees due to the risk of terrorism.

Discussion Topics:

- Which agencies are responsible for border and transportation security in the US?
- What are the security and economic tradeoffs of strict vs more open border and transportation security policies?
- What are the different transportation systems within the U.S. and how have they been targeted or exploited by terrorists?
- What are watchlists and what role do they play in U.S. Homeland Security today?

Required Readings:

- Chapters 6: Border Security, Immigration and Customs Enforcement, Bullock et al., pp., pp. 231-270.
- Chapter 7: Transportation Safety and Security, Bullock et al., pp. 271-320.
- Alden, Edward. “Smart Borders: How to Keep the U.S. Open and Safe.” *Foreign Affairs*. 10 December 2015. <https://www.foreignaffairs.com/articles/united-states/2015-12-10/smart-borders> (approximately 10 pages) *Suggested*

Readings:

- Byman, Daniel. “Do Syrian Refugees Pose a Terrorism Threat?” Brookings Institute. 27 October 2015. <http://www.brookings.edu/blogs/markaz/posts/2015/10/27-syrianrefugees-terrorism-threat-byman>
- Nowrasteh, Alex. “Syrian Refugees Don’t Pose a Serious Security Threat.” CATO Institute. 18 November 2015. <http://www.cato.org/blog/syrian-refugees-dont-poseserious-security-threat>

- Tussing, Bert. “New Requirements for a New Challenge: The Military’s Role in Border Security.” *Homeland Security Affairs* 4, Article 4 (October 2008).
<https://www.hsaj.org/articles/117>

Week 9 (3/28): *Critical Infrastructure and Cyber Security*

Assessments and Assignments Due:

1. **Debate #2:** Proposition: The benefits of the “Internet of Things” outweigh the cyber security risks.
2. **PAPER TOPIC #6:** Proposition: The benefits of the “Internet of Things” outweigh the cyber security risks.

Discussion Topics:

- What is critical infrastructure?
- What programs currently exist to help entities protect and respond to critical infrastructure and cyber security issues?
- What level of government is best suited to handle critical infrastructure and cyber security issues?

Required Readings:

- Chapter 8: Cybersecurity and Critical Infrastructure Protections, Bullock et al., pp. 321380.
- Homeland Security Presidential Directive 7 on Critical Infrastructure
<http://www.dhs.gov/homeland-security-presidential-directive-7> (about 5 pages)
- Congressional Research Service. “Cyber Intrusion in U.S. Office of Personnel Management: In Brief.” 17 July 2015. <https://www.fas.org/sgp/crs/natsec/R44111.pdf> (about 10 pages)

“The internet of things (to be hacked).” *The Economist*. 12 July 2014.
<http://www.economist.com/news/leaders/21606829-hooking-up-gadgets-web-promiseshuge-benefits-security-must-not-be> (about 2 pages) *Suggested Readings*:

- Barcena, Mario Ballano and Candid Wueest. “Insecurity in the Internet of Things.” *Symantec*. 12 March 2015.
https://www.symantec.com/content/en/us/enterprise/iot/binsecurity-in-the-internet-of-things_21349619.pdf
- Greenburg, Andy. “OPM Now Admits 5.6M Feds’ Fingerprints Were Stolen by Hackers.” *Wired*. 23 September 2015. <http://www.wired.com/2015/09/opm-now-admits-5-6m-feds-fingerprints-stolen-hackers/> (about 3 pages)
- OPM Data Breach Congressional Hearing available at <http://www.cspan.org/video/?326593-1/hearing-office-personnel-management-data-breach>

Week 10 (4/4): All Hazards Response & Recovery

Assignments Due:

1. **RAT #4 (in class)**
2. **PAPER TOPIC #7: TO BE DETERMINED**

Discussion Topics:

- What are the roles of each level of government during an emergency?
- What are states of emergency and disaster declarations and how do they affect response and recovery?
- What is the National Incident Management System (NIMS) and what is its role in allhazards emergency response?
- What is an emergency operations center (EOC) and what is its role during an emergency?
- What is the role of private organizations in all-hazards response and recovery?

Required Readings:

- Chapter 9: All-Hazards Emergency Response and Recovery, Bullock et al., pp. 381-504.
- Fink, Sheri. “The Deadly Choices at Memorial.” *New York Times*. 25 August 2009.
http://www.nytimes.com/2009/08/30/magazine/30doctors.html?_r=1&pagewanted=all (about 20 pages)
- Code of Conduct for the International Red Cross and Red Crescent Movement (<http://www.ifrc.org/en/publications-and-reports/code-of-conduct/>).

Suggested Readings:

- “New York Rising 2012-2014: A Report from the Governor’s Office of Storm Recovery”
http://stormrecovery.ny.gov/sites/default/files/uploads/gosr_report_letter_full_high.pdf
- “The Strategic National Risk Assessment in Support of PPD 8.” December 2011.
<http://www.dhs.gov/xlibrary/assets/rma-strategic-national-risk-assessment-ppd8.pdf>
- Frontline: The Storm. <http://www.pbs.org/wgbh/frontline/film/storm/> (54 minutes)

Week 11 (4/11): Mitigation, Prevention, and Preparedness

Assessments and Assignments Due:

1. **Debate #3:** Proposition: Natural disasters are far more common than major terrorist attacks, therefore the majority of homeland security money and personnel should be dedicated to preparing for natural disasters.

2. **PAPER TOPIC #8:** Proposition: Natural disasters are far more common than major terrorist attacks, therefore the majority of homeland security money and personnel should be dedicated to preparing for natural disasters.

Discussion Topics:

- How does government prepare for natural, technological, and man-made disasters before an event occurs?
How have major incidents such as 9/11, Hurricane Katrina, and Superstorm Sandy changed the way the federal and state governments think about mitigation, prevention, and preparedness?
- What is the role of individual citizens and the private sector in mitigation, prevention, and preparedness?

Required Readings:

- Chapter 10: Mitigation, Prevention, and Preparedness, Bullock et al., pp. 505-580.

Suggested Readings:

- City of New York. "A Stronger, More Resilient New York." *PlaNYC*, June 2013.
<http://www.nyc.gov/html/sirr/html/report/report.shtml>
- Linda B. Bourque, Dennis S. Mileti, Megumi Kano, and Michele M. Wood. "Who Prepares for Terrorism?" *Environment and Behavior*, May 2012; vol. 44, 3: pp. 374-409.

Week 12 (4/18): Risk Communication

Assignments Due:

1. **RAT #5 (in class)**
2. **PAPER TOPIC #9:** Proposition: The 24/7 media's hyper focus on terrorism only serves to promote terrorist goals of spreading fears and desensitizes the general population to future government warnings when the threat may truly be elevated.

Discussion Topics:

- How does the US government perform risk communication to inform the US public about hazards and threats they face?
- What role does the media play in relation to risk communication and what challenges exist in regards to the media?
- What role can and should social media play in risk communications and public warning?
- How can the government most effectively communicate information regarding reporting suspicious activity (SARs) and how effective are SARs?

Required Readings:

- Chapter 11: Communications, Bullock et al., pp. 581-656.
- Janoske, Melissa, and Brooke Liu, Ben Sheppard (2012). "Understanding Risk Communication Best Practices: A Guide for Emergency Managers and Communicators." *National Consortium for the Study of Terrorism and Responses to Terrorism*.
<http://www.start.umd.edu/sites/default/files/files/publications/UnderstandingRiskCommunicationBestPractices.pdf> (25 pages)
- National Terrorism Advisory System at <http://www.dhs.gov/national-terrorism-advisorysystem> including bulletin found at http://www.dhs.gov/sites/default/files/ntas/alerts/15_1216_NTAS_bulletin_0.pdf (1 page)

Suggested Readings:

- Brush, Roy (2014). "Silent Warning: Understanding the National Terrorism Advisory System." Naval Postgraduate School. Available at <https://www.hsaj.org/articles/3338>

- National Consortium for the Study of Terrorism and Responses to Terrorism. “Validation of the Nationwide Suspicious Activity Reporting (SAR) Initiative.” February 2015. https://www.start.umd.edu/pubs/START_ValidationofNationwideSARInitiative_Feb2015.pdf (19 pages)

Week 13 (4/25): Ethics in Homeland Security and Counterterrorism

Assessments and Assignments Due:

1. **Debate #4:** Proposition:
2. **PAPER TOPIC #10: TO BE DETERMINED**

Discussion Topics:

- Is it ever legitimate to use torture in the war on terror?
- How do we balance civil liberties and security?
- What are the trade-offs associated with prioritizing spending on homeland security vs other programs?
- Is it ethical to use drones to kill terror suspects abroad?

Required Readings:

- Zack, Naomi. 2006. “Philosophy and Disaster.” *Homeland Security Affairs*, 2 (April) (about 15 pages).
- Shane, Scott. “The Moral Case for Drones.” *The New York Times*. 14 July 2012. http://www.nytimes.com/2012/07/15/sunday-review/the-moral-case-for-drones.html?_r=0 (about 4 pages)
- Walsh, James I. and Marcus Schulzke. 2015. “The Ethics of Drone Strikes: Does Reducing the Cost of Conflict Encourage War?” Strategic Studies Institute and U.S. Army War College Press.
- BBC One night in Bhopal. https://www.youtube.com/watch?v=rJg19W8x_Ls (53 minutes)

Suggested Readings:

- Solove, Daniel J., 2013. *Nothing to Hide: The False Tradeoff between Privacy and Security*. New Haven, CT: Yale University Press.

Week 14 (5/2): Science, Technology, and the Future of Homeland Security

Assessments and Assignments Due:

1. **NONE**

Discussion Topics:

- What research and development efforts are performed by the federal government, and particularly DHS, to further the homeland security mission?
- What are DHS Centers of Excellence and what is each of their roles?
- Why is there such a strong focus on WMD/CBRN research?
- What are some of the challenges we face into the future in relation to homeland security?
- What will homeland security look like in 2025?

Required Readings:

- Chapter 12: Science and Technology, Bullock et al., pp. 657-694.
- Chapter 13: The Future of Homeland Security, Bullock et al., pp. 695-702.
- Weimann, Gabriel (2015). “Going Dark: Terrorism on the Dark Web.” *Studies in Conflict & Terrorism*.

FINAL EXAM (To be determined, during finals week 5/6-5/13)



**RPOS 344:
PREDICTING SUPREME COURT DECISIONS**

Professor: Matt Ingram
Office: Milne Hall 314-A
Dep: 518-442-3248
Ofc: 518-442-3940
Email: mingram@albany.edu

Location: HU 124
Time: TuTh 4:15-5:35
Office Hours (in HU 016):
TuTh: 8:00-9:30
or by appointment

Course Description. This course is about *judicial behavior* in the U.S. Specifically, this course is about understanding and explaining judicial decision-making on the U.S. Supreme Court. Why do the justices of the Supreme Court vote the way they do? Why are cases decided in one direction and not another? And how might answers to these questions help us anticipate how the Court might render decisions in the future? Obtaining answers to these questions is important in order to anticipate changes in the law, changes that can have wide-ranging impact on society. To answer these questions, this course closely examines the decision-making process of the Supreme Court of the United States (SCOTUS; also called USSC or simply SC).

To be clear, this course is not just about simple predictions or guesswork. For instance, in gambling, one might be only interested in whether you guess correct outcome (e.g., roulette). In social science, we are not really interested in guesswork, even if guess is correct. We are more interested in “why” and “how” a particular outcome came about. More generally, social scientists are not in the business of prediction; we are in the business of understanding and explanation, and good explanations can often be used to anticipate or forecast the future. Thus, in this class we are not simply interested in predicting that Judge A will vote one way and Judge B will vote another way. Rather, the goal is to understand and explain this behavior of judges. A natural extension of a strong understanding and explanation of judicial behavior is that we can then better anticipate what judges will do in the future, i.e., we can generate informed predictions of future behavior based on the strength of our understanding, but the core goal is understanding and explanation, not just simple prediction.

To understand judicial behavior in the nation’s highest court, we need to understand existing explanations of this behavior, including explanations that emphasize the role of both (1) internal factors (e.g., the structure of the court, the rules by which it functions, the composition of the court, the individual ideological and social backgrounds of justices); and (2) external factors (e.g., inter-branch relations, economic conditions, interest group and social movement pressure, media pressure, public opinion).

The course is structured as follows. Part I of the course identifies current cases bring heard at the high court, highlighting cases that raise major issues about free speech, criminal procedure, voting rights, death penalty, and other fundamental issues. By the end of this

section, you should have a good sense of which case or set of cases you would like to try to understand, explain, and predict. Part II then examines the institutional background of the high court, examining the history, design, and internal rules of the Supreme Court. Part III of the course introduces dominant explanation of judicial behavior on the bench, i.e., formal propositions or arguments that seek to account for why individual justices vote the way they do, and why the court decides cases the way it does. With background on current cases (Part I), institutional context (Part II), and theories of judicial behavior (Part III), Part IV then takes a more practical, applied approach to judicial behavior, looking at prior efforts to predict SC behavior and various sources of data and information to build our own explanations of judicial decision-making on the Supreme Court. The course culminates with presentations of your prediction(s) on current, undecided cases, including a friendly competition to see who can generate the most correct predictions of cases currently before the Supreme Court (the Court will be issuing decisions throughout the spring, with final decisions on all cases due by the end of June 2017, so I will send prize to winning student(s) after that date).

Principal course requirements consist of regular quizzes, two mid-term exams, a pair of online activities, and a final prediction project that includes both an in-class presentation and a prediction report (you may work individually or in groups).

Pre-requisites. There are no pre-requisites for this course. However, *Introduction to Public Law (RPSO 326)* is strongly recommended. Other recommended courses include *Introduction to American Politics*, *Constitutional Law*, *Civil Liberties*, *Civil Rights*, *Constitutional Interpretation*, and *Comparative Judicial Politics*. If you are currently taking any of these courses alongside this course, you should find several points where the courses complement each other.

Credits: 3 credits

Requirements

Readings. The main texts for this course are:

- 1) Epstein, Lee, and Jack Knight. 1998. *The Choices Justices Make*. Washington, D.C.: CQ Press.
- 2) Segal, Jeffrey A., and Harold J. Spaeth. 2002. *The Supreme Court and the Attitudinal Model Revisited*. Cambridge, UK: Cambridge University Press.

Used and new copies of these books are available at various online booksellers. These books will be supplemented periodically with journal articles and other short readings or online material. Please see the class schedule below for a detailed list of the reading assignments. Articles and other short pieces are available via the electronic databases that can be accessed with through Blackboard or the library. Where otherwise unavailable, I will provide these materials for you. We meet two times per week, and you should read and come prepared in advance of each class.

Grading

- Attendance and Participation: 10%
- Quizzes (20%)
 - Scheduled: 10%
 - Random: 10%
- Mid-term Exams: 30%
- Online activity: 20%
 - Fantasy SCOTUS
- Prediction Project (20%):
 - Presentation: 10%
 - Report: 10%

Final grades will be assigned as follows:

A	93-100%	C	73-76
A-	90-92%	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	<60

Attendance and Participation. Active engagement with the material is critical to your success in class. Generally, you need to encounter the material at least three times in order for you to understand it in any depth. For some people, this may be easy to do independently. However, for most people, the easiest and fastest way to encounter the material three times is to (1) read for class, (2) participate in class discussions, and (3) write notes, outline, or review the material for an exam. Therefore, staying current with the reading, attending class, and participating in class discussion and activities put you in a much better position to work with the material when you take an exam in the course.

Considering the importance of participation and active engagement with the materials, several elements of the course are designed to encourage you to come prepared for each day of class and participate in class discussions and other activities. I generally assume that students start out with 100% of their participation grade, and either do things to consolidate that status or do things to erode and reduce their participation grade. With this in mind, I pay attention to your attendance, participation, and engagement in class. If you are missing class, I will notice and this will affect your participation grade. If you are missing class, you will also likely miss random quizzes (see below). If I return work in class and you are not there to receive it, this will affect your participation grade. Another thing I will do is randomly call on someone to answer a question about the material we are covering for that day or from earlier days. If I call on you and you can demonstrate that you have read and engaged with the material, then you strengthen your participation points. If I call on you and you are not there, or if I call on you and it is clear you are not prepared, I deduct participation points. We will also occasionally break up into smaller groups, and I will note attendance and participation in these sessions.

Separately, **classroom conduct can also affect your participation grade.** See **Classroom Conduct** below.

Quizzes. There are two types of quizzes in this class: scheduled and random. Scheduled quizzes are listed in the course schedule and will be online on Blackboard. Random quizzes can occur at any time and usually consist of two or three short questions, and you get an additional point just for being present for the quiz. If you have done the reading for that day, you should not have any trouble with the random quiz. Even if you have not done the reading, at least turn in a paper with your name on it so that you get the one point for being present. I will collect all random quizzes within the first 10 minutes of class. No late random quizzes will be accepted. Either you are in class in first 10 minutes to take the quiz, or you are not.

Mid-Term Exams. There will be two mid-term exams (see schedule). These exams will be comprehensive, covering all material covered up until that point in the course.

Online Activity. All students must enroll in Fantasy SCOTUS and join the “league” I have set up for our class (“UAlbany-RPOS 344”). Information on how to enroll is provided in class schedule below (Week 1). Several activities will flow from our league in Fantasy SCOTUS, including reviewing case materials and casting votes for how individual justices will decide particular cases. I will track all of this activity online and ask for a printed report of you activity at the end of the semester. Details on the format and content of this report will follow later in the semester.

Prediction Project. The prediction project consists primarily of two components: (1) inclass presentation, and (2) prediction report. In the presentation, you will describe the case or set of cases you have chosen to explain and predict to the rest of the class, identify the theoretical framework you rely on in your explanation and prediction for the case, and the provide a detailed account of how the theoretical framework applies to your case(s). The report will simply document all of this in written form, which you will turn in on the day you give your presentation.

To get you started on this project, in Week 2 you will submit a short, 1-page memo (1-inch margins, single-spaced, 12-point Times New Roman font) identifying at least 1 case pending before the Supreme Court that you think you might like to track and examine more closely over the course of the semester. This 1-page memo will be part of your overall grade for the prediction project.

For the prediction project, you can work in groups of no more than 3 people. However, in order to work in groups, all members of the group must agree to receive the same grade. That is, I will evaluate the group project as a whole and assign a single grade. Each member of the group must agree to this. Also, group members will be asked to provide slightly longer presentations and each member of the group must participate in the presentation.

Additional details on the format and structure of the presentation and report will follow later in the course.

Class Policies.

Classroom conduct. You are expected to promote a classroom environment that makes it easy for your peers to engage with the material. In this regard, **please keep distractions to a minimum**. With regards to **technology in the classroom**, please turn your phones and other handheld devices off during class. Texting during class is unacceptable. Laptop use is allowed for taking notes and other activities relevant to class, but sending emails, messaging, checking social media, or watching videos online is unacceptable. If you are texting, on social media sites, watching videos, or otherwise using technology inappropriately in the classroom, **you will be asked to leave for the day**. If you are asked to leave, please do so promptly and without disrupting the class further; if you would like to discuss why you were asked to leave, please contact me by email and we can discuss what happened at a later time. **If this happens a second time, you will receive a zero (0) for your participation grade for the semester**. If you have extraordinary circumstances that justify keeping your phone on during class (e.g., family or medical urgency), please let me know ahead of time, before class starts that day.

Course website. If you are enrolled in this course, you should be automatically enrolled in the Blackboard site for the course. All readings that are not in the assigned books (see above) will be posted on this site. Also, quizzes may be administered through this site. I expect you to be familiar with this site.

Email. I expect you to check your email. You are responsible for material sent by email.

Late Work and Missed Assignments. Random quizzes and other written work must be turned in at the beginning of class – no exceptions. No late exams will be given. If you have a legitimate reason for missing class (e.g., medical or family emergency), this explanation **must be documented**. Without a **legitimate and documented** explanation, late work will be penalized one letter grade for each day it is late, and it is considered late if turned in beyond the time limits above (i.e., after the first 10 minutes of class, or after 5pm on days there is no class unless another deadline is noted; this includes weekends and holidays).

Academic Integrity. All students must familiarize themselves with the *Standards of Academic Integrity* on the University's website and pledge to observe its tenets in all written and oral work, including oral presentations, quizzes and exams, and drafts and final versions of essays. The full standards and examples of dishonest behavior are available at: http://www.albany.edu/undergraduate_bulletin/regulations.html.

The most common violation of academic integrity is plagiarism or cheating.

My advice is simple: don't do it. Don't even think about doing it.

Plagiarism is the use of someone else's words or ideas without giving the original author credit by citing him or her. If you use someone else's language directly, you must use quotation marks. If you rely on another person's ideas in creating your argument or shaping your research, you must provide a citation that explicitly acknowledges the source of those ideas. In short, don't take credit for other people's words, work, or ideas. If you have any questions about plagiarism, please contact me before you submit the assignment for grading. Plagiarism or cheating will result, **at a minimum**, in a failing grade for the

assignment and the submission of your name to the Office of Conflict Resolution. Ignorance of this policy will not provide a defense to the application of this policy.

Americans with Disabilities Act (ADA). Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

Miscellaneous. If you feel you need any help or simply want clarification on any of the material, please do not hesitate to raise your question in class or approach me outside of class. I will hold regular office hours throughout the summer session. If you cannot arrange to come talk with me during these hours, please call or email me, or contact the Department of Political Science administrative offices, so that we can set up an appointment.

Changes to Syllabus. I will modify and update this syllabus throughout the semester. I will announce these updates, and the current version of the syllabus will always be on Blackboard.

Additional Resources:

- (1) Supreme Court Blog: www.scotusblog.com
- (2) Constitutional Law Professors' Blog:
<http://lawprofessors.typepad.com/conlaw>
- (3) Empirical Legal Studies (ELS) Blog: www.elsblog.org
- (4) Law & Courts Section of American Political Science Association:
<http://www.law.nyu.edu/lawcourts>
- (5) Law & Society Association (LSA): <http://www.lawandsociety.org>
- (6) Comparative Law Society: <http://www.iuscomp.org>
- (7) American Society of International Law: <http://www.asil.org/index.html>
- (8) Globalex legal research site (NYU): <http://www.nyulawglobal.org/Globalex/>
- (9) Jurist legal research site (U. of Pittsburgh): <http://jurist.org/>
- (10) World Treaty Index: <http://worldtreatyindex.com>
- (11) Computational Legal Studies: <http://computationallegalstudies.com>
- (12) Some relevant journals:
 - a. International Journal of Constitutional Law
 - b. Journal of Empirical Legal Studies
 - c. Journal of Law, Economics, and Organization
 - d. Journal of Legal Studies
 - e. Judicature
 - f. Justice System Journal
 - g. Law and Social Inquiry
 - h. Law and Society Review

CLASS SCHEDULE

Introductions

WEEK 1: Jan 24, 26

I. Introductions

Introductions; overview of course

II. To Predict or Not to Predict? (Jan 26)

- **Reading** ○ Shmueli (2010)

PART I: Getting to Know the Cases

WEEK 2: Jan 31, Feb 2

- **Reading**
 - Review summaries of all current cases on these three websites:
 - OYEZ
 - <https://www.oyez.org/cases/2016>
 - this site has a clean interface and accessible presentation of facts and legal questions raised in each case
 - note that can sort cases various ways
 - SCOTUS Blog, Merit Cases for October Term 2016
 - <http://www.scotusblog.com/case-files/terms/ot2016/>
 - Note that can sort cases by date or name
 - Fantasy SCOTUS
 - <https://fantasyscotus.lexpredict.com/>
- **DO**
 - At home:
 - Enroll in [Fantasy Scotus](#) and join class league “UAlbany-RPOS344”
 - If link does not work, copy and paste this url in your browser: <https://fantasyscotus.lexpredict.com/>
 - Browse website and become familiar with how to use site, including how to find cases, review materials for each case, and how to case your own predictions
 - Enroll in [PredictIt](#)
 - If link does not work, copy and paste this url in your browser: <https://www.predictit.org>
 - NOTE 1: on second screen during sign up process, you might be prompted to provide personal information; you are not required to enter this information and can click “SKIP” towards bottom of page
 - NOTE 2: there is a lot of “trading” taking place on the PredictIt site, and you need to deposit money to engage in these activities; I do not endorse or recommend this; we are only using PredictIt to track simple, naïve ways of predicting issues related to the Supreme Court (e.g., who will be next SC justice, how individual cases will turn out)

WEEK 3: Feb 7, 9

- Continue Getting to Know the Cases
- DUE on Tuesday: 1-page memo for prediction project (see p.4).

PART II: Getting to Know the Court

WEEK 4: Feb 14, 16

• Reading

- Segal and Spaeth, Ch. 1 (for Tue)
- Segal and Spaeth, Ch. 4 (for Thur)
- Review SC website:
 - <https://www.supremecourt.gov/> ○ Review biographies of current justices
 - OYEZ: <https://www.oyez.org/justices>
 - USSC: <https://www.supremecourt.gov/about/biographies.aspx>
 - SCOTUS Blog: <http://www.scotusblog.com/reference/educationalresources/biographies-of-the-justices/>
- Review Court procedure (in plain English)
 - SCOTUS Blog: <http://www.scotusblog.com/reference/educationalresources/supreme-court-procedure/>

QUIZ 1

WEEK 5: Feb 21, 23

• Reading

- Segal and Spaeth, Ch. 5: “Staffing the Court”
- Segal and Spaeth, Ch. 6: “Getting into Court”

WEEK 6: Feb 28, Mar 2

• Reading

- Epstein and Knight, Ch. 4
- Epstein and Knight, Ch. 5

MID-TERM 1

PART III: Getting to Know Dominant Explanations

WEEK 7: Mar 7, 9

- **Reading: Legal Model** ○ Segal and Spaeth, Ch. 2 and Ch. 7

NO CLASS ON MAR 14, 16; SPRING BREAK, MARCH 13-17

WEEK 8: Mar 21, 23

- **Reading: Attitudinal Model** ○ Segal and Spaeth, Ch. 3, pp. 86-97; and Ch. 8, pp. 312-326
 - Sunstein, Cass, David Schkade, and Lisa Ellman. 2004. "Ideological Voting on Federal Courts of Appeal: A Preliminary Investigation." *Virginia Law Review* 90. (first half)

WEEK 9: Mar 28, 30

- **Reading: Strategic or SOP Model** ○ Epstein and Knight, Ch. 1-3
 - Crawford Greenburg, Jan. 2008. "Change of Heart." In Jan Crawford Greenburg. *Supreme Conflict: The Inside Story of the Struggle for Control of the United States Supreme Court*. New York: Penguin. Ch. 6 (pp. 139-163)
- Optional reading:
 - Segal and Spaeth, Ch. 3, pp. 97-114; and Ch. 8, pp. 326-349

QUIZ 2

PART IV: Predicting Judicial Decisions

WEEK 10: Apr 4, 6

- **Reading** ○ "Symposium: Forecasting U.S. Supreme Court Decisions" ■ Epstein 2004 ■ Martin et al.
 - Sherry
 - Caldeira
 - Greenhouse
 - Silbey

WEEK 11: Apr 13

NO CLASS ON APR 11; PASSOVER, APR 10-12

- **Reading** ○ TBA
 - Sources of information on Supreme Court decisions

- Case information
- Journalistic coverage
- Data sets

WEEK 12: Apr 18, 20

- **Reading: Data analysis of SCDB** ○ Review SCDB here: <http://scdb.wustl.edu/>
- DO
 - At home:
 - Review analysis tools here: <http://scdb.wustl.edu/analysis.php>
 - In class:
 - use analysis tools here: <http://scdb.wustl.edu/analysis.php> ▪ use other analysis tools

MID-TERM 2

WEEK 13: Apr 25, 27

- continue use of analysis tools
- begin in-class presentations

WEEK 14: May 2, 4

- In-class presentations

PROF. INGRAM POTENTIALLY AT CONFERENCE THIS WEEK

WEEK 15: May 9

LAST DAY OF CLASS IS TUESDAY, MAY 9

- Finish presentations
- Recap semester

Instructor: Professor David Jones

Email: dlawjones@gmail.com

Classroom: LC 3B

Class time: T/TH 8:45 AM to 10:05 AM

Office Hours: Tuesday, 2:00 – 4:00; and by appointment in Humanities 16B

OVERVIEW: This course will examine how law, institutions, and society interact to define the contested boundaries of legal rights based on the issues of sexual orientation and gender identity. We will be looking to academic scholarship in the area of law and sexuality as well as relevant court cases at the state and federal levels.

To put it more **boldly** (see what I did there?) we are going to be engaging some big questions: Do courts even matter in creating social change for LGBT people? Why have transgender people been less successful in achieving rights reform? How do features like framing, religion, and family play a role in defining rights? As the country looks ahead to greater state legislative activity and judicial action, this area becomes increasingly salient to our national politics every day.

LEARNING GOALS: By the end of the course you should be able to:

- (a) Describe what rights have been gained, lost, and are yet to be granted to LGBT people
- (b) Identify and describe the important court cases and precedents that have set boundaries for rights
- (c) Evaluate the effectiveness of courts to create positive social change
- (d) Describe and evaluate how politics and culture influence the way law is used to construct rights.

DECORUM: I expect that this course will incite a great amount of emotion and debate. There is also going to be sexually explicit language in the material we use. Everyone agrees by enrolling that they will be respectful of the opinions of others and mature when discussing the course content. I have a high tolerance for back-and-forth arguments but I have a very low tolerance for disrespectful remarks and for trivializing the subject matter.

REQUIRED READING LIST: I will get a headcount of how many people want to request packets the first day of class. After that, I will let you know when you can order and pick them up from Mary Jane's Bookstore (around \$20.00). Otherwise, readings are available on blackboard at the low cost of \$0.00. However, I highly recommend purchasing the course packets.

COURSE AT-A-GLANCE:

The entire class is based on a 1,000 point system:

- ❖ Quizzes 350 points (total)
- ❖ Reading Summaries 150 points (total)
- ❖ Midterm Essay 250 points
- ❖ Final Essay 250 points

A	930 to 1,000 points	C	730 to 760 points (S/U)
A-	900 to 920 points	C-	700 to 720 points
B+	870 to 890 points	D+	670 to 690 points
B	830 to 860 points	D	630 to 670 points
B-	800 to 820 points	D-	600 to 620 points
C+	770 to 790 points	E	Below 600 points

COURSE COMPONENTS

Quizzes: The purpose with these is to assess how well you have been absorbing the reading material. They will consist mostly of multiple choice questions, true or false, and one short answer question. Total quiz time will be no more than 30 minutes. There will be seven quizzes each worth 50 points over the course of the semester. At the end of the semester, I will drop the lowest quiz score and replace it with the next highest score (e.g. in a range of 50, 45, 40, 35, I would drop the 35 and replace it with a 40).

Reading Summaries: Over the course of the semester you will each do (3) three reading summaries each worth 50 points. These will be determined by a sign-up sheet the first day. These are simple assignments: summarize the readings that you and other students can use as a helpful study tool. Summaries are due by 11:59 PM before the day we go over the reading (e.g. if we are going over the “Jones” reading on Thursday, the summary is due by 11:59 PM Wednesday). Summaries are to be posted on the blackboard message-board under the forum titled: Summaries. You should title your thread with your last name and the title of the reading (e.g. Jones – “Have Nots”). In your summary you should try to focus on the following: (a) thesis/argument - what is the point being made? In a judicial opinion this would be the verdict. (b) Research question, what is the author asking or interested in? In a court case this will typically be the constitutional question at stake. (c) Evidence and reasoning – how does the author defend their argument/conclusion. In a court case, this includes the legal reasoning, not just the facts of the case. Summaries should be 350 – 450 words. Write in a way that you as a student would want to read in order to study. If you want to connect it to other readings or bigger ideas in the course, that would be fantastic and would likely result in a higher grade.

Midterm Reflective Essay: Instructions for this assignment will be given out two weeks prior to the due date. Essentially, this exercise will ask you to look back on the course material, lectures, and class discussions to answer one or more questions that require you to fit it all together. The aim of this exercise is to see the “big picture.” I want to encourage you all to recognize the common threads throughout the issues and to start to formulate your own informed opinions about the legal system’s role in shaping LGBT rights. The essay is required to be 1,700 – 2,000 words.

Final Reflective Essay: The same goal as the midterm essay except it will cover the entire course. The essay is required to be 1,800 – 2,200 words.

POLICIES

Students with disabilities: If you have a documented disability and you anticipate needing accommodations please, please make arrangements to talk to me within the first two weeks of class. Keeping me in the loop will help me better help you. Also, please request that the Disabilities Resource Center send a letter verifying your disability. Even if you do not have that letter, you should still talk to me.

HANDING IN ASSIGNMENTS The reflection essays and reading summaries are to be submitted through blackboard. When you go to the blackboard page for this course there is a link on the left blue menu bar called Assignments. Click on that link and then click on the next link that corresponds with the essay you are uploading. Reading summaries are to be posted on the message-board (see above). “Blackboard ate my homework” isn’t a thing. If you are having problems uploading your assignment just email it to me!

Rubrics: Rubrics will be posted for assignments on blackboard.

Grading Disputes: If you do not understand why you received a certain grade on an assignment you should bring the assignment with you to my office hours to discuss it. If you disagree with the grade you have been given I have instructions on blackboard under “Grade Disputes” for getting a re-grade.

Extensions for assignments: 1/10th of the point-value for an assignment will be deducted every day an assignment is late.

Safety-valves: Sometimes “stuff” happens:

- ❖ You get one (1) one-week automatic extension, no questions asked, for an assignment except for the final reflection paper.
- ❖ You get one (1) two-day automatic extension, no questions asked.
- ❖ Any use of these extensions requires you notify me by email **before the due date.**

Make-up Quizzes: Only for “*illness, tragedy and emergencies...compelling time conflicts...athletic events... religious observance*”. See: <http://www.albany.edu/undergraduateeducation/attendance.php> and http://www.albany.edu/health_center/medicalexcuse.shtml

Plagiarism or cheating. No. No, no, no. Don’t even think about it. Okay, except for right now while you ponder the dire consequences. If you are confused: plagiarism is the use of someone else’s words or ideas without giving the original author credit by citing (Novkov; Kapur). If you have any questions about this, contact me before you submit an assignment for grading. If you plagiarize or cheat in this class the best outcome you’ll get is a failing grade for the assignment and a report to the University for *flagrant* cheating. This is a 300 level course, not 100, thus ignorance is not a valid defense. See U Albany guidelines: http://www.albany.edu/undergraduate_bulletin/regulations.html

Examples of correct citations:

On black-board I have posted links to help you with citations. But briefly....

Legal Citations should normally look like this: *US v. Virginia*, 518 U.S. 515 (1996)

Case name (italicized always in any context); volume; reporter (who is reporting it); beginning page number; year decided

“Academic citations should be in text and follow the quotation” (Johnson 2004, 201). As you can see I **prefer Chicago In-text citation.** It’s very simple: author last name followed by the year of publication followed by (if necessary) a comma followed by a page number.

Snow Day or Unscheduled Cancellations: In the event a class is cancelled for a snow day you are all required to build snow-people and drink hot chocolate. But due dates for assignments still stand (they are sent via blackboard after all).

SCHEDULE (NR = not required)

D	Date	Theme	Reading
T	8/26	Introduction	
TH	8/28	Nomenclature & the State of Rights	Susan Stryker p7-22 (<i>Transgender History</i>) NR: Ally's Guide
T	9/2	Theories on Judicial Decision-Making	Epstein & Knight: Supreme Court Decision Making

TH	9/4	Law and Social Movements QUIZ #1	Rosenberg (<i>Hollow Hope</i>) Excerpts; *** tentative Galanter p.1-31 (Have and Have-Nots);
T	9/9	Law and Social Movements	McCann, Chapter 8 (<i>Rights at Work</i>)
TH	9/11	Early Battles	Murdoch/Price, p.27-46 and p.51-60 (<i>Courting Justice</i>) <i>Boutilier v. INS</i>
T	9/16	A Right to Privacy QUIZ #2	<i>Griswold v. CT</i> ;
TH	9/18	Sexual Activity	<i>Bowers v. Hardwick</i> ; Murdoch and Price p.271-276 (<i>Courting Justice</i>)
T	9/23	Sexual Activity	<i>Lawrence v Texas</i> ,
TH	9/25	No Class	
T	9/30	Explaining <i>Lawrence</i> QUIZ #3	Andersen ch.5 (<i>Out of the Closet</i>)
TH	10/2	Employment Discrimination	<i>Norton v. Macy</i> , <i>Morrison v. State Board of Ed</i> ; <i>Singer v. EEOC</i> ,
T	10/7	Anti-Gay Initiatives	Andersen, ch6 (<i>Out of the Closet</i>); <i>Roemer v. Evans</i>
TH	10/9	Employment Discrimination	<i>PriceWaterhouse v. Hopkin</i> , Stone, ch.8 (<i>Queer Mobilizations</i>);
T	10/14	Employment Discrimination QUIZ #4	<i>Shroer v. Billington</i> , <i>Macy v. Holder</i>
TH	10/16	No Class	Take-home midterm
T	10/21	Video - Coming Out Under Fire	Midterm essay due
TH	10/23	Military	<i>Cook v. Gates</i> , <i>Witt v. Airforce</i>
T	10/28	Organizational and Public Discrimination	<i>Dale v. Boy Scout</i> ,
TH	10/30	Transgender-specific Issues	Bender-Baird p.79-94 (<i>Transgender Employment</i>) NR: Injustice Report;
T	11/4	Adoption and Custody QUIZ #5	Mezey p11-22 (<i>Gay Families and the Courts</i>); <i>Chicoine v. Chicoine</i> ; <i>S.E.G. v. R.A.G</i> NR: NCLR Report
TH	11/6	Adoption and Custody	Flynn p32-50 (<i>Transgender Rights</i>); <i>Cisek v. Cisek</i> , <i>Magnuson v. Magnuson</i>
T	11/11	School Setting	Carlos Ball, ch.2 (<i>Closet to Courtroom</i>), <i>Doe v. Clenchy</i>
TH	11/13	Marriage	<i>Loving v. Virginia</i> , <i>Baker v. Vermont</i>
T	11/18	Marriage QUIZ #6	<i>Goodridge v. Dept. Of Health</i>

TH	11/20	Marriage	Keck "Beyond Backlash"
T	11/25	Marriage	Fisher Chapter 11 (<i>Queer Mobilizations</i>) <i>United States v. Windsor</i> (Circuit Court, not SCOTUS)
TH	11/27	No Class - Thanksgiving Break	
T	12/2	No Class - Thanksgiving Break	
TH	12/4	Marriage	Herald ch.10 (<i>Queer Mobilizations</i>); <i>MT v. JM</i> , <i>Kantaras v. Kantaras</i>
T	12/9	Shaping Movements	Levitsky, "To Lead with the Law"
TH	12/11	New Developments QUIZ #7	
	12/15	Hand in final essay by Dec. 15th	Submit to Blackboard by 12:00 PM (noon)

RPOS 360: Violent Political Conflict

Professor: Niloufer Siddiqui

Location: BB125

Time: MW 2:45PM – 4:05PM

Office hours: Monday 12:45 – 2:45PM (Uptown Campus, Humanities B-16 Contact Office)

By appointment (Downtown Campus, Milne 210)

Email address: nasiddiqui@albany.edu

This 3 credit course is designed to introduce students to the study of violent political conflict. We will examine the how, why, and when of internal conflict, ranging from civil war to ethnic conflict, party violence, and religious riots. The course will focus on the key empirical and normative questions raised by violent political conflict and examine the answers provided by existing literature. What are the causes of civil war? Why do people participate in riots? Why do parties engage in electoral violence? Is ethnic conflict inevitable? What are the psychological and social effects of violence? How does violence differ from other political strategies? The second half of the course will feature in-depth case studies of particular conflicts in Asia, Africa, and Latin America.

Students will gain a broad understanding of current political science research on different types of political violence and practice the use of tools to do critical analyses of their sources and consequences. Each student will conduct a case study to build their skills in applying and evaluating arguments made in the assigned readings. Students will also work in groups to develop an evidence-based evaluation of a violent event. You will polish your public speaking skills by presenting and your team work in a class session.

Assignments and Grading:

Participation: 15%

As a discussion-based course, active participation is a crucial component of the grade. This includes regular attendance in class and contribution to class discussion. The reading load is not heavy but some of the readings are hard. Think about the key questions the reading is addressing and the answers that it provides. Then assess whether you find the answers compelling. Come prepared to discuss the readings.

In addition, we will dedicate the first 5-10 minutes of each class to a discussion of current events related to violent political conflict. You will be asked and expected to contribute to these discussions. Read the news and come prepared to talk about current events you find interesting.

Movie response: 5%

Two movies will be shown in class. You are required to provide a 2-page (double-spaced) response to these movies and how they relate to the concepts studied in class.

Quizzes: 20%

There will be six 15-minute in-class quizzes which will test your understanding of the material covered in class. If you have done the readings and paid attention in class, you will be fine. The quiz with the lowest grade will be dropped, so only 5 quizzes will count towards your final grade.

Research Presentation: 25%

As part of a 4-person group, you will be assigned one civil war or violent event and asked to prepare a 15-minute presentation to the class. In the presentation, you will need to outline the causes of the conflict. Who were the actors involved? Why was violence used? Are there competing accounts of the cause or function of the violence? What other strategies were available? Why did people take part? Was the violence organized? Could or should external forces have acted to prevent it?

Policy Paper: 35%

This 10-page final assignment will be in the form of a policy paper. You will be asked to choose among various violent groups (for example, Boko Haram, the Afghan Taliban, ISIS, Lashkar-e-Taiba, Abu Sayyaf Group, FARC) and will be asked to provide: 1) an overview of the group and its objectives; 2) the group's recruitment policy and the nature of its members; 3) how and when it utilizes violence; and 4) policies to limit the groups' effectiveness. You will be expected to relate the topics we covered in the course to analyzing the group.

Grading:

The grading scale used in this course will be as follows: A= 93-100, A-= 90-92, B+ = 87-89, B = 83-86, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Accommodations:

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please go here <http://www.albany.edu/disability/current.shtml> and arrange for an academic accommodation letter to be sent to me. If you wish to discuss academic accommodations for this course, please also inform me as soon as possible.

Plagiarism:

Please familiarize yourself with the description in the undergraduate bulletin http://www.albany.edu/undergraduate_bulletin/regulations.html. If you are involved in plagiarism the penalty will be failure in the course and you will be reported to judicial affairs. If you are not sure if something violates standards: ask. If you are not sure whether to cite or not to cite: cite. Every student is expected to go through the following tutorial: <http://library.albany.edu/usered/plagiarism/index.html>

Late Policy:

For every day that an assignment is late, you will be penalized one letter grade. For example, if you turn in an A- paper 1 day late, you will receive a B+. There will be no extra credit to make up for late or missing assignments.

Class attendance:

You will be expected to attend class. Each student is permitted to miss two days of class per term with no questions asked and no penalties or reductions in his or her class participation grade. Any classes missed beyond those two will be taken into account in determining your class participation grade, regardless of the reason.

Re-grading of materials:

You may request re-grading of materials. If you wish to make such a request, contact the professor for a copy of the re-grading policy. You will be asked to provide a written explanation of why you wish to have the assignment re-graded.

Course Schedule

- August 28** **Overview of course, readings, assignments, and introductions**
No assigned readings
- August 30** **Concepts and Definitions**
Blattman, Christopher and Edward Miguel. 2010. "Civil War." *Journal of Economic Literature* 48(1): 3-57
- Sept 4** **NO CLASS: LABOR DAY**
- Sept 6** **Studying Violence and Civil War**
McGovern, Mike. 2011. "Popular Development Economics—An Anthropologist among the Mandarins." *Perspectives on Politics* 9(2): 345-355.
- Sept 11** **Causes of Civil War I**
Scott, James. 1976. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven: Yale University Press. Introduction, chapter 1 and chapter 7.
- Sept 13** **Causes of Civil War II: Poverty**
Collier, Paul and Anke Hoefler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56 (4): 563-595.
- Sept 18** **Causes of Civil War III: Ideology**
Sanín, Francisco Gutiérrez, and Elisabeth Jean Wood. 2014. "Ideology in Civil War: Instrumental Adoption and Beyond." *Journal of Peace Research* 51(2): 213-226.
- Sept 20** **Who Participates? (I)**
Gurr, Ted R. 1970. *Why Men Rebel*. Princeton: Princeton University Press. Chapter 2.
- Sept 25** **Who Participates? (II)**
Kuran, Timur. 1991. "Now Out of Never: The Element of Surprise in the East European Revolution of 1989," *World Politics* 44 (1): 7-48.

- Sept 27 Ethnic Violence I**
Varshney, Ashutosh. 2007. "Ethnicity and Ethnic Conflict." In *The Oxford Handbook of Comparative Politics*, edited by Carles Boix and Susan Stokes. Oxford: Oxford University Press.
- Oct 2 Ethnic Violence II**
Green, Donald P., and Rachel L. Seher. 2003. "What Role does Prejudice Play in Ethnic Conflict?" *Annual Review of Political Science* 6: 509-31.
- Oct 4 Ethnic Violence III**
Mueller, John. 2000. "The Banality of Ethnic War." *International Security* 25(1): 42-70.
- Oct 9 Religious Violence I**
Grzymala-Busse, Anna. 2012. "Why Comparative Politics Should Take Religion (More) Seriously." *Annual Review of Political Science* 15: 421-42
- Oct 11 Religious Violence II**
Ron Hassner, 2003. "To Have and to Hold: Conflicts over Sacred Space and the Problem of Indivisibility," *Security Studies* 12 (4): 1- 33.
- Oct 16 Political Violence**
Wilkinson, Steven I. 2004. *Votes and Violence: Electoral Competition and Ethnic Riots in India*. New York, Cambridge University Press. Chapters 1 and 2.
- Oct 18 In-class Movie: The Killing Fields**
- Oct 23 Genocide and Mass Participation**
Straus, Scott. 2005. "Darfur and the Genocide Debate." *Foreign Affairs* 84 (1): 123-133.
- Oct 25 Violence against Civilians: Sexual Violence**
Wood, Elisabeth J. 2006. "Variation in Sexual Violence during War." *Politics & Society* 34 (3): 307-341.
- Oct 30 Terrorism**
Kydd, Andrew and Barbara Walter. 2006. "The Strategies of Terrorism," *International Security* 31 (1): 49-80.
- Nov 1 Non-Violent Resistance I**
Stephan, Maria J. and Erica Chenoweth. 2008. "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." *International Security* 33(1): 7-44.
- Nov 6 Non-Violence Resistance II**

Shridharani, Krishnalal. 1939. *War Without Violence: A Study of Gandbi's Method and Its Accomplishments*. San Diego, CA: Harcourt, Brace and Company, Inc. Chapters 9 & 10.

- Nov 8** **International Law: Just War**
Michael Walzer. 1997. *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. New York: Basic Books, 4th ed. Chapters 1 and 2
- Nov 13** **Case Study I: Party Violence in Karachi, Pakistan**
Gayer, Laurent. 2014. *Karachi: Ordered Disorder and the Struggle for the City*. New York: Oxford University Press, pp. 17-52.
- Nov 15** **Case Study II: The Evolution of Warfare in Africa**
Reno, William. 2009. "The Evolution of Warfare in Africa," *Afrika Focus* 22 (1), 7- 19.
- Nov 20** **In-class Movie: The Act of Killing**
- Nov 22** **NO CLASS: THANKSGIVING**
- Nov 27** **Case Study III: Genocide in Rwanda**
Gourevitch, Philip. 1999. *We Wish To Inform You That We Will Be Killed With Our Families: Stories from Rwanda*. New York: Picador. Selections.
- Nov 29** **Case Study IV: FARC and Colombia**
Gonzalo, Sanchez G. 2001. "Introduction: Problems of Violence, Prospects for Peace." In *Violence in Colombia, 1990-2000: Waging War and Negotiating Peace*, edited by Charles Bergquist, Ricardo Penaranda, and Gonzalo Sanchez G. Wilmington, DE: Scholarly Resources Book.
- Dec 4** **Student Presentations I**
No assigned readings
- Dec 6** **Student Presentations II**
No assigned readings
- Dec 11** **Conclusion**
No assigned readings

Political Science 362 (3 Credits)
Nationalism and Nation-Building
State University of New York at Albany
Spring 2016

Professor Cheng Chen
Office: Milne Hall 214A
Phone: 591-8724
E-mail: cchen@albany.edu

TTh 8:45-10:05
ED 120
Office Hours: T 10:05-11:05
Humanities 16

Course Description

For centuries, nationalism has been a powerful political force. After the end of the Cold War, nationalism once again moved to the fore front of international politics. By taking this course, the students are expected to understand the different conceptualizations of “nation” and “nationalism”; to be able to trace the historical and social developments associated with the building and emergence of nations and nationalist movements; and to examine the complex role of nationalism and nation-building in the contemporary world. The first part of the course is an overview of the major theories of nationalism and nation-building. The second part of the course focuses on the development of nationalism and nation-building in relations to different political traditions and phenomena such as democracy, fascism, communism, anti-colonialism, and globalization. Next, concrete manifestations of contemporary nationalism in Western Europe, Russia and Eastern Europe, Middle East, and the United States will be examined. The course will conclude with the assessment of the prospects for nationalism in today’s changing world.

Course Requirements

After completing this course, students are expected to be able to clearly define “nation” and “nationalism,” to demonstrate familiarity with the broad history of modern nationalism and its interactions with major political traditions, to compare and evaluate the major theories of nations and nationalism, and to use these theories to analyze and explain relevant empirical cases. There will be one in-class midterm exam and one take-home final essay. The date for the midterm exam is listed on the syllabus. The final essay is due on the last day of class – Tuesday, May 3, 2016. The final essay is not a research paper and students need only draw on the readings and lectures for this course. Late papers will result in grade reductions. In-class participation will count for 20% of the grade, the midterm 30%, and the final 50%.

The grading scale will be as follow: A = 93-100, A- =90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E = below 60. If you would like to contest your grade, it must be done in writing and within 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

It is mandatory that all class members complete the assigned readings prior to the lectures. Class attendance will be taken regularly. Multiple absences without university-approved reasons (see http://www.albany.edu/health_center/medicaexcuse.shtml) will result in a

reduction of the participation portion of the overall grade. Students are expected to meet all standards of academic integrity. Violation of academic integrity will not be tolerated. For relevant information, see http://www.albany.edu/undergraduate_bulletin/regulations.html.

Readings

Anthony D. Smith, *Nationalism: Theory, Ideology, History*, 2nd edition (Cambridge: Polity Press, 2010)

The above book is available at the University Bookstore. The rest of the readings are available on the course's Blackboard.

PART I: CONCEPTS AND THEORIES

January 21: Introduction

- Course syllabus

January 26-28: Concepts of Nation and Nationalism

A. What is a nation?

B. Nationalism and Nation-Building

- “The Question of Definition,” in John Hutchinson and Anthony Smith, eds. *Nationalism* (Oxford: Oxford University Press, 1994)
- Anthony Smith, *Nationalism*, 5-23

February 2-4: The Emergence of Nationalism

A. The Rise of Nationalism

B. The Spread of Nationalism

- Anthony Smith, *Nationalism*, 47-65, 95-128

February 9-11: Types of Nationalism

A. The Ideology of Nationalism

B. Good and Bad Nationalisms

- Anthony Smith, *Nationalism*, 24-46

PART II: NATIONALISM IN HISTORICAL PERSPECTIVE

February 16-18: Nationalism and Democracy

A. The Link between Nationalism and Democracy

B. Nationalism and Democratization

- Larry Diamond and Marc Plattner, eds., *Nationalism, Ethnic Conflict, and Democracy* (Baltimore: The Johns Hopkins University Press, 1994), 3-31 (Chapters by Nodia and Fukuyama)
- Jack Snyder, *From Voting to Violence: Democratization and Nationalist Conflict* (New York: W. W. Norton, 2000), 15-42

February 23: Nationalism and Fascism

- Geoff Eley, “What Produces Fascism: Preindustrial Traditions or a Crisis of a Capitalist State,” *Politics and Society* 12:1 (1983): 53-82.

February 25-March 1: Nationalism and Communism

A. Theoretical Foundation

B. Practice: The Case of the Soviet Union

- Neil Harding, *Leninism* (Durham, NC: Duke University Press, 1996), 197-218
- Terry Martin, “An Affirmative Action Empire: The Soviet Union as the Highest Form of Imperialism,” In R. G. Suny and T. Martin, eds. *A State of Nations* (Oxford: Oxford University Press, 2001), 67-90

March 3: Midterm Review

March 8: In-Class Midterm

March 22-24: Nationalism and Anti-Colonialism

A. Nationalism and Colonialism

B. Post-Colonial Legacies

- Selections by Gandhi, W. Wilson, and F. Fanon from Vincent P. Pecora, ed., *Nations and Identities: Classic Readings* (Oxford: Blackwell Publishers, 2001), 207-235, 264-275
- Rupert Emerson, *From Empire to Nation: The Rise to Self-Assertion of Asian and African People* (Cambridge: Harvard University Press, 1960), 3-21

March 29-31: Nationalism and Globalization

A. Nationalist Backlash against Globalization

B. Nationalism in a Globalizing World

- Benjamin Barber, “Jihad vs. McWorld,” *The Atlantic Monthly* 269:3 (March 1992)
- Saul Newman, “Nationalism in Postindustrial Societies: Why States Still Matter,” *Comparative Politics* 33:1 (October 2000): 21-40
- Dani Rodrik, “Hooray for Nation States,” *New Republic*, February 17, 2011, 12-13

PART III: CONTEMPORARY CASES

April 5-7: Nationalism in Western Europe

- A. The Rise of Far-Right
- B. Nationalism and EU

- Hans-Georg Betz, *Radical Right-Wing Populism in Western Europe* (New York: St. Martin’s Press, 1994), 1-4, 22-35
- Montserrat Guibernau, “The Birth of a United Europe: On Why the EU has Generated a ‘Non-Emotional’ Identity,” *Nations and Nationalism* 17:2 (2011): 302-315
- Kenan Malik, “The Failure of Multiculturalism,” *Foreign Affairs* 94:2 (2015): 21-32

April 12-14: Nationalism in Post-Communist Societies

- A. Nationalism in Eastern Europe
- B. Russian Nationalism

- Rogers Brubaker, *Nationalism Reframed: Nationhood and the National Question in the New Europe* (Cambridge: Cambridge University Press, 1996), 55-76
- J. Paul Goode, “Nationalism in Quiet Times: Ideational Power and Post-Soviet Hybrid Regimes,” *Problems of Post-Communism* 59:3 (2012): 6-16
- Henry E. Hale, “Nationalism and the Logic of Russian Actions in Ukraine,” *Perspectives on Peace and Security*, August 2014

April 19-21: Nationalism in Middle East

- A. The Rise of Religious Nationalism
- B. Case Studies

- Mark Juergensmeyer, *The Cold War? Religious Nationalism Confronts the Secular State* (Berkeley: University of California Press, 1993), 11-25, 45-77
- Henry Munson, “Islam, Nationalism and Resentment of Foreign Domination,” *Middle East Policy* 10:2 (2003): 40-53

April 26-28: American Nationalism

- Minxin Pei, “The Paradoxes of American Nationalism,” *Foreign Policy* (May/June 2003): 31-37

- Rogers Smith, “The Next Chapter of the American Story,” *Chronicle of Higher Education* 49:44 (2003)
- Paul R. Pillar, “The Age of Nationalism,” *National Interest* 127 (September/October 2013): 9-19

May 3: The Future of Nationalism

- Anthony Smith, *Nationalism*, 129-157
- Final due

**CRJ 353/ RPOS 363 American Criminal Courts
Spring 2016**

Instructor: William P. Andrews, J.D.

Contact Info: billandrews1717@gmail.com

Office Hours: See Course Info or contact me for an apt.

Credits: 3 credits

Class Time: TH 4:15-7:05 HS 310

Mon/ Wed 5:35PM - 7:05PM HU 123

Overview

We will examine the organization and operations of federal, state and local criminal court systems from the perspective of social science research and public policy analysis. Major issues include: the role of courts in American society; bail and pre-trial procedures; the roles and decisions of prosecutors, judges and the defense bar; selection and operation of grand juries and trial juries; sentencing of criminal defendants; and others. The operations of juvenile and adult courts are compared, and efforts directed towards court reform are assessed. We will also examine the American military justice system. **Prerequisites(s):** junior or senior class standing.

Course Format:

Class meetings will be both lecture and seminar-style with emphasis on **active student participation**.

Course Objectives:

At the conclusion of the course, students should be able to do the following:

- Understand the Structure and Role of the Federal and State Court Systems in the United States
- Understand the Function of Specialty Courts in the United States
- Understand the Roles and Responsibilities of Key Courtroom Personnel
- Understand how Courtroom Personnel Work Together
- Understand the Rights and Role of Victims, Witnesses and Jurors in the Court
- Understand the Court Process, from Arrest through Appeal
- Understand the role of Plea-bargaining and the Trial Process
- Understand Punishment Philosophies, Decision-making models, and Sentencing Options
- Understand the Juvenile Court and how and why it Differs from the Adult Court System
- Understand Case Law that has Impacted Court Functioning
- Participate in Academic Discussions and Activities with Peers
- Support your Opinions Using Case Law and Research
- Conduct Logical Analysis, Read Critically, and Formulate Questions and Arguments based on readings and experiences
- Write in a more clear, concise, and logical manner

Textbook and Readings

Textbook: America's Courts and the Criminal Justice System, 11th Edition (Neubauer & Fradella) (There is a 12th new edition, but we will NOT be using it.)

*This text is available at the University Bookstore. You may also purchase it directly from the publisher

(http://www.cengage.com/search/productOverview.do?N=0&Ntk=P_Isbn13&Ntt=9781285061948) and at assorted book outlets. If you purchase elsewhere, be sure you have the 11th edition.

Additional Readings/Videos:

Several additional readings and videos are assigned throughout the course. Some will be handed out in class, others will be noted in the syllabus (see the Course Schedule) and in the opening page to each Module. In some instances, links to additional readings and videos may be available in a folder for that Module.

UNDERSTAND you may also be given extra homework – either in class or noted on the UAlbany Blackboard. These assignments are designed to enhance your understanding of the material.

Strunk, W. & White, E.B. 1999. *The Elements of Style* (4th ed.) (**Recommended but not required**) An earlier version is online: <http://www.bartleby.com/141/>

Final Grades:

Final grades will be assigned as follows:

93-100	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
87-89	B+	77-79	C+	67-69	D+	0-59	E

Grading. Grades will be assigned as follows, formats to be discussed in class:

Participation =	10%
Case briefing / recitation =	10%
Courtroom Observation Paper =	10%
Criminal Justice System Research Paper =	10%
Midterm =	25%
Final exam =	<u>35%</u>
Total:	100%

Disturbing Materials: Due to the nature and content of the course, students may find some of the materials to be graphic, upsetting, and/or offensive. It is neither the purpose nor intent to glorify those materials. Rather it is necessary to present those items for their academic value. Students are warned materials may be disturbing, and need to be prepared for addressing such materials.

Letters of Recommendation: Students must take two of my courses, achieve an A- or higher final grade, or perform *exceptionally* well in class by regularly participating and handing in excellent quality work for me to write a letter of recommendation. That said, I am available to assist in reviewing college and post graduate opportunities with you any time you wish.

Class Activities

Participation, Attendance and Class Discussion (10% of Grade):

Attendance at all classes is **essential**. Attendance and participation is part of your participation grade, and full attendance is required to *be eligible* to receive points for participation. Simply being present class by itself *does not* earn full participation points. Students are expected to come to class on time, and to have read (and be prepared to discuss) the chapter(s) / reading(s) assigned. More than two unexcused absences will result in a dim view of your interest and a may be reflected in your final grade. Two late arrivals count as one missed class, unless you have worked out something with me *before* class starts. I will not give you lecture notes for missed classes; therefore, it is up to you to obtain notes/materials from your fellow students if you are absent (excused or not). A vibrant, inquisitive and interactive class makes the learning experience more enjoyable for everyone. So be prepared, and speak up!

Courtroom Observation & Paper (10% of Grade): Please visit a courtroom and observe for a minimum of two hours. After your courtroom observation, write a brief overview of your visit, incorporating reading and class discussions to support your observations. Assignment is due: **2/25/16 the MW Class Ct Observation Papers are due in class; 2/26/16 the TH Class Ct Observation Papers are due in class.** I will be presenting additional information about what is expected in this assignment.

Criminal Justice System Research and Analysis Paper (10% of Grade): **This is a formal research paper.** You will be assigned a research topic related to the course. You must research the topic, present a paper with citations, data, and analysis. In addition you must discuss your thoughts, ideas, preconceptions, feelings, etc. that stem from the topic. Do the concepts make sense? Do you agree with how things are done in the US court system? Could something be done in a better, more efficient, or more “just” way? Was a certain case decision talked about that you agreed/disagreed with? What questions or criticisms do you have about this topic? The paper must be presented as a thoughtful, researched, properly cited, critical thinking paper. **The research paper must be based upon at least six (6) researched sources; websites and textbooks do not count as sources.**

Papers must be a **MINIMUM of 4 FULL** pages, Roman Times 12pt font standard borders and spacing. **If the assignment is not delivered in class, papers topics are due 3/2/16 the MW Class outlines are due in class; 3/3/16 the TH Class outlines are due in class; 4/20/16 the MW Class the actual paper is due in class; 4/21/16 the TH Class the actual paper is due in class, WITHOUT EXCEPTION.** It is due Wednesday of that week if you have classes twice a week with me; if you have class once a week with me – it is due that class day. I will be presenting additional information about what is expected in this assignment. Papers that are not properly cited, including the notation of proper sources with endnotes or footnotes, papers that

lack a proper bibliography, are illegible or unreadable due to spelling mistakes, lack of punctuation, poor grammar, lack of flow and organization, etc. will receive a failing grade (E). Papers that are better than failing, but show a lack of real effort or suffer from other problems will receive an appropriate grade. Papers that are free of grammatical errors, have sentences that are concise, active, and powerful (a la *Elements of Style*), have ideas laid out in a logical order, and represent a well formed argument and/or insight will most likely receive a grade of Excellent. Paraphrases and quotations must be properly cited. Please note other research limitations: students who cite Wikipedia as a reference, or other similar questionable sources will result in an automatic failing grade for the paper. **NO LATE SUBMISSIONS WILL BE ACCEPTED.** If an assignment is due on a day you are absent, you must submit the assignment to me via email *before class begins*, unless other arrangements have been made with me.

Case Briefing (10% of Grade) Each student will be assigned a number of case briefs throughout the semester. The first is a draft brief. You may be assigned one or more additional briefs as part of homework assignments. Each of the draft or homework briefs will count toward your class participation grade. You will also be assigned a final brief – which will be assigned a separate grade. You must fully summarize the case. The formal brief is not an informal assignment. You are required to provide proper sentence structure and not have the brief contain sentence or paragraph abbreviations; it must contain all the requirements discussed in class and noted on the Blackboard. Each late brief will lose one letter grade credit. **3/30/16 the MW Class formal briefs are due in class; 3/31/16 the TH Class formal briefs are due in class.** I will be presenting additional information about what is expected in this assignment.

Mid-term (25% of Grade): and Final Exams (35% of Grade): - You will have two exams. These exams will include a mix of true/ false and/or multiple choice questions and possibly short essay questions. The exam material will be based on assigned readings and class discussions. These exams will be timed and you will only have one opportunity to work on them. If you are not familiar with the material prior to beginning the exam you will likely run out of time. It is strongly suggested that you take the exams during IT hours and with a back-up computer nearby. Technical issues are generally not an excuse for a late/missed exam.

Please note the following times:

MW Class Midterm: **Wednesday March 8th, in class.**

TH Class Midterm: **Thursday March 9th, in class.**

MW Class Final: **Monday May 9th 5:45pm –7:45pm**

TH Class Final: **Thursday May 12th 5:45pm –7:45pm**

Suggested Readings At the bottom of the syllabus is a list of suggested cases to read in addition to the Chapters in the book. While not required, briefing these cases will greatly benefit your understanding of the material. Unless specifically assigned to a student for submission, a written

brief will not be handed in and will not be graded. However, everyone is fully expected to be able to fully discuss the facts, circumstances, case law and issues of each “class assigned” case.

Additional Exercises I will periodically post short explanatory videos to the blackboard to aid students in their understanding of the materials. I will also periodically post articles and/or bits of information to the blackboard that students should familiarize themselves with prior to class so that they may participate meaningfully in class exercises. Not participating and/or being unprepared for class is the same as not being in attendance in class.

Other Policies:

1. Use of cell phones/PDAs/laptops/etc. is not permitted during class without prior approval from the instructor.
2. Cell phones and other electronic devices must be turned off prior to class starting. Use of such a device during class may result in a 5% reduction from the **final grade**. Yes, I'm serious.
3. Work submitted for credit in any other class may not be handed in for credit in this class.
4. Incomplete grades will only be given “when the student has nearly completed the course, but due to circumstances beyond the student’s control, the work is not completed on schedule.” (Undergraduate Bulletin, http://www.albany.edu/undergraduate_bulletin/regulations.html)
5. No extra credit will be offered for this class unless the instructor deems otherwise.

Violations of Academic Integrity:

“It is every student’s responsibility to become familiar with the standards of academic integrity at the University. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity” (Undergraduate Bulletin).

If you are unfamiliar with the University standards of academic integrity, please read them here: http://www.albany.edu/undergraduate_bulletin/regulations.html. Please make special note of what constitutes plagiarism. Violations of academic integrity will not be tolerated. Anyone who engages in these activities is subject to receiving a reduced or failing grade on a given assignment, exam, or a grade of ‘E’ for the entire course. Additional University disciplinary sanctions may also be invoked. If you have questions, please ask.

Americans with Disabilities Act (ADA):

If you have or believe you have a disability, you may wish to self-identify to me and/or provide documentation to the Disabled Student Services Office (137 Campus Center, 442-5490 or TDD 442-3366). Appropriate accommodations may then be provided for you. If you have other concerns relating to a disability, please discuss this either with myself in confidence, with DSSO personnel, or with a Learning Disability Specialist (Campus Center 110, 442-5566).

Wed, January 20 Classes begin at 8:00am

Week	Topic	Assignments:	Class General Topics/ Questions/ Activities
Introduction			
1/18- 1/22 Week One	Introduction to Class		Introduction; Ice breaker; Criminal Justice Systems; Historical Overview; Purpose of Justice Systems;
			Types of crimes; Analyzing systems; the basics: analyzing and briefing court cases; finding your case for briefing; Why punish or sentence; Overview of steps in the criminal justice system Exercise 1: Roles Exercise 2: Question cards Exercise Nyla
Module One: The Legal System			
1/25-1/29 Week Two	Introduction to Court System; State and Federal Courts	<ul style="list-style-type: none"> • Chpt 1-4 • Case briefing assignments 4th, 5th and 6th Amendments 	Court organizations; myth vs reality; types of crimes and their elements; questions of fact, questions of law procedural and substantive due process; Crime and controversy; New articles Exercise 1 Salem Exercise 2 HJ/ 1st&JudVideos

Wed, January 27 is also the Last day to add semester length course without permission of instructor			
Tue, February 2 Last day to add semester length course with permission of instructor			

Tue, February 2 Last day of late registration for the semester			
Tue, February 2 Last day to drop semester length course without receiving a "W"			
2/1-2/5: Week Three	Crimes and Investigations	☐ Chpt 3, 4, & 11 4 th , 5 th , 6 th and 14 th Amendments	Amendments; Stop and Frisk; Probable cause; Investigation through arrest; Interview techniques; Guest Speakers (APD)
Module Two: Legal Actors			
2/8-2/12: Week Four	Defendants, Defense Attorneys	☐ Chpt 5, 7 & 9	Representing the accused; ethics and process; Guest speaker (Def. Atty)

2/15-2/19: Week Five	Prosecutors	Chpt 6	Role of the prosecutor; Ethics; Charging options and discretion; investigations and hostile witnesses Guest Speaker (Hon. AS)
2/22-2/26: Week Six	Victims, Witnesses & Defendants	<input type="checkbox"/> Chpt 7 & 11	<input type="checkbox"/> Defenses and Suppression hearings; theory and approaches; the mentally infirm;

			<u>Gideon</u> redux <input type="checkbox"/> Court Observations Due
			2/25MW Class Ct Observation Papers due; 2/26 TH Class Ct Observation Papers due
2/29-3/4: Week Seven		<input type="checkbox"/> Chpt 9 cont	<ul style="list-style-type: none"> • Crime Victims • Guest Speaker (Bernard A) Topic and Outline for Criminal Justice System Research Paper Due
3/9: MW 3/10: TH	Midterm Exam		

Module Three: Processing the Accused			
3/7-3/11 Week Eight	Processing the Accused and Plea Bargaining	<input type="checkbox"/> Chpt 10-12	<ul style="list-style-type: none"> • Bail, Arraignment, Extradition, Suppression hearings, Aref, Tortorici, Porco, etc. • Exercise: Any Day in PC
3/12-3/18 Week Nine	Spring Break		
3/21-3/25 Week Ten	Trial, Juries & Conviction	<input type="checkbox"/> Chpt 13 6 th and 7 th Amendments	Amendments Trial Process; Evidence <input type="checkbox"/> Exercise: Arr/Arr

Module Four: Sentencing the Convicted			
3/26-3/27	Easter Break		3/30/16 the MW Class formal briefs are due in class; 3/31/16 the TH Class formal briefs are due in class.
3/28-4/1: Week Eleven	Sentencing	<ul style="list-style-type: none"> • Chpt 14-15 • 8th Amendment 	<input type="checkbox"/> Sentencing; Sentencing Options and Factors; Input, approaches and types; Exercise: Prelim Exercise GJ

Tue, April 5 Last day for UNDERGRADUATE students to drop semester length course ("W" assigned)			
Module Five: Appellate & Juvenile Courts			
4/4-4/8: Week Twelve	Juveniles	Ch. 17	Juvenile Delinquency Guest Speaker (LM)(JM)
4/11-4/15: Week Thirteen	Sentencing	Cont.	Rockefeller Drug Laws, Death Penalty etc.
4/18-4/22: Week Fourteen	Military and Juvenile Courts	□ Chpt 17 <u>In re Gault</u>	Gitmo; Family Court
Fri, April 22 Classes Suspended at 2:35pm Passover	Passover Break		
Sat, April 23 Classes Suspended Passover Sun, April 24 Classes Resume at 8:00am			
			4/20/16 the MW Class the actual paper is due in class 4/21/16 the TH Class the actual paper is due in class, WITHOUT EXCEPTION
4/25-4/29 Week Fifteen	Appellate Courts and Review	Chpt 18	Post-conviction relief; Writs; Retrials; Direct and indirect appeals;

5/2-5/6 Wed, May 4 Last day of classes Thu, May 5 Reading Day	Review for Final Exam	REVIEW AND READING DAY	
5/6-5/13: Exam Week	Final Exams	M W Final: 5:45pm Monday May 9th 5:45pm –7:45pm TH Final: 4:15pm Thursday May 12th 5:45pm –7:45pm	
Sun, May 15	Spring 2016 Commencement Weekend	Sunday: Official degree conferral date Spring 2016	

Suggested anAdditional Readings

Crimes and elements; felonies/ misdemeanors/petit offenses

Miranda v. Arizona, 384 U. S. 436 (1966). Ewing v. California, 538 U.S. 11 (2003)
De Jonge v. Oregon, 299 U.S. 353 (1937)
New York Times Co. v. United States, 403 U.S. 713 (1971)
Abuelhawa v. US, 08-192

US v. Hayes, 07-608
US v. Ressim, 07-455

4th Amendment stops/arrest

Mapp v Ohio, 367 U.S. 643 (1961)
Fahy v CT, 375 US 85 (1963)
Nix v Williams, 467 US 431 (1984)
Illinois v. Lidster, 02-1060
Alabama v White, 469 US 325 (1990)
Carroll v. United States, 267 U.S. 132 (1925)
Terry V. Ohio, 392 US1 (1968) People v Debour, 40 N.Y. 2d 210

Arraignment; bail; evidence; fruit of the poisonous tree doctrine

United States v Carll, 105 US 611 (1881)
Gideon v. Wainwright, 372 US 335 (1963)
Wright v. Van Patten, 07-212 Rothgery v. Gillespie County, 07-440
Boumediene v. Bush, 06-1195, 06-1196
US v Salerno, 481 U.S. 739
Michigan v. Fisher, 09-91
Kansas v. Ventris, 07-1356
Arizona v. Gant, 07-542
Doubert v Merrell Dow Pharmaceuticals, 509 US 579 (1993)
Coy v Iowa, 487 US 1012 (1988)
People v. Weaver 16 NY3d at 125 as well as Kliegman, Michelle (2010) "Court of Appeals of New York - People v. People v. Weaver," *Touro Law Review*: Vol. 26: No. 3, Article 13. Available at: <http://digitalcommons.tourolaw.edu/lawreview/vol26/iss3/13>
ENTIRE CLASS
Katz v. United States, 389 U.S. 347 (1967)
People v. Huntley, 15 N.Y. 2d 72, (1965).
United States v. Wade, 388 U.S. 218 (U.S. 1967)
Dunaway v. New York, 442 U.S. 200, 208 (U.S. 1979)

Prosecutors; defense attorneys; judges Van de Kamp v. Goldstein, 07-854
Kyle v Whitley, 514 US 419 (1995)
Bobby v. Van Hook, 09-144
People v. Belge, 372 N.Y.S. 2d 798 (1975)
State v Olwell, 394 P2d 681 (1964)
Michigan v. Jackson, 84-1531
Vermont v. Brillon, 08-88
Duke Lacrosse Team Prosecution articles
Soares v. Carter 2014 NY Slip Op 00409 [113 AD3d 993]
U.S. v. Spargo
Smith v Cain, 10-8145 (January 10, 2012)
Inquiry Concerning Hon. Sharon Keller,
<http://www.scribd.com/doc/34438836/StateCommission-on-Judicial-Conduct-Findings-Conclusions-and-Order-of-Public-Warningin-Case-of-Judge-Sharon-Keller>

Trials and juries; negotiated justice (plea bargains); *Alford* pleas; sentencing options and decisions

Batson v. Kentucky, 84-6263
US v Raghbir K. Gupta, 09-4738-cr
Wingo v Barker, 407 U.S. 514 (1972)
Santobello v. New York, 404 U.S. 260 (1971)
North Carolina v. Alford, 400 U.S. 25

US v. Marcus, 08-1341
Moore v. U.S., 07-10689
Missouri v Frye, 10-444 (March 21, 2012)
Waller v Georgia, 83-321 (1984)
Rivera v. Illinois, 07-9995
Washington v Crawford 541 U.S. 36 (2004)
Bruton v. United States, 391 U.S. 123 (1968)

Defendants; bounty hunters; bail bondsman; probation officers; parole officers; media; politicians; public; victims; what influences a jury; Defense attorney speaker

Davis v Alaska, 415 US 308 (1974)
Giglio v US, 405 US 150 (1972) ENTI
Hardy v Cross, 11-74 (Dec 2011)
Payne v. Tennessee, 90-5721 , 501 U.S. 808 (1991)
Arthur Anderson LLP v United States, 04-368 (2005)
Estes v Texas, 381 US 532 (1965)
Taylor v Taintor, 83 US 366 (1872)
People v. Wrotten [NY Court of Appeals 12/15/2009]

Sentencing options and decisions; post-conviction relief,

Garcia v Texas, 11-5001 (11A1), 11-5002 (11A2), 11-5081 (11A21) (2011)
Cavazos v Smith, 10-1115 (2011)
Damien Wayne Echols v Supreme Court of Arkansas, CR 08-1493
Porter v. McCollum, 08-10537
Beard v. Kindler, 08-992
Dolan v. US, 09-367
Baze v. Rees, 07-5439
Sears v. Upton, 09-8854
Kansas v. Hendricks 521 U.S. 346 (1997)

Juvenile Courts Probation

In Re Gault, 387 U.S. 1 (1967)
Miller v Alabama, 10-9646 (June 2012)

RPOS 364: Building Democracy – 3 credits

Spring 2017

University at Albany, SUNY

MWF 12:35 PM – 1:30 PM, BA 227

Instructor: Andy Vitek

Office Hours: Monday and Wednesday, 1:40 PM – 2:40 PM, or by appointment

Contact: avitek@albany.edu **Office:** Humanities B16

Course Description

This course is meant to provide students a focused look at theories and cases dealing with the processes of building democracies and democratization across a wide variety of different contexts. The course will draw on scholarship from comparative politics, international development and political economy to examine how states put in place and consolidate democratic regimes, via building institutions, interacting with external actors and responding to conflicts and crises. The first half of the course will focus on theories dealing with determining what democracy actually is (and isn't), the specifics of the transition process and various "habits" of democracy. The second half will focus on country case studies and have students apply learnt theories to a range of democratization contexts, such as post-conflict, post-colonial, and negotiated bargains.

Learning Objectives

- Summarize classical and contemporary definitions and approaches to democracy, democratization and de-democratization as these are understood in different types of political systems, and in developed and developing countries.
- Analyze the different paths taken by governments in democratization
- Evaluate the validity for different theories of democratization
- Assess different strategies for democratization
- Develop analytic and writing skills that enable you to distill and summarize source materials, apply empirical evidence to analytic arguments and test hypotheses.

To enable this, students will be responsible for a significant volume of reading and writing. In addition to assuming a basic knowledge of comparative and international politics (taken RPOS 102 or equivalent), I expect students to keep up with required readings and take careful notes during lecture, as one will often not be a regurgitation of the other. If you do the reading, come to class and put the appropriate effort into the class, I promise as much time as necessary to help you understand the material. **If you do not want to put in this effort- Do not take this class – Really.** On the other hand, if you are willing to put in the effort for a challenging class I will put in the effort to make sure that it is worth your time.

Ground Rules

This class is challenging and it is important that it remains fair for all the students and that everyone plays on an even playing field. In order to ensure that the policies of the class are clear they are spelled out here. If you have any questions about what the policy means, please ask before it becomes personally relevant.

Questions

Education is about learning. This class is about material you have probably not covered before in this context. If you have questions or things are unclear – ask questions! Ask them in lecture and feel free to email me to ask for further clarification. This includes any problems you might have about Dropbox or any other technical aspect of the course. (Please note – I always respond to emails. If I do not respond to your email within a reasonable time, please email me again because I did not get your first email.)

Attendance

This is a labor intensive course. The course has a great deal of in-class and collaborative work, meaning you have to come to class. Attendance will be taken daily and each student is allowed two (2) unexcused absences, no questions asked. Any other absence must be excused by me either before the absence or excused afterwards based on a note from either a doctor or the office of the Dean of Students. Any absence after the first two that is unexcused will result **in a third letter grade penalty per absence for the course. Really**. Repeated late arrivals will result in a warning and then also result in a third grade penalty each time.

Accommodations

“Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services. That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations (http://www.albany.edu/eltl/accommodating_disabilities.php).

If you wish to discuss academic accommodations for this course, please also inform the instructor as soon as possible. In addition, the instructor will make every effort to accommodate difficulties arising from religious observance. You are asked to bring any possible conflicts to the instructor's attention as soon as possible. “Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately (Harwood 2003).” If you are sick in order to make up an exam or to remove an absence, please bring in a note from the dean of undergraduate studies (Lecture Center 30 Phone: 518-442-3950) who is responsible for excused absence certification. Without such a note any absence or missed exams will count against you.

Writing and Plagiarism

Plagiarism is the intentional or unintentional use of another's words or ideas without giving credit to that person. While this includes copying text word for word without the use of quotation marks, it also includes paraphrasing another person's work without proper citation. Intellectual honesty is a core value of university and the foundation of faculty and student development. Students guilty of plagiarizing any material will receive a failing grade for the course and the evidence will be automatically turned over to

the Office of Student Conduct. During the first week of class, all students must review the UAlbany Library's tutorial on plagiarism: <http://library.albany.edu/usered/ncplaga/index.html>.

It is far easier to do your own work than to plagiarize and students would be most unwise to consider it.

Late Assignments

Unless you have gotten prior approval or have a note from the undergraduate dean, all late work will be penalized. All grade appeals should be made in email and should explain exactly why you think the grading was mistaken. If you wish a blanket re-grade (ie. you do not indicate a specific point or aspect of an assignment that wasn't graded properly) I will do it. You however do this at your own risk, because if I find wrong things that I missed the first time, your grade could potentially go down.

Participation

Class participation consists of preparation for and engagement in class discussion. It entails regular class attendance, completing assigned readings, participation in groups, and asking relevant questions.

Office Hours

Office hours are your opportunity to get personalized guidance for assignments as well as help you better understand the course material. Take advantage of it. I will have weekly office hours and will meet with you as long as necessary to help you understand the material. If these times are not good for you then please email me and we will set up a time that works in order to meet.

Course Readings

This class has no required textbook. All readings will be made available online via a class Dropbox account, found here.

<https://www.dropbox.com/sh/3xuqd62cgll82j2/AADDMZGcmiPRQMWI-68aGbZ5a?dl=0>

The readings for the course will be a combination of scholarly articles and selected chapters from books. With each piece of assigned writing, students should aim to answer three key questions: (1) What is the theory/hypothesis being presented? (2) What methods and data does the author use to argue or test those theories/hypotheses? (3) What are the implications for the theory/hypothesis for the central themes and questions of the course?

Assignments and Requirements

Attendance and Participation (20%): As the class is small and will involve a variety of group activities: you need to be here physically and mentally. Class participation consists of preparation for and engagement in class discussion. It entails regular class attendance, completing assigned readings, participation in group work, asking relevant questions, and performance during the simulation.

Starting the second week of semester, two students will be assigned to come up with two discussion questions each on the day's reading to present to the class. The questions can focus on any topic, so long

as they show thoughtful engagement with the text. Each student will be required to do this only once during the semester, but those who elect to do it twice will receive extra credit towards their participation grade. **Questions must be emailed to me no later than 1 hour before the start of class.**

The simulation will be held during the entirety of the second to last week of classes and will encompass the majority of the course material. Students will be divided into teams representing factions in a newly democratizing state that has just deposed a dictator and be tasked with negotiating the transition with the other factions. Students will need to craft a constitution that addresses each side's needs/grievances, establish coalitions and do their best to lay the groundwork for what will hopefully be a lasting democracy.

Quizzes (20%): Quizzes will be given randomly at the beginning of class and will cover material from either the current days' assigned readings or material from the previous lecture. Each quiz will be a single question and students will have 10 minutes to write a 1 paragraph response. At the end of the semester, each student's lowest quiz grade will be dropped.

Take-Home Midterm (20%): Students will answer two of five essay questions that will be given 1 week prior to the due date. All questions will be designed to test students' understanding of key theoretical concepts from the first half of the course. **Assigned March 3rd and due March 10th.**

Empirical Paper Proposal (5%): As a first stage for the empirical research paper, students will complete a 1-page proposal detailing their choice of topic and a brief overview of the types of data and methods that will be used.

Abstract Blitz (5%): Students must submit a list of no fewer than 10 academic books or articles that will be used in their empirical paper. Each source must be accompanied by a paragraph describing its key points and how it will be used in the larger project.

Empirical Paper (30%): Students will be responsible for producing a 12-15 page empirical research paper. Students will identify a hypothesis, situate it within the greater body of relevant literature, frame it theoretically and test it empirically. While this may seem daunting to some students, there will very detailed instructions and guidance given throughout the semester, as well as supplementary assignments to help students build towards the final product. Papers will be due in class on May 10th, the final day of classes.

Grading Chart

Start of letter grade range	Letter grade	Start of letter grade range	Letter grade
0	F	77	C+
60	D-	80	B-
63	D	83	B
67	D+	87	B+
70	C-	90	A-
73	C	93	A

Schedule

Date	Topic	Reading Due
1/23	Course Introduction and Syllabus	None
1/25	Comparative Politics Refresher and Definitions Pt. 1	<input type="checkbox"/> Lim, Timothy. "Doing Comparative Politics"

	<ul style="list-style-type: none"> • What perspectives and levels of analysis can we use when examining democracy? • What makes a democracy a democracy? 	<input type="checkbox"/> Boix et al. "A Complete Data Set of Political Regimes." p 1-16. <input type="checkbox"/> "How to Read"
1/27	Regime Concepts and Definitions Pt. 2 <ul style="list-style-type: none"> • What makes states more or less democratic? • Are there key differences between democracy in theory v. in practice? 	<input type="checkbox"/> Diamond, Larry. "3 Paradoxes of Democracy" <input type="checkbox"/> Schmitter and Lynn-Karl, "What Democracy, and What it is not."
1/30 & 2/1	Week 2: Origins of Democracy and the Transition Process <ul style="list-style-type: none"> • What are democracy's historical roots? • How do democracy's origins differ from authoritarianism? • What distinguishes modern democratic transitions from older ones? 	<input type="checkbox"/> Mancur Olsen, "Dictatorship, Democracy, and Development" <input type="checkbox"/> Samuel Huntington, "Democracy's Third Wave"
2/3	Week 2: Origins of Democracy and the Transition Process <ul style="list-style-type: none"> <input type="checkbox"/> What are the mechanics of democratic transitions? 	<input type="checkbox"/> Bratton and Van de Walle. "Neopatrimonial Regimes and Political Transitions in Africa"
2/6	Week 3: Democratic Consolidation and Institution Building <ul style="list-style-type: none"> <input type="checkbox"/> How are democratic institutions designed and why are some institutional arrangements chosen over others? 	<input type="checkbox"/> Arend Lijphart, "Constitutional Choices for New Democracies"
2/8	Week 3: Democratic Consolidation and Institution Building <ul style="list-style-type: none"> <input type="checkbox"/> What are political institutions and how do they function? 	<input type="checkbox"/> George Tsebelis, "Veto Players, How Political Institutions Work"
2/10	Week 3: Democratic Consolidation and Institution Building <ul style="list-style-type: none"> <input type="checkbox"/> What is the role of political parties? 	<input type="checkbox"/> Randall and Svasand, "Party Institutionalization in New Democracies"

2/13	Week 4: Democratic Consolidation and Institution Building <input type="checkbox"/> How do we conceptualize the process of economic development? <input type="checkbox"/> What are the political consequences?	<input type="checkbox"/> Walt Rostow, “Stages of Economic Growth”
2/15	Week 4: Modernization and the Impact of Economics <input type="checkbox"/> Earlier political science scholarship ties successful democracy to successful economics. Is it right?	<input type="checkbox"/> Seymour Martin Lipset, “Some Social Requisites of Democracy: Economic Development and Political Legitimacy”
2/17	Week 4: Modernization and the Impact of Economics <input type="checkbox"/> How does Modernization Theory hold up in the developing world?	<input type="checkbox"/> Przeworski and Limongi, “Modernization: Theories and Facts”

2/20	Week 5: Research, Writing and Methods <i>*Bring Laptops to Class*</i> <input type="checkbox"/> How do we go about comparative analysis?	<input type="checkbox"/> http://poli.haifa.ac.il/~levi/res/logic1.htm <input type="checkbox"/> http://poli.haifa.ac.il/~levi/res/logic2.htm <input type="checkbox"/> http://poli.haifa.ac.il/~levi/res/most.html
2/22	Week 5: Research, Writing and Methods <i>*Bring Laptops to Class*</i> <ul style="list-style-type: none"> • Comparing with numbers: basic quantitative analysis. • Case selection and hypothesis formation. 	<input type="checkbox"/> “Quality of Governance Codebook.”
2/24	Week 5: Research, Writing and Methods <i>*Bring Laptops to Class*</i> <input type="checkbox"/> What is a literature review? How does it help us? Why do we need it?	<input type="checkbox"/> http://www.library.ncat.edu/ref/guides/literaturereview03.htm <input type="checkbox"/> http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html
2/27	Week 6: Nations and Political Culture <input type="checkbox"/> What are different ways of conceptualizing “the nation” and its consequences for democratization?	<input type="checkbox"/> Alexander Motyl, “Imagined Communities, Rational Choosers, Invented Ethnies”
3/1	Week 6: Nations and Political Culture <input type="checkbox"/> Does democracy have a cultural requirement in order to function?	<input type="checkbox"/> Gabriel Almond, “Comparative Political Systems”

3/3	Week 6: Nations and Political Culture *Paper Proposal Due and Midterm Assigned* <input type="checkbox"/> How do legacies of race and gender have consequences for democratization?	<input type="checkbox"/> Anthony Marx, "Race Making and the Nation State"
3/6 & 3/8	Week 7: Collective Action, Contention and Social Movements <input type="checkbox"/> What are the mechanics of social organizations and collective action that occur alongside democracies?	<input type="checkbox"/> Mancur Olsen. "The Logic of Collective Action: Public Goods and the Theory of Groups," Introduction and Ch. 1.
3/10	Week 7: Collective Action, Contention and Social Movements *Midterm due* <input type="checkbox"/> How do individuals and groups in civil society go about the business of resisting government, democratic or otherwise?	<input type="checkbox"/> Ted Gurr, "People Versus States: Minorities at Risk in the New Century," Ch. 3.

3/20	Week 8: Political Violence and Terrorism <input type="checkbox"/> What is terrorism and how can we study it?	<input type="checkbox"/> Lafree and Ackerman, "The Empirical Study of Terrorism: Social and Legal Research."
3/22 & 3/24	Week 8: Political Violence and Terrorism <input type="checkbox"/> How do democracies deal with and manage terrorism and what are the consequences?	<input type="checkbox"/> Erica Chenoworth. "Terrorism and Democracy."
3/27 & 3/29	Week 9: Civil-Military Relations <ul style="list-style-type: none"> • Why are civil-military relations a major concern for democracies? • How do democracies establish and maintain control over the armed forces? 	<input type="checkbox"/> Peter Fever, "The Civil-Military Problematique" <input type="checkbox"/> Richard Kohn, "How Democracies Control the Military"
3/31	Week 9: Civil-Military Relations <input type="checkbox"/> Why do security forces attempt to displace governments?	<input type="checkbox"/> Naison Ngoma, "Coups and Coup Attempts in Africa: Is There a Missing Link?"

4/3	Week 10: International Actors and Democracy Assistance <ul style="list-style-type: none"> □ How do developed countries approach the business of spreading democracy? 	<ul style="list-style-type: none"> □ Jeffery Kopstein, “The Transatlantic Divide over Democracy Promotion.”
4/5	Week 10: International Actors and Democracy Assistance <ul style="list-style-type: none"> □ Do democracies make good neighbors? 	<ul style="list-style-type: none"> □ Brinks and Coppedge. “Diffusion is No Illusions: Neighbor Emulation in the Third Wave of Democracy”
4/7	Week 10: International Actors and Democracy Assistance <p>*Guest Lecturer: Amira Jadoon*</p>	<ul style="list-style-type: none"> □ McGillivray et al, “It Works; It Doesn’t; It Can, But That Depends... 50 Years of Controversy over the Macroeconomic Impact of Development Aid”
4/10	Week 11: Regime Legacies – Military Rule <ul style="list-style-type: none"> □ What marks do authoritarian and military regimes leave behind after democratization? 	<ul style="list-style-type: none"> □ Barbara Geddes. “Military Rule”
4/12 & 4/14	Week 11: Regime Legacies – Military Rule <i>Case Study: Indonesia</i> <ul style="list-style-type: none"> • What factors enabled the fall of the Suharto regime? • What challenges related to military rule did Indonesia face in the aftermath? 	<ul style="list-style-type: none"> □ “Rise and Fall of Strongman Suharto” http://news.bbc.co.uk/2/hi/asiapacific/903024.stm □ Ehito Kimura. “Changing the rules: Historical Conjuncture and Transition in Indonesia.”
4/17	Week 12: Regime Legacies – Communism <ul style="list-style-type: none"> □ How do Marxist/Leninist forms of government complicate later attempts at democratization? 	<ul style="list-style-type: none"> □ Cheng Chen. “The Prospects of Liberal Nationalism in Post-Leninist States.” Introduction and Ch 1.
4/19 & 4/21	Week 12: Regime Legacies – Communism <i>Case Study: Romania</i> <p>*Wednesday: Guest Lecturer Dr. Cheng Chen*</p>	<ul style="list-style-type: none"> □ Wikipedia Page for Nicolae Ceaușescu, https://en.wikipedia.org/wiki/Nicolae_Ceau%C8%99escu □ Cheng Chen. “The Prospects of Liberal Nationalism in Post-Leninist States.” Ch.
		4: Romania – Legacies of National Stalinism
4/24	Week 13: Under the Gun – Post-Conflict <ul style="list-style-type: none"> □ How do states recovering from war go about democratizing? 	<ul style="list-style-type: none"> □ Nancy Bermeo. “Democratization Literature Says—or Doesn’t Say—About Postwar Democratization”

4/26 & 4/28	Week 13: Under the Gun – Post-Conflict <i>Case Study: Bosnia</i>	<input type="checkbox"/> Watch Youtube video on the breakup of Yugoslavia https://www.youtube.com/watch?v=oiSgAiM0d8A <input type="checkbox"/> David Chandler, “Bosnia: The Democracy Paradox”
5/1	Week 14: Simulation	
5/3	Week 14: Simulation	
5/5	Week 14: Simulation	
5/8 & 5/10	Week 15: Prospects for Democracy and Wrap-up <ul style="list-style-type: none"> • Is democracy beginning a decline? • Are some states beyond hope for democratization? 	<input type="checkbox"/> Brennan Kraxberger. “Failed States: Temporary Obstacles to Democratic Diffusion or Fundamental Holes in the World Political Map?”

Empirical Paper Assignment

Format: 12-15 pages, typed, double spaced

You must cite your source or sources for the data that you use. You must also cite at least ten (10) additional outside sources, as you should give some discussion about why your variables may be related and why your comparisons are appropriate. You must be clear with your terms and your assumptions. Explain why you selected your variables and cases, why they are good measures for testing your hypothesis, and why you believe this to be an important issue.

When drafting your final paper, you should follow the format for a political science research paper:

- In an introductory paragraph or two, you should state your question and explain why it is important.
- Explain what other researchers have found on this question State your hypothesis – what are you testing?
- Now, explain what you did – describe your independent and dependent variables, why they are good measures for your question, where you go the data and how you tested the relationship between your variables. You should explain everything clearly enough that someone could replicate your work.
- Perform your data analysis.
- Discuss your conclusions. Does a relationship exist? Explain why or why not.
- Finally, you must include an appendix that presents the data that you used in your analysis and a bibliography for your outside sources.

Your grade for this assignment will depend on the following:

- Do you explain your question?

- How well do you explain the existing research?
- Does your hypothesis make sense and do you explain it well?
- How well do you describe your operationalization?
- Did you correctly perform your data analysis?
- Were your analysis and conclusions clearly explained?
- Did you include an appendix that presents your data?
- Is the paper coherent as a whole?

NOTE: your grade will NOT be affected by your choice of theories or the political implications of your analytical choices **Useful for Writing Papers** <http://www.easybib.com/>
<http://lifelife.com/202418/geek-to-live--take-study+worthy-lecture-notes>
<http://lifelife.com/5335881/five-classic-ways-to-boost-your-note+taking>
<http://www.flashcardmachine.com/> <http://www.usnews.com/blogs/professors-guide/2009/08/19/15-secrets-of-getting-good-grades-incollege.html> <http://lifelife.com/399556/five-best-note+taking-tools>

PAPER GRADING STANDARDS	The "A" Paper	The "B" Paper	The "C" Paper	The "D" Paper	The "F" Paper
Thesis Development and Introductions of Theories	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central thesis is clearly communicated, worth developing, yet limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates the sources.	A solid paper, responding appropriately to assignment. Clearly states a thesis, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically.	Adequate but weaker and less effective, possibly responding less well to the assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Coherence	Uses a logical structure appropriate to	Shows a logical progression of ideas and uses	May list ideas or arrange them randomly rather	May have random organization, lacking internal	No appreciable organization; lacks transitions and

	<p>paper's subject, purpose, audience, and thesis. Transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.</p>	<p>fairly sophisticated transitional devices; e.g. may move from least to more important idea, etc. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.</p>	<p>than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.</p>	<p>paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.</p>	<p>coherence.</p>
Analysis and Support	<p>Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.</p>	<p>Begins to offer reasons to support the paper's points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Examples bear some relevance.</p>	<p>Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.</p>	<p>Depends on clichés or over generations for support, or offers little evidence of any kind. May be personal narrative or summary rather than analysis.</p>	<p>Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.</p>
Style	<p>Chooses words for their precise meaning and uses an appropriate level of specificity. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.</p>	<p>Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.</p>	<p>Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.</p>	<p>May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.</p>	<p>Usually contains many awkward sentences, misuses words, employs inappropriate language.</p>
Mechanics	<p>Almost entirely free of spelling, punctuation, and grammatical errors.</p>	<p>May contain a few errors, which may annoy the reader but not impede understanding.</p>	<p>Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.</p>	<p>Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.</p>	<p>Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.</p>

**Department of Political Science
Spring 2017**

**RPOS 366 - Approaches to Development
Tuesdays and Thursdays 4:15-5:35 pm
Mr. Josh Caldon**

**3 credits
Humanities 20
jcaldon@albany.edu**

**Course Description of International Economic Policy and
Student Learning Objectives**

Leaders and citizens of low and moderate income countries have long worked to increase economic, social and political development. After reviewing the origin and evolution of these concepts, the class will focus on how national leaders, international institutions as the World Bank, and nongovernmental organizations have pursued development. The class will address the steps that can be taken to address persistent problems of global poverty, public health, deficits in democracy, and widespread armed conflict. The course will take an interdisciplinary approach that will blend insights from the disciplines of economics, political science, and anthropology in order to generate fresh thinking on important policy issues facing governments in developing and developed countries. Aside from readings, and class discussions, groups of students will work together to address important issues in policy memos that will be presented to the class. Only one version may be taken for credit. Prerequisite(s): junior or senior status.

The main objectives of this class are for the student to 1) Gain an understanding of the influences that lead a country to poverty or prosperity. 2) To be able to apply these influences and the theories behind them to specific cases. 3) To determine how international organizations and international relations affect international economic development. 4) To be able to explain ways in which specific countries could achieve economic development. 5) To improve critical thinking and communication skills.

Course Readings, General Class Flow and Participation

- The main source for this course is the book Why Nations Fail by Daron Acemoglu and James A. Robinson, is available in the school book store and through online merchants.
- This book will be supplemented by readings and short videos that I will put on Blackboard.
- The readings and videos I assign are the necessary background information for the class activities and the final project, therefore you must invest the time to get through them *before* class.
- I will motivate you to do the readings and watch the videos *prior to class* by having a quiz on these readings and videos *at the beginning of each class (do not be late!)*.

- Once the quiz is complete we will delve into class activities. I do not intend to lecture much, so be prepared to participate! During the class activities I will play the role of moderator, and often as a devil's advocate, in order to help all of us dig deeper into the weekly topics. However, *you* will be responsible for your own learning. Hopefully, you like it this way!
- There will be three 350-word (minimum) discussion posts on Blackboard throughout the semester that will cover the class material. You will need to make critical replies to at least three of your classmates on these posts (see matrix for grading).
- We will have a midterm test, a final test, and a final paper to evaluate how much you have learned.

Class Scoring Breakdown

- Class quizzes will be worth 20% of your final grade.
- Discussion posts and replies will be worth 30% of your final grade (10% each).
- The first midterm will be worth 15% of your final grade
- The final will be worth 15% of your grade.
- The final paper will be worth 20% of your final grade.

The grading scale will be as follows: A= 93-100, A-= 90-92, B+ = 87-89, B = 83-86, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Attendance, Assignment Deadline Policy, and Instructor Help

Class attendance is mandatory. If you need to miss a class, please let me know well in advance.

All assignments must be handed in at the beginning of class. All late assignments will be docked a letter grade for each day they are late and I will not let you make up missed in-class quizzes unless you have a really good reason to miss class. I want you to succeed and will be much more sympathetic in dealing with you if you contact me with problems before a deadline than after the deadline has passed.

I can be reached by email. I will not have standard contact office hours. I will be available after class and you can schedule a meeting with me at least 24 hours in advance.

University Regulations

Accommodations: "Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations

(<http://www.albany.edu/studentlife/dss/Accommodation.html>).” . If you wish to discuss academic accommodations for this course please also inform the instructor as soon as possible. In addition, the instructor will make every effort to accommodate difficulties arising from religious observance. You are asked to bring any possible conflicts to the instructor's attention as soon as possible. Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

Plagiarism Please familiarize yourself with the description in the undergraduate bulletin http://www.albany.edu/undergraduate_bulletin/2003-2004/regulations.html if you are involved in plagiarism the penalty will be failure in the course and you will be reported to judicial affairs. **In this one regard there are no second chances.** If you are not sure if something violates standards – ask. If you are not sure whether to cite or not to cite – cite. Every Student is expected to go through the following tutorial <http://library.albany.edu/usered/plagiarism/index.html>

Discussion Post Matrix:

Criteria	Levels of Achievement			
	Not acceptable	Needs a lot of work	Proficient	Exceptional
Critical Thinking Weight 40.00%	0 % - No evidence of critical thinking whatsoever (or nothing posted).	50 % - Superficial posts - No valid connections made between content. - No analysis or insight. - Critical presentation of opinion not present.	80 % - Some connections made with real world problems, although all might not be valid. - Analysis of content is evident, although possibly not complete or supported. - Critical presentation of opinion is not complete or logically supported.	100 % - Valid connections made between the course content and real world problems. - Posts are complete with analysis and insight. - Opinions are insightful and supported with evidence and logic.
Quantity Weight 20.00%	0 % - Quantity is completely unacceptable (or nothing posted).	50 % - Length of all required posts do not meet requirements. - One or more required postings are missing.	80 % - Length of all required posts meets the requirements but includes considerable "fluff" or "filler." - All required postings are made.	100 % - Length of all required posts meet requirements. - All required postings are made.
Grammar and Citation Weight 20%	0 % - Content is illegible (or nothing posted).	50 % - Many spelling or grammar errors - Content is difficult to understand. - Inappropriate Language used. - Citations are not complete	80 % - Few spelling or grammar mistakes - Content is Generally easy to understand. - Citations are not complete	100 % - No spelling or grammar mistakes. - Content easy to understand. - Citations are Complete
Timelines Weight 20.00%	0 % - Post is made after the deadline (or nothing posted).	50 % - Original posts are added at the last minute, leaving no time for classmates to respond.	80 % - Original posts are present, are posted during the last half of the discussion period. - Participation is infrequent during the discussion period.	100 % - Original posts are added during the first half of the discussion period. - Participation is evident throughout the entire discussion period.

Final Paper Matrix on US and Selected Country Energy Policies:

Criteria	Levels of Achievement			
	Poor	Marginal	Proficient	Excellent
Introduction and background of topic Weight 10.00%	50 % Student does not introduce topic, or introduces topic with limited effectiveness	70 % Student introduces topic with some effectiveness	85 % Student introduces topic clearly and accurately	100 % Student introduces topic clearly and concisely and exceeds expectations
Analysis of countries' energy policy Weight 30.00%	50 % Student does not analyze the countries' energy policies	70 % Student analyzes countries' energy policies without a clear connection to concepts introduced in class	85 % Student analyzes countries' energy policies with adequate connection to concepts introduced in class	100 % Student analyzes countries' energy policies with a clear connection to concepts introduced in class, exceeding expectations
Analysis of whether countries' energy policies are cooperative or conflicting Weight 30.00%	50 % Student does not explain argument or does not support argument with anything other than opinion	70 % Student supports argument using limited supporting information and evidence and/or argument lacks coherence/ logic	85 % Student supports argument with adequate supporting information and evidence, but lacks some coherence/ logic	100 % Student supports argument with thorough information and evidence and argument is coherent and logical
Format and Mechanics Weight 20.00%	50 % Paper is not in paragraph form and contains multiple grammar, syntax and spelling errors - impossible to comprehend	70 % Paper is in paragraph form, but contains numerous grammar, syntax and spelling errors – difficult to comprehend	85 % Paper is written in clear and accurate paragraph form with few grammar, syntax and spelling errors – easy to comprehend	100 % Paper is written in clear and accurate paragraph form with very few errors. Student expresses written thoughts with attention to detail which exceeds expectations – effortless to comprehend
Citation of Sources using APA format Weight 10.00%	50 % Student does not cite sources, or inaccurately cites sources	70 % Student cites sources with some accuracy	85 % Student cites sources clearly and accurately	100 % Student cites sources thoroughly and with complete attention to detail

Week 1: Defining Poverty and Economic Development

Tuesday, 24 January 2017: Welcome, Class Introduction and Syllabus Overview.

Class activity: Define poverty and economic development

Human Development Index: <http://hdr.undp.org/en/countries>

Thursday, 26 January 2017: Poverty and “Why Nations Fail”

Readings: Preface of Acemoglu, D., & Robinson, J. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Business.

Gupta, S. P. (1984). Conceptualizing poverty. *Sociological Bulletin*, 33(1/2), 63-74.

[World Poverty](#) – Read Section I (Empirical View)

Week 2: Institutional and Rational Actor Reasons for Economic Development

Tuesday, 31 January 2017

Readings: Olson, M. (1993). Dictatorship, Democracy, and Development. *American Political Science Review*, 87(03), 567-576.

Thursday, 2 February 2017

Readings: Chapter 1 of Acemoglu, D., & Robinson, J. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Business. “So Close and Yet So Different.”

Final Paper Country Choice Due

Week 3: Structural Inequality - Geography

Tuesday, 7 February 2017

Reading: Prisoners of Geography - Hausman

Video: Jared Diamond: [Guns, Germs, and Steel](#)

Thursday, 9 February 2017

Readings: Chapter 2 pgs. 39-50 (Geography Part) of Acemoglu, D., & Robinson, J. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Business. “So Close and Yet So Different.”

Video: Israel Water:

<https://www.prageru.com/courses/environmentalscience/can-desert-nation-solve-worlds-water-shortage>

Week 4: Culture and Economic Inequality

Tuesday, 14 February 2017

Reading: Weber, M. Protestant Work Ethic. Chapter 2 – The Spirit of Capitalism.

[https://biblioteca-alternativa.noblogs.org/gallery/6235/Weber, Max Protestantism and The Spirit of Capitalism.pdf](https://biblioteca-alternativa.noblogs.org/gallery/6235/Weber,_Max_Protestantism_and_The_Spirit_of_Capitalism.pdf)

Video on Protestant Work Ethic:

<https://www.youtube.com/watch?v=FMfteIDO4zU>

Enlightenment: <http://www.history.com/topics/enlightenment>

Thursday, 16 February 2017

Readings: Chapter 2 pgs. 51-57 (Culture Part) of Acemoglu, D., & Robinson, J. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Business. “So Close and Yet So Different.”

Week 5: World System and Inequality

Tuesday, 21 February 2017 Initial Discussion Post is Due

Readings: Dependency Theory and World Systems Theory

Video: [Video Dependency Theory Cliff Notes](#)

Video: Dutch East India Company [Crash Course: Dutch East India Company](#)

Activity: Running game.

Thursday, 23 February 2017 Discussion Replies are due

Velasco, A. (2002). Dependency theory: (A critique) *Foreign Policy*, (133), 44-45.

Ricardo's Theory: <https://www.youtube.com/watch?v=Vvfzaq72wd0>

Week 6: The Commanding Heights? Command Economies and Liberal Economies

Tuesday, 28 February 2017

Readings: Burawoy, M., & Lukacs, J. (1985). Mythologies of work: a comparison of firms in state socialism and advanced capitalism. *American Sociological Review*, 723737.

Thursday, 2 March 2017

Readings: Chapter 3 pgs. 64-70 and Chapter 5 pgs. 118-127 of Acemoglu, D., & Robinson, J. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Business. "So Close and Yet So Different."

Video: [Video Cliff Notes on Road to Serfdom](#)

Video: Is Capitalism Moral? [Is Capitalism Moral?](#)

Class Activity: [Economic Freedom Index](#)

Optional Reading: [The Road to Serfdom](#)

Week 7: Midterm and Political Instability and Economic Growth

Tuesday, 7 March 2017: Midterm!

Thursday, 9 March 2017

Readings: Chapter 3 pgs. 80-89 of Acemoglu, D., & Robinson, J. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Business. "So Close and Yet So Different."

[Tombstone](#)

Readings: Political Instability and Economic Growth

<http://link.springer.com/article/10.1007/BF00138862> **Week**

8: Spring Break!

Week 9: The Resource Curse and Inequality

Tuesday, 21 March 2017

Natural Resource Governance Institute. (2015). The Resource Curse: The Political and Economic Challenges of Natural Resource Wealth. *NRGI Reader*.

Thursday, 23 March 2017

Natural Resource Governance Institute. (2014). *Natural Resource Charter* (2nd ed.). NRGi. Retrieved from http://resourcegovernance.org/sites/default/files/documents/nrcj1193_natural_resource_charter_19.6.14.pdf

Week 10: Post WW II Institutions and Economic Development

Tuesday, 28 March 2017

Initial Discussion Post is Due

The Marshall Plan

<https://www.youtube.com/watch?v=JQHEMG6zt8I>

Thursday, 30 March 2017 Discussion

Replies are due

<http://www.un.org/en/ecosoc/about/index.shtml>

Overview of Bretton Woods' Institutions and ECOSOC

[ECOSOC](#)

[What is the IMF](#)

[What is the World Bank?](#)

Week 11: The Big Push and the Small Push

Tuesday, 4 April 2017

[Millenium Development Goals](#)

[MDG Review](#)

[Sachs: The End of Poverty Can you spare \\$195B?](#)

[Sachs' \\$200B Dream](#)

Thursday, 6 April 2017

Easterly, W. (2008). Institutions: Top Down or Bottom Up? *American Economic Review*, 98(2), 95–99.

Easterly, W. (2006). Planners versus Searchers in Foreign Aid. *Asian Development Review*, 23(1), 1–35.

Week 12: The Washington Consensus Tuesday,

11 April 2017: No Class!

Thursday, 13 April 2017

[Primer on the Washington Consensus](#)

**[A History of the Washington Consensus
Neoliberalism](#)**

Week 13: NICs

**Tuesday, 18 April 2017 Initial Discussion Post
is Due**

Yergin, D., & Stanislaw, J. (n.d.). Beyond the Miracle: Asia's Emergence. In *The Commanding Heights: The Battle Between Government and the Marketplace That is Remaking the Modern World*. New York, NY: Simon and Schuster.

[America's Transition to a Market Economy](#)

**Thursday, 20 April 2017 Discussion Replies are
due**

[Understanding the State in South Korea](#)

Week 14: The Rise of China

Tuesday, 25 April 2017 Paper Drafts Due

**[China's Economic Rise: History, Trends, Challenges, and Implications for
the United States](#)**

Thursday, 27 April 2017

[Understanding the Rise of China](#)

[Beijing Consensus](#)

[Why the 'China Model' Isn't Going Away](#)

Week 15: Critical Junctures and Institutional Change

Tuesday, 2 May 2017

Readings: Chapter 4 of Acemoglu, D., & Robinson, J. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Business. “So Close and Yet So Different.”

Thursday, 4 May 2017

Chaudhry, K. A. (1994). Economic Liberalization and the Lineages of the Rentier State. *Comparative Politics*, 27(1), 1–25.

Week 16: The Arab Spring

Tuesday, 9 May 2017

[Developing After the Arab Spring](#) Papers

DUE!

Prof. Gregory P. Nowell
284 Richardson Hall
135 Western Ave - SUNY
Albany NY 12222
518 442 5267
greg.nowell@hotmail.com

POS 367 Politics of the Middle East (3 credits)
TTH 11:45 AM-01:05 PM HU0133 Uptown office hrs ; downtown
Book orders have been placed exclusively at Mary Jane Books, Quail & Western
Midterm Exam: xxx
Optional “parachute paper” due xxx
Final Exam date: Monday Dec 19th 1 to 3 p.m.

Course Books: Have been ordered exclusively at Mary Jane Books, at the corner of Quail and Western. Generally this will be your least expensive alternative. You may also order books via Internet, and prices vary considerably by vendor. Used books can be had at <http://www.abebooks.com> and other sources. A certain number of articles will be on the class web site and/or JSTOR.

Course description: The academic objective of this course is to explore the political and social organization of the Middle East with an aim to understanding the material underpinnings of seemingly “irrational” political and social tendencies. The main focus is on Iran, Iraq, and Saudi Arabia.

The purpose of this class is to make students conversant in four aspects of the contemporary Middle East: 1. A general overview 2. Saudi Arabia 3. Iran and 4. Iraq. Additional educational goals include 5. Islamic finance and 6. Other economic aspects of the region including oil.

Students who take this course will be able to demonstrate:

1. A basic sense of Middle East geography with especial focus on Iraq, Iran, and the Arabian Peninsula.
2. A command of the principal historical events shaping the development of conflict and political institutions in Iraq, Iran, and the Arabian Peninsula.
3. An understanding of the role of religion in the politics of Iraq, Iran, and the Arabian Peninsula.
4. An understanding of the influence of western and other foreign powers on the development of Iraq, Iran, and the Arabian Peninsula.
5. An understanding of the different forces that affect state political development in Iraq, Iran, and the Arabian Peninsula in comparison to the development of western states.
6. An understanding of the role of petroleum resources in past, present, and future development of Iraq, Iran, and the Arabian Peninsula.

7. An ability to analyze scholarly texts and arguments with regard to the course content and express informed opinions in short essays and orally in class.

Students who require special accommodations for disabilities must signal their needs at the beginning of the semester, per university policy.

Authors to buy:

Afary, Janet (1996). *The Iranian Constitutional Revolution, 1906-1911*. NY: Columbia University Press, ISBN 0231103514

Abrahamian, Ervan (2008). *A History of Modern Iran*. Cambridge: Cambridge University Press. ISBN 9780521528917.

Chaudhry, Kiren Aziz (1997). *The Price of Wealth: Economies and Institutions in the Middle East*. Ithaca NY: Cornell University Press. ISBN 0-8014-8430-8.

Gold, Dore (2004). *Hatred's Kingdom: How Saudi Arabia Supports the New Global Terrorism*. Washington, D.C.: Regnery Publishing. ISBN 0-89526-135-9

Hahn, Peter (2012). *Missions Accomplished? The United States and Iraq since World War I*. NY: Oxford University Press. ISBN 978-0-19-53338-1

Khoury, Philip S., and Joseph Kostiner, eds. (1991). *Tribes and State Formation in the Middle East*. Berkeley, CA: University of California Press. ISBN 9780520070806

Course grading.

Letter grades scale. All work is assigned a letter grade (B+, C, A-) etc. which in the final calculations will be converted to number values according to standard SUNY practice: A=4.0, A-=3.7, B+=3.3, D=1, E=0, etc. The letter grades are converted into a 100 point scale where 4.0 = 100, 3.7=92.5, 3.3=82.5, 3.0 =75.0, 2.7= 67.5, 2.3 = 57.5, 2.0 = 50, 1.7 = 42.5, 1.3 = 32.5, 1=25, .7 = 17.5, and 0=0. Thus a C=a score of 50. Then after averaging the numbers are converted back to the 4.0 scale and thence into a grade. Thus the A grade of B+ for 40% and a grade of C+ for 60% would equal $(.4 \times 3.3) + (.6 \times 2.3) = 2.7$ which on the 100 point scale is $2.7/4.0 = 67.5$ or a B- when converted back to the letter grade 4.0 scale.

The course grade will be based on a midterm (nominally 40% of the grade each) and one final (nominally 60% of the grade plus adjustments due to attendance and subjective appreciation of such factors as class participation and pop quiz results. The exams are required, that is, you can't not take an exam and get a passing grade.

The course includes a map quiz. You **MUST PASS** the map quiz. You can take it several times, but you **MUST PASS**. Not taking the quiz or putting it off past October is a **FAIL** in the course.

Parachute Paper. Students who are unhappy with the results of the midterm may write a short “parachute paper” of about 3 to 5 pages near the end of the semester. If the grade of the parachute paper is higher than the midterm, that grade will be substituted for the midterm grade. (1) There is no guarantee that the paper will lead to a higher grade. (2) **Students who punt the midterm are not eligible to write a parachute paper.** Papers must follow prof’s required format regarding use of citations and bibliography. (3). The parachute paper is optional. If the paper is not turned in class on the due date (xxx) it means that the student has exercised the option NOT to write the paper. Therefore, there is no such thing as a late parachute paper.

The main on-line source of information will be the BLACKBOARD for this course AND ALSO such materials as are distributed from the prof’s account on docs.google.com.

The purpose of this class is to make students conversant in four aspects of the contemporary Middle East: 1. A general overview 2. Saudi Arabia 3. Iran and 4. Iraq. Additional educational goals include 5. Islamic finance and 6. Other economic aspects of the region including oil.

The principal tools will be: a variety of assigned texts. Certain non-Middle East materials are assigned to show how comparative politics methodologies inform strategic thinking and political analysis.

The principal evaluation metric will be the required in class midterm and final exams, an optional make-up paper, pop quizzes; participation and attendance.

A student who successfully completes this course will understand basic aspects underpinning key past and present conflicts in the Middle East including: imperial rivalries, conflicting systems of property rights, economic dislocations, cultural and religious antagonisms.

Students who require special accommodations for disabilities must signal their needs at the beginning of the semester, per university policy.

Week-by-week schedule

Week 1 – Tuesday 30 August, Thursday 1 September. Class Introduction and Organization. General Overview of issues in the Middle East.

Reading: Callimachi, Rukmini “ISIS Enshrines a Theology of Rape,” New York Times, Aug 13, 2015. Religion.

<http://www.nytimes.com/2015/08/14/world/middleeast/isis-enshrines-a-theology-of-rape.html>

Week 2 Tuesday 6 September, Thursday 8 September, General Overview: the U.S. as a Middle Eastern country

FILM: PBS Front line “Saudi Arabia Uncovered,”

Week 3

Tuesday 13 September.
Thursday 15 September,

General Overview: Oil and the Middle East

Spindle, Bill, and Summer Said (2015)
Aug. 24, 2015 7:42 p.m. “Oil’s Drop Puts Spotlight on Saudi Arabia,”

<http://www.wsj.com/articles/oils-drop-puts-spotlight-on-saudi-arabia-1440459727>

Gellner, “Tribalism and the State in the Middle East,” in Khoury and Khostiner (1990).

Tibi, “The Simultaneity of the Unsimultaneous,” in Khoury and Kostiner (1990).

Week 4 Saudi Arabia

Tuesday 20 September
Thursday 22 September

Kostiner, “Transforming Dualities: Tribe and State Formation in Saudi Arabia,” in Khoury and Khostiner (2009).

Dore Gold, pp. 41-184

Week 5 Saudi Arabia

Tuesday 27 September

Thursday 29 September NO CLASS

Tues Dore Gold, pp. 41-184

Week 6 Saudi Arabia

Tuesday 4 October NO CLASS

Thursday 6 October,

Chaudhry, 43-136, 139-192

Week 7 Saudi Arabia,

Tuesday 11 October

Thursday 13 October NO CLASS

Chaudhry, 193-307

Week 8

Tuesday 18 October

Thursday 20 October:

Tuesday: In class question period for exam

=>**Thursday 27 October: MIDTERM EXAM**

Week 9 Iraq. Iraq (British and U.S. invasions of).

Tuesday 25 October

Thursday 27 October

Hahn, pp. 7-66.

Vinogradov (1972)

<http://tinyurl.com/vinogradov-1920-revolt-in-Iraq>

Week 10

Tuesday 1 November,

Thursday 3 November

Ferguson “No end in Sight.” On Iraq.

Hahn, pp. 113-197.

Anderson, New Yorker, “Inside the surge.”

<http://tinyurl.com/anderson-inside-the-surge>

U.S. military analogies:

Willis, After the Blitzkrieg

<http://tinyurl.com/willis-after-the-blitzkrieg>

Siegrist, Apache Insurgency

<http://tinyurl.com/siegrist-apache-insurgency>

Week 11 Iran

Tuesday 8 November

Thursday 10 November

Afary 17-59; 63-115

Abrahamian, pp. 34-62

Week 12 Iran

Tuesday 15 November

Thursday 17 November,

Afary, 258-342

Abrahamian, pp. 63-96

Shuster, *Strangling of Persia*

chapters X, XI, 247-318 (available on google books and archive.org; also hard copies)

Week 13 Iran

Tuesday 22 November Tuesday: catch up session, discussion

Thursday 24 November NO CLASS

Week 14 Iran

Tuesday 29 November,
Thursday 1 December

Abrahamian, pp. 97 to end
Richards, Helmut (1975). "America's Shah Shahanshah's Iran," MERIP Reports, No. 40. (September), pp. 3 -26. (JSTOR)

Week 15 Property Rights

Tuesday 6 December
Thursday 8 December Last day of class, final exam, etc.

6 December: Due date for optional "parachute paper" HARD COPY REQUIRED. SAFE-ASSIGN REQUIRED.

Baer, Gabriel (1997). "The Waqf as a Prop for the Social System: 16th through 20th Centuries," *Islamic Law and Society*, v. 4 no. 3, pp. 264-297. (Posthumous publication of 1979 paper) (JSTOR)

<http://tinyurl.com/baer-Waqf-as-a-prop-for-social>

Dumper, Michael (1993). "Forty Years Without Slumbering: Waqf Politics and Administration in the Gaza Strip, 1948-1987" *British Journal of Middle Eastern Studies*, v. 20, no. 2, pp. 174-190. (JSTOR)

Powers, David S. (1989) "Orientalism, Colonialism, and Legal History: the Attack on Muslim Family Endowments in Algeria and India," *Comparative Studies in Society and History*, v. 31 no. 3 pp. 535-571. (JSTOR)

Shaham, Ron (1995). "Jews and the Shari'a Courts in Modern Egypt," *Studia Islamica*, no. 82, pp. 113-136. (JSTOR)

Samara, Adel (2000). "Globalization, the Palestinian Economy, and the 'Peace Process,'" *Journal of Palestine Studies*, Vol. 29, No. 2 (Winter, 2000), pp. 20-34.

COURSE BIBLIOGRAPHY FOR POS 367

THIS IS NOT A BUY LIST

Afary, Janet (1996). *The Iranian Constitutional Revolution, 1906-1911*. NY: Columbia University Press, isbn 0231103514

Anderson, Jon Lee (2007). "Inside the Surge: the American Military Finds New Allies, but at What Cost?" *New Yorker*, November 19, pp. 58-69.

Baer, Gabriel (1997). "The Waqf as a Prop for the Social System: 16th through 20th Centuries," *Islamic Law and Society*, v. 4 no. 3, pp. 264-297. (Posthumous publication of 1979 paper)

Bard, Mitchell (2008). *Middle East Conflict*. 4th edition. NY: Penguin. Available Amazon books in e-version.

Chaudhry, Kiren Aziz (1997). *The Price of Wealth: Economies and Institutions in the Middle East*. Ithaca NY: Cornell University Press. ISBN 0-8014-8430-8.

Davis, Craig S. (2003). *The Middle East for Dummies*. NY: Wiley isbn 978076455484.

Dumper, Michael (1993). "Forty Years Without Slumbering: Waqf Politics and Administration in the Gaza Strip, 1948-1987" *British Journal of Middle Eastern Studies*, v. 20, no. 2, pp. 174-190. (JSTOR)

Ferguson, Charles, director (2004) *No End in Sight*, movie. (Netflix)

Floor, William M. (1980). "The Revolutionary Character of the Iranian Ulama: Wishful Thinking or Reality?" *International Journal of Middle East Studies*, Vol. 12, No. 4. (Dec., 1980), pp. 501-524. (JSTOR).

Gold, Dore (2004). *Hatred's Kingdom: How Saudi Arabia Supports the New Global Terrorism*. Washington, D.C.: Regnery Publishing. [ISBN 0-89526-135-9](#)

Hahn, Peter (2012). *Missions Accomplished? The United States and Iraq since World War I*. NY: Oxford University Press. ISBN 978-0-19-53338-1

Kettell, Brian. (2010) *Islamic Finance in a Nutshell: A Guide for Non-Specialists*. NY: Wiley, ISBN-13: 978-0470748619.

Khoury, Philip S., and Joseph Kostiner, (1990) eds. *Tribes and State formation in the Middle East*. Berkeley: University of California Press. ISBN-13: 978-0520070806

Majd, Mohammad Gholi (2000) "Small Landowners and Land Distribution in Iran, 1962-71," *International Journal of Middle East Studies*, Vol. 32, No. 1. (February), pp. 123-153. (JSTOR)

Mandaville, Jon E. (1979) "Usurious Piety: the Cash Waqf Controversy in the Ottoman Empire," *International Journal of Middle East Studies*, v. 10 no. 3 August pp. 289-308 (JSTOR)

O'Leary, Brendan, John McGarry, and Khaled Salih, eds. (2006) *The Future of Kurdistan in Iraq*. Philadelphia: University of Pennsylvania Press. ISBN-13: 9780812219739 (BOOK)

Powers, David S. (1989) "Orientalism, Colonialism, and Legal History: the Attack on Muslim Family Endowments in Algeria and India," *Comparative Studies in Society and History*, v. 31 no. 3 pp. 535-571. (JSTOR)

Richards, Helmut (1975). "America's Shah Shahanshah's Iran," *MERIP Reports*, No. 40. (September), pp. 3 -26.

Samara, Adel (2000). "Globalization, the Palestinian Economy, and the 'Peace Process,'" *Journal of Palestine Studies*, Vol. 29, No. 2 (Winter, 2000), pp. 20-34.

Shaham, Ron (1995). "Jews and the Shari'a Courts in Modern Egypt," *Studia Islamica*, no. 82, pp. 113-136. (JSTOR)

Shuster, W. Morgan (2006; 1912) *The Strangling of Persia: A Personal Narrative*. NY: Mage Publishers. (available on Google books, complete text)

Vassiliev, Alexei (2000) *The History of Saudi Arabia*. Trans. P.A. Seslavin. NY: New York University Press. ISBN-13: 978-0814788097

Vinogradov, Amal (1972). "The 1920 Revolt in Iraq Reconsidered: The Role of Tribes in National Politics," *International Journal of Middle East Studies*, Vol. 3, No. 2, (April), pp. 123-139

LIST OF ADDITIONAL BOOKS. This is not a “to buy” list. Just here for those that are interested in more books on the Middle East, a bunch of stuff I’ve liked.

Alizadeh, Parvin, Hassan Hakimian, and Marsoud Kashenas, eds. (2001). *Economy of Iran: Dilemmas of an Islamic State*. NY: I.B. Tauris.

Anderson, Jon Lee (2007). “Inside the Surge: the American Military Finds New Allies, but at What Cost?” *New Yorker*, November 19, pp. 58-69.

Antonius, George (1939) *The Arab Awakening* Simon Press ISBN-13: 9781931541244

Baer, Gabriel (1997). “The Waqf as a Prop for the Social System: 16th through 20th Centuries,” *Islamic Law and Society*, v. 4 no. 3, pp. 264-297. (Posthumous publication of 1979 paper)

Bard, Mitchell (2008). *Middle East Conflict*. 4th edition. NY: Penguin. Available Amazon books in e-version.

Burr, J. Millard, and Robert O. Collins (2006/). *Alms for Jihad: Charity and Terrorism in the Middle East*/. NY: Cambridge University Press.

Chaudry, Kiren Aziz (1997). *The Price of Wealth: Economies and Institutions in the Middle East*. Ithaca, NY: Cornell University Press.

Devji, Faisal (2005). *Landscapes of the Jihad: Militancy, Morality, Modernity*. New Delhi: Foundation Books. ISBN 1850657750.

Dumper, Michael (1993). “Forty Years Without Slumbering: Waqf Politics and Administration in the Gaza Strip, 1948-1987” *British Journal of Middle Eastern Studies*, v. 20, no. 2, pp. 174-190.

Ferguson, Charles, director (2004) *No End in Sight*, movie.

Floor, William M. (1980). “The Revolutionary Character of the Iranian Ulama: Wishful Thinking or Reality?” *International Journal of Middle East Studies*, Vol. 12, No. 4. (Dec., 1980), pp. 501-524.

Galbraith, Peter W. (2007). *The End of Iraq: How American Incompetence Created a War without End*. NY: Simon and Schuster. ISBN-13: 9780743294249

Ginat, Joseph (1997). *Blood Revenge: Family Honor, Mediation and Outcasting*, Sussex: Sussex Academic Press, 1-84519-197-8.

Gold, Dore (2004). *Hatred’s Kingdom: How Saudi Arabia Supports the New Global Terrorism*. Washington, D.C.: Regnery Publishing.

Hashim, Ahmed (2006) *Insurgency and Counter-Insurgency in Iraq*. Ithaca, NY: Cornell University Press. 482pp. ISBN: 0801444527 2 weeks

Heiss, Mary Ann (1997). *Empire and Nationhood: The United States, Great Britain, and Iranian Oil, 1950-1954*, NY: Columbia Univ. Press, ISBN: 0231108192

Hoexter, Miriam (1998). *Endowments, Rulers, and Community: Waqf al-Haramayn in Ottoman Algiers*.

ibn Khaldoun (2004; 1377) *The Muqaddimah: An Introduction to History*, trans. Franz Rosenthal, Princeton, NJ: Princeton University Press.

Kazemzadeh, Massoud (2002). *Islamic Fundamentalism, Feminism, and Gender Inequality in Iran under Khomeini*, Washington, D.C.: University Press of America.

Khoury, Philip S., and Joseph Kostiner, (1990) eds. *Tribes and State formation in the Middle East*. Berkeley: University of California Press. ISBN-13: 978-0520070806

Lang, Sharon (2002). "Sulha Peacemaking and the Politics of Persuasion," *Journal of Palestine Studies* Vol. 31, No. 3 (Spring, 2002), pp. 52-66

Majd, Mohammad Gholi (2000) "Small Landowners and Land Distribution in Iran, 1962-71," *International Journal of Middle East Studies*, Vol. 32, No. 1. (February), pp. 123-153.

Maloney, Suzanne (2004). "Politics, patronage, and social justice: parastatal foundations and post-revolutionary Iran," in *Peace Research Abstracts*. 41 (4).

Mandaville, Jon E. (1979) "Usurious Piety: the Cash Waqf Controversy in the Ottoman Empire," *International Journal of Middle East Studies*, v. 10 no. 3 August pp. 289-308

Martin, Vanessa (2003) *Creating An Islamic State (Library of Modern Middle East Studies Series): Khomeini and the Making of a New Iran*. London: I. B.Tauris & Company, Limited.

Martin, Vanessa (1989). *Islam and Modernism: the Iranian Revolution of 1906*. London: I.B. Tauris.

O'Leary, Brendan, John McGarry, and Khaled Salih, eds. (2006) *The Future of Kurdistan in Iraq*. Philadelphia: University of Pennsylvania Press. ISBN-13: 9780812219739

Pape, Robert A. (2005) *Dying to Win: the Strategic Logic of Suicide Terrorism*, NY: Random House.

Powers, David S. (1989) "Orientalism, Colonialism, and Legal History: the Attack on Muslim Family Endowments in Algeria and India," *Comparative Studies in Society and History*, v. 31 no. 3 pp. 535-571.

Richards, Helmut (1975). "America's Shah Shahanshah's Iran," *MERIP Reports*, No. 40. (September), pp. 3 -26.

Shaham, Ron (1995). "Jews and the Shari'a Courts in Modern Egypt," *Studia Islamica*, no. 82, pp. 113-136.

Shuster, W. Morgan (2006; 1912) *The Strangling of Persia: A Personal Narrative* . NY: Mage Publishers.

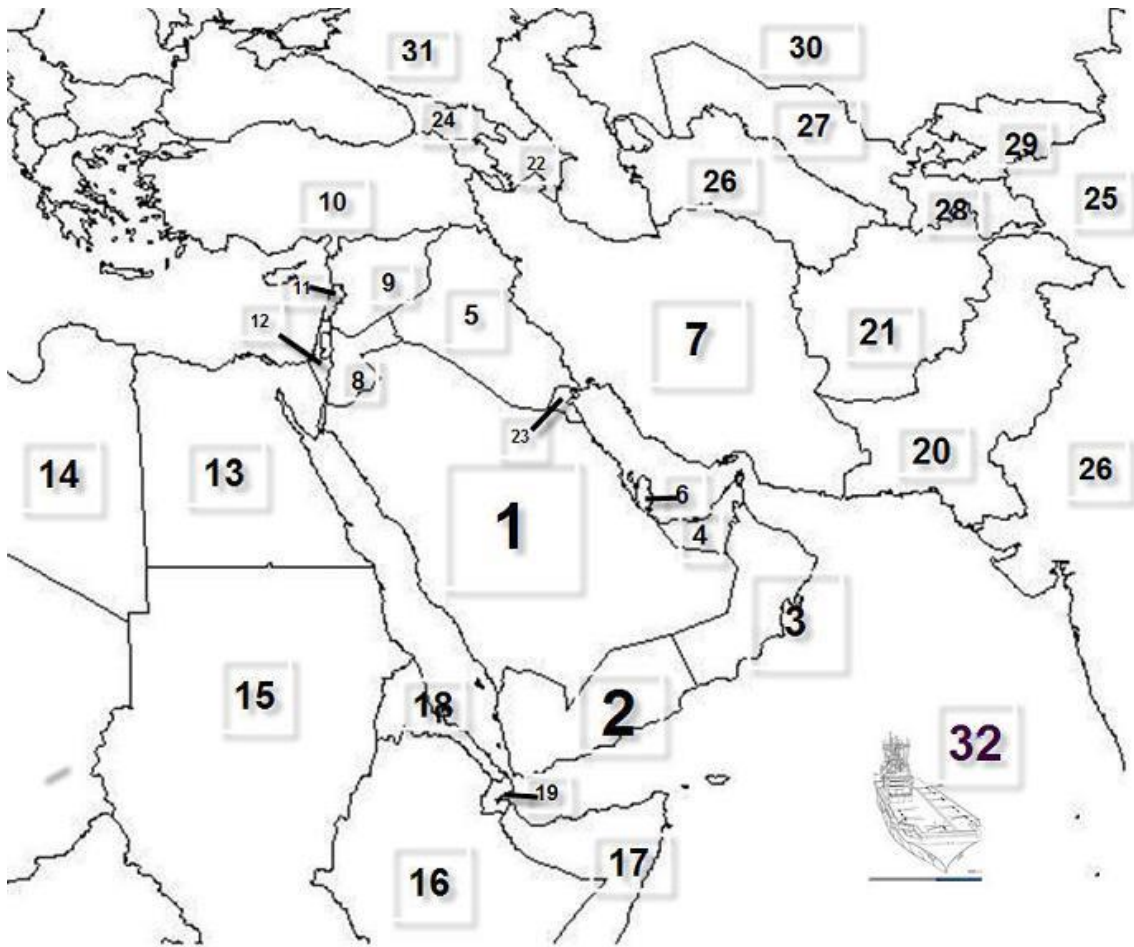
Smith, Daniel L. (1989). "The Rewards of Allah," *Journal of Peace Research*, Vol. 26, No. 4. (Nov., 1989), pp. 385-398. (brief article on sulha)

Starkey, Armstrong *European and Native American Warfare 1675-1815*, Norman, OK: University of Oklahoma Press ISBN: 080613075X

Tetreault, Mary Ann, and Robert A. Denemark, eds. (2004) *Gods, Guns, and Globalization: Religious Radicalism and International Political Economy*, Boulder, CO: Lynn Reinner. ISBN: 978-1-58826-253-0

Vassiliev, Alexei (2000) *The History of Saudi Arabia*. Trans. P.A. Seslavin. NY: New York University Press. ISBN-13: 978-0814788097

Vinogradov, Amal (1972). "The 1920 Revolt in Iraq Reconsidered: The Role of Tribes in National Politics," *International Journal of Middle East Studies*, Vol. 3, No. 2, (April), pp. 123-139



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Ch 151
Office Hours:
T 11:00–1:00 in HUM 16 T:
(and by appt.)
3 credits

Information Technology and World Politics

Spring 2010

This upper-level undergraduate course provides a broad overview of the information revolution and its impact on global politics. We will examine previous episodes of transformative changes in communications to place contemporary changes in a broader historical context, examine the development of new information technologies and consider theoretical explorations of the relationship between information technologies and world politics. The bulk of the course, however, will examine the practical impact of the information revolution on state sovereignty, democratization, international political economy, national security, diplomacy, and international organization. There will be a particular emphasis on the role of new information technologies in elections and public administration at the national and international level; the increasing role of robotics in warfare; and the struggle between nongovernment organizations (NGOs) and authoritarian governments to control information flows over the internet.

Prerequisites:

There are no course prerequisites for this class, however, POS 102 Introduction to Comparative and International Politics is recommended. Students who have not studied international relations may consult with the instructor for some additional background for some additional background readings.

There are no technical prerequisites other than a willingness to learn new skills and devote the necessary time and energy to do so. Students are expected to have internet access through UAlbany or an alternative internet service provider. Students will need to learn basic features of web authoring tools, if they have not already done so. The primary object of the course, however, is not technical training. Rather, it is to help students to become better end users of information technology and to understand its wider economic and political consequences.

Objectives:

By the end of this course:

- 1) students will have a basic understanding of the current state and historical development of information and communications technologies;
- 2) students will be able to build a basic website and post documents on it;
- 3) students will be able to critically evaluate government websites;
- 4) students will understand the methods of internet filtering employed by governments and countermeasures used by non-governmental actors;
- 5) students should have developed an appreciation for the consequences of information technologies for the conduct of international relations and be able to explain these consequences in considerable detail.

Texts (available at the UAlbany Bookstore):

Andrew Chadwick, *Internet Politics: States, Citizens, and New Communication Technologies* (Oxford University Press, New York and Oxford, 2006).

Elizabeth C. Hanson, *The Information Revolution and World Politics* (New York: Rowman Littlefield, 2008) Ronald Deibert, John G. Palfrey, Rafal Rohozinski, Jonathan Zittrain eds. *Access Denied The Practice and Policy of Global Internet Filtering* (Cambridge, MA: MIT Press, 2008).

Peter W. Singer, *Wired for War: The Robotics Revolution and Conflict in the 21st Century* (Penguin Press, 2009)

Course Requirements and Grading:

Mid-term Exam	about 30%
e-government website evaluation	about 10%
Internet control case study	about 10%
Final Exam	about 40%
Class participation (including quizzes)	about 10%

Grading Scale:

- 95 and above = A+
- 90-94 = A
- 88-89 = A-
- 85-87 = B+
- 80-84 = B
- 78-79 = B-
- 75-77 = C+
- 70-74 = C
- 68-69 = C-
- 65-67 = D+
- 60-64 = D
- 58-59 = D-
- Below 58 = E

Participation:

Students are expected to attend all classes, complete all assigned readings in advance of class and be prepared to discuss them. The base line grade for class participation is a D. Routine attendance with minimal participation will earn a C. Regular contributions to class discussion that are appropriate and draw on readings will earn a B. Students who are consistently well-prepared to discuss the assigned readings nearly every class and actively participate in discussions will receive As for class participation.

Late assignments will be penalized. Students must properly reference **all** sources, including assigned readings, in **all** written assignments. Plagiarism and cheating will not be tolerated.

Schedule of classes, readings and assignments:

Introduction

1/21 Course overview

Part I Information and Communication Technologies

1/26 Historical Background

Hanson, pp.1-54

“Johannes Gutenberg,” Wikipedia http://en.wikipedia.org/wiki/Johannes_Gutenberg

“Marshall McLuhan” Wikipedia http://en.wikipedia.org/wiki/Marshall_McLuhan

1/28 Computers and the PC Revolution

Hanson, pp. 54-57

Screening of “The Triumph of the Nerds: an irreverent history of the PC industry”

Transcript of the documentary can be found at:
<http://www.pbs.org/nerds/transcript.html>

2/2 The Internet and the World Wide Web

Chadwick, chs. 1, 3

Hanson, pp. 57-64.

Lab: Demonstration of web authoring tools.

Assignment: Students build their own website.

2/4 Nanotechnology

Eric Drexler, *Engines of Creation*, Ch. 1
http://www.e-drexler.com/d/06/00/EOC/EOC_Chapter_1.html

Ralph Merkle, *A brief introduction to the core concepts of molecular nanotechnology*
<http://www.zyvex.com/nano>

“Small wonders,” “Downsizing,” and “Apply here,” in *Economist* Jan. 1, 2005

“Nanoelectronics: A new type of computer memory,” *Economist*, May 8, 2003

Steve Hamm, “IBM's Chip Breakthrough *Businessweek*,” May 3, 2007.

http://www.businessweek.com/technology/content/may2007/tc20070502_768360.htm?chan=search

“Introduction” College of Nanoscale Science and Engineering of the University at Albany
http://cnse.albany.edu/about_cnse/introduction.html

Part II Globalization, Democracy and Public Administration

2/9 Global Media and Economic Globalization

Chadwick ch. 2

Hanson, pp. 64-96, 139-158

2/10 The Global Digital Divide

Assignment due: submit website URL

Hanson, pp. 158-178.

Chadwick ch. 4

2/18 Democracy, Social Movements and Electoral Campaigns

Chadwick, skim Ch 5, read 6-7

The Internet's Role in Campaign 2008. (Pew Research Center, Washington, D.C.: 2009), summary of findings, pp. 3-14, skim rest.

http://www.pewinternet.org/~media/Files/Reports/2009/The_Internets_Role_in_Campaign_2008.pdf

2/23 E-government: Basic Concepts and Current Issues

Chadwick, ch. 8

Darrell West and Jenny Lu, *Comparing Technology Innovation in the Private and Public Sectors* (Brookings Institution June 2009) download report at:

http://www.brookings.edu/papers/2009/06_technology_west.aspx

Listen to interview with Lee Rainy, Darrell West and Andrew Rasiej, “The Obama Era and The Digital White House” Kojo Nnamdi Show, Jan. 13, 2009. <http://thekojonnamdishow.org/shows/2009-0113/obama-era-digital-white-house>

Peruse: <http://www.usa.gov>

<http://www.whitehouse.gov/>

<http://www.recovery.gov/>

2/25 E-government Worldwide

Assignment due: e-government website evaluation

Darrell West, *Improving Technology Utilization in Electronic Government around the World*, 2008 (Brookings Institution, August 2008).

http://www.brookings.edu/~media/Files/rc/reports/2008/0817_egovernment_west/0817_egovernment_west.pdf

Y. N. Chen, H. M. Chen, W. Huang, R. K. H. Ching, "E-Government Strategies in Developed and Developing Countries: An Implementation Framework and Case Study," *Journal of Global Information Management*, 14(1), 23-46, January-March 2006. [www.igi-pub.com/files/additionalPapers/jgim%20additional%2014\(1\)1.pdf](http://www.igi-pub.com/files/additionalPapers/jgim%20additional%2014(1)1.pdf)

World E-Parliament Conference 2009 Background Document

www.ictparliament.org/wepec2009/documentation/WEPC2009%20Background%20paper.pdf

3/2 E-government Cross-National Rankings

United Nations e-Government Survey 2008. From e-Government to Connected Governance

http://www.unpan.org/egovkb/global_reports/08report.htm, pp. xii-xviii, 1-67. Skim rest.

3/4 Mid-term Exam

Part III Foreign Policymaking and State Control

3/9 E-diplomacy

Hanson, pp 97-119

Joe Johnson, "Wiring State: A Progress Report" *Foreign Service Journal*, December 2005

<http://www.afsa.org/fsj/dec05/johnson.pdf>

US State Department, *Fiscal Years 2006-2010: IT Strategic Plan Empowering Diplomacy*

<http://www.state.gov/documents/organization/96312.pdf>

Joab Jackson, "State puts social networking to diplomatic use," *Government Computing News*, July 31, 2009. http://gcn.com/articles/2009/07/27/great-gov-web-sites-04-state.aspx?sc_lang=en

Peruse: <http://www.state.gov/m/irm/ediplomacy/>

3/11 State Sovereignty

Hanson, 179-205

Jessica Mathews, "Power Shift," *Foreign Affairs*, Jan/Feb. 1997.

R. Keohane & J. Nye, "Power and Interdependence in the Information Age," *Foreign Affairs* Sept. 1998.

3/16 Surveillance, Internet Filtering and Civil Liberties

Chadwick, ch. 11

"Shedding your Identity in the Digital Age," *Wired*, 17.12, December 2009
http://www.wired.com/vanish/2009/11/ff_vanish2/

Deibert, et.al. *Access Denied*, Intro, Chs 1-2 (pp. 1-56)

3/18 Tools of Internet Filtering and the Private Sector

Deibert, et.al. *Access Denied*, Chs. 3, 5

Kim Zetter, "Google to Stop Censoring Search Results in China After Hack Attack," *Wired* Jan. 12, 2010
<http://www.wired.com/threatlevel/2010/01/google-censorship-china/>

Kim Zetter, "Google Hack Attack Was Ultra Sophisticated, New Details Show," *Wired* Jan. 14, 2010
<http://www.wired.com/threatlevel/2010/01/operation-aurora>

3/23 States vs Civil Society

Assignment due: Internet control case study

Deibert, et.al. *Access Denied*, Ch. 6, Regional Overviews (pp. 123-234)

Aghil Ameripour, Brian Nicholson & Michael Newman, "Internet Usage Under Authoritarian Regimes: Conviviality, Community, Blogging and Online Campaigning in Iran," IDPM Working papers, Development Informatics 43/2009
http://www.sed.manchester.ac.uk/idpm/research/publications/wp/di/documents/di_wp43.pdf

Darrell West, "The Two Faces of Twitter: Revolution in a Digital Age for Iran" *Huffington Post*, 6/22/2009
http://www.brookings.edu/opinions/2009/0622_technology_west.aspx

Part IV International Security

3/25 Revolution in Military affairs

Hanson, pp. 119-138.

Singer, *Wired for War*, chs. 1-10 (pp.19-204)

Listen to interview with Linton Wells II, Charles "Jack" Holt, Mark Drapeau, "Information Technology and the Military," Kojo Nnamdi Show, January 12, 2010.
<http://thekojonnamdishow.org/shows/2010-01-12/information-technology-and-military>

4/6 Consequences of Military Robotics

Singer, *Wired for War*, chs. 11-16 (pp. 205-325)

4/8 Robots: Command and Control

Singer, *Wired for War*, chs. 17-22 (pp. 326-436)

David Kushner, "When Man & Machine Merge" *Rolling Stone*, Feb 19, 2009

http://www.rollingstone.com/news/story/25939914/when_man_machine_merge/print **4/13 Information Warfare**

Matt Bishop and Emily O. Goldman, "The Strategy and Tactics of Information Warfare," *Contemporary Security Policy* 24, (1) (Apr. 2003), pp. 113-139.

Dorothy E. Denning, "Barriers to Entry: Are They Lower for Cyber Warfare?" *IO Journal*, April 2009.

<http://faculty.nps.edu/dedennin/publications/Denning-BarriersToEntry.pdf>

4/15 Cyberterrorism and Information Security

Denning, D. E., "Terror's Web: How the Internet is Transforming Terrorism," to appear in *Handbook on Internet Crime* (Y. Jewkes and M. Yar, eds.), Willan Publishing, 2009

<http://faculty.nps.edu/dedennin/publications/Denning-TerrorsWeb.pdf>

Catherine A. Theohary and John Rollins, "Cybersecurity: Current Legislation, Executive Branch Initiatives, and Options for Congress," Congressional Research Service Report, September 30, 2009

<http://www.fas.org/sqp/crs/natsec/R40836.pdf>

4/20 Homeland Security

Jeffrey W. Seifert, "Data Mining and Homeland Security: An Overview," Congressional Research Service Report, August 27, 2008

https://www.policyarchive.org/bitstream/handle/10207/1648/RL31798_20080827.pdf

Rey Koslowski, "Immigration Reforms and Border Security Technologies" in *Border Battles: The U.S. Immigration Debates*, The Social Science Research Council, July 31, 2006.

<http://borderbattles.ssrc.org/Koslowski/>

William J. Krouse and Bart Elias, "Terrorist Watchlist Checks and Air Passenger Prescreening," *Congressional Research Service Report*, December 30, 2009.

<http://www.fas.org/sqp/crs/homsec/RL33645.pdf>

Part V International Cooperation and Global Governance

4/22 Internet Governance

Chadwick, Ch. 9-10

Deibert, et.al. *Access Denied*, ch. 4.

4/27 Media Ownership and Intellectual Property

Hanson, pp. 205-234

Chadwick, Ch. 12

4/29 Global Governance of New Technologies

Bill Joy, "Why the future doesn't need us" *Wired* April 2000

<http://www.wired.com/wired/archive/8.04/joy.html>

Jürgen Altmann and Mark A. Gubrud, "Military, Arms Control, and Security Aspects of Nanotechnology," in D. Baird, A. Nordmann & J. Schummer (eds.), *Discovering the Nanoscale*, Amsterdam: IOS Press, 2004. <http://cnmt.kist.re.kr/data/newsletter/file/discovering%20the%20nano/altmann-gubrud.pdf>

5/4 Summary

Department of Political Science
Rockefeller College
University at Albany, SUNY

RPOS 377

POLITICS OF SOUTHEAST ASIA

3 CREDITS

Fall 2015

Professor Meredith Weiss

Class: MW2:45-4:05, BA229

Office hours: W 12:30-2:30, Uptown Campus, HU 016
By appointment, Downtown Campus, MH 213A
Tel: 442 5269 Email: mweiss@albany.edu

Course Description

Southeast Asia—the swath of land and water bounded loosely by China, India, and Australia—includes Brunei, Burma (Myanmar), Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, Timor-Leste, and Vietnam. These nations share important historical, cultural, economic, political, and social ties, and all but Timor-Leste are members of the Association of Southeast Asian Nations (ASEAN). Nonetheless, the region is far from homogenous, encompassing a vast array of ethnic and linguistic groups, most major and many “minor” religions, various sociopolitical and economic institutions and ideologies, and a range of landscapes and climates. Its strategic location put Southeast Asia at the crux of Cold War power struggles; more recently, the Asian economic “miracle” and its dramatic collapse in 1997-98, continuing struggles for regime change and consolidation, and resurgent radicalisms in several states have kept the region in the limelight.

This class will introduce you to the politics of Southeast Asia. No prior knowledge of the region is expected, however welcomed—although all students should have taken at least one class in comparative or international politics. (If you have not done so, please come see me in the first week of class.) The course begins with an overview of the region, including a brief sketch of its geography, culture, and history. We then learn about each country’s sociopolitical order. Building on that foundation, we will explore three key themes in comparative politics with especial relevance to Southeast Asia: regionalism, economic development, and human rights, including issues of ethnoreligious pluralism.

An optional study abroad class, including an internship option, will follow this course in Summer 2016 at Nottingham University’s campus in Malaysia. Details will be available early in the semester.

Objectives

The goals of this course relate both to the specific content presented and to critical thinking and communication. By the end of the course, you will be able to:

- Summarize and compare the key sociopolitical attributes and dynamics of the eleven states of Southeast Asia.
- Evaluate several key issues in comparative politics in the context of Southeast Asia, appraising also how these might be understood differently by Southeast Asians.
- Distinguish the particular perspective and goals of one Southeast Asian state in its regional context.
- Demonstrate ability to think critically and to analyze and contextualize historical and political-cultural materials and concepts relevant to Southeast Asia.

These goals align with those of the General Education category, International Perspectives, for which this course offers credit.

Evaluation Criteria

This course utilizes Team-Based Learning. On the first day of the semester, you will be assigned to a team that will work together for the duration of the course. Your final grade will be influenced by team performance and team-based assignments. While in many courses, group work is structured in such a way that some students end up doing all the work while everyone shares the credit, two factors will prevent that from happening in this class. First, most graded team work will be preceded by one or more preparatory tasks for which each individual will be accountable, thus ensuring that individual team members are each prepared to contribute to the team effort. Second, each individual's contribution to team work will be assessed by his or her teammates at the midterm point and again at the end of the semester. Those assessments will tally for a Peer Assessment Score (PAS): a factor by which your team's overall score for that half of the course is multiplied, giving you your own team work grade. A sample peer assessment form is available on Blackboard.

Grading scale

- A: 93-100, A-: 90-92, B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76, C-: 70-72, D+: 67-69, D: 63-66, D-: 60-62, E: 0-59

Individual work (70% of total grade)

- iRATs¹ 5%
- Written/in-class assignments & quizzes 10%
(including final simulation write-up)
- Midterm exam 25%
- Cumulative final exam 30%

Team work (30% of total grade; your team grade will be multiplied by your PAS as described above)

- tRATs 10%
- Simulation (except final write-up)² 10%
- Leading class discussion³ 5%
- In-class assignments 5%

¹ iRATs and tRATs are individual and team Readiness Assessment Tests, administered on the *final* day of each segment of the course. We will do a sample RAT sequence in the first class session.

² The class includes a substantial online simulation component. Teams will be evaluated based on their level and *quality* of engagement (across the full team—not just by selected members), the research and creativity evident in their written submissions, and by how true they remained to their country’s priorities, interests, and character.

³ Each team will be assigned a Southeast Asian country for the duration of the course. In the first half of the semester, each team will kick off the class discussion on its assigned country. Be creative! You may focus on the discussion questions in the syllabus, circulate additional questions of your own, design a team exercise, etc. Plan for a total of **20 minutes** (and be aware that 20 minutes goes quickly ...) If you need more time (or if you would like to include a more involved activity), you **MUST** clear your plans with me first—and all teams are strongly advised to consult with me before their presentation, regardless.

My expectations

I expect you to complete *all* readings, attend class regularly, and participate meaningfully in class discussions and activities. In turn, I promise you will learn *a lot*, as painlessly as possible.

- **You WILL FAIL the course if you do not do the reading**—this is NOT the sort of course in which you can skip or skim the reading and just wait for me to lecture on it! I expect you to come to class prepared; we will then focus our limited class time on your questions and on deepening and applying your new knowledge.
- **You are strongly advised to take careful notes in class.** The slides I use in class are intended only for signposting and elucidation, not conveying content—and will *not* ordinarily be distributed to the class (unless, for instance, they include a hard-to-transcribe graphic).
- Each team will sit together in class and will have a team folder. One member of each team should pick up the folder at the start of each class and note any absences. Any handouts and/or returned work will be in the folder.
- Absences will only be “excused” for religious observance (and then only if cleared with me at the start of the semester) or documented medical or family emergency (i.e., with a note from a doctor or dean). You are still responsible for that day’s reading.
- There is no separate score or penalty for attendance or participation. However, **being absent or inactive will count against you**, in two ways. First, if you do not come to class and/or do not participate actively in tRATs and team assignments, you can expect a lower peer assessment score. Second, we will have frequent quizzes and in-class activities. If you are absent, you will accumulate zeros. You will *not* receive credit for tRATs or team assignments for which you are not present.
- I will *only* accept late assignments in the case of an excused absence (see above).
- This class uses Blackboard. This syllabus, all assigned non-textbook readings, and any other materials will be hosted there. You are encouraged to use Blackboard, too, for online conversations with your classmates.
 - Make sure that your email address on Blackboard is correct.

- *Keep up with news on Southeast Asia*—and hopefully not just for the duration of the course! Coverage in US media is spotty; try *Asia Times Online* (www.atimes.com), *Channel News Asia* (www.channelnewsasia.com), or *Asia Sentinel* (www.asiasentinel.com). The *Wall Street Journal* and *Time* both publish separate Asian editions, so tend to have good coverage (especially online), as does the *Economist*. Many English-language newspapers from the region are also available online, for instance Singapore's *Straits Times*, Malaysia's web-based *Malaysiakini*, Thailand's *The Nation*, or Indonesia's *Jakarta Post*.

Class etiquette

- Be aware that not everyone in the class shares the same political or other views—and that these views do tend to emerge in Political Science classes. Please be respectful of your classmates and professor. All perspectives are welcomed in this class.
- Cellphone use during class is disrespectful, and thus *strictly prohibited* (voice or text). Phones used in class will be confiscated for the duration of the class session, to remove the temptation.
- You may use a laptop in class, but *only* for valid class-related reasons. Upon the second warning for using a laptop for any other purpose, you will forfeit laptop privileges for the duration of the semester.

Special needs

Students with special needs due to physical, learning, or other disabilities will be accommodated. To request such accommodation, first register with the Disability Resource Center (Campus Center 137, <http://www.albany.edu/disability/DRC/>); they will provide you with a letter to me, detailing the provisions requested. To ensure equitable treatment of all students, please submit these letters within the first two weeks of the semester (in person, so we can discuss appropriate arrangements), then also *remind me* before each relevant event (exam, etc.).

Academic honesty

I expect all students to be ethical and honest in completing all work for this class. You are responsible for familiarizing yourself with the university's guidelines on academic integrity (http://www.albany.edu/undergraduate_bulletin/regulations.html); ignorance is NOT an excuse. Violations of this code, such as plagiarism, cheating, copying, or misrepresentation of work as your own, will meet with appropriate penalties and discipline as outlined in UAlbany's regulations, up to and including loss of course credit, suspension, or expulsion from the university. It is the responsibility of every student also to report any observed violations. If you have any question as to the limits of acceptable team collaboration, please ask me.

Course readings

Two required texts are available for purchase from the UAlbany bookstore. *Do not purchase earlier editions!* Both will also be on 3-hour reserve at the University Library.

- Jacques Bertrand, *Political Change in Southeast Asia*, New York: Cambridge, 2013.
- Mark Beeson (ed.), *Contemporary Southeast Asia: Regional Dynamics, National Differences*, 2nd edition, New York: Palgrave Macmillan, 2009.

Unless otherwise noted, all other readings are available electronically on Blackboard. (Access any readings with a URL listed online, not on Blackboard.)

Expect to read an average of 80-100 pages per week. *Read carefully and critically*: ask yourself as you read what the main ideas of the reading are, what questions you have for us to discuss in class, and how that day's reading relates to what has come before.

Assignments may change over the course of the semester from what is listed below. You are responsible for knowing what is assigned and for completing the reading.

Please note: There is a mandatory **\$13 fee** per student for the simulation (payable when we begin the simulation). Directions will be given closer to that time for how to register, pay, and log in.

SCHEDULE

Readings are due on the date under which they are listed.

Possible discussion questions (to help you focus your reading) are listed with a ∞.

In-class assignments, activities, and deadlines are listed with a ©.

26 Aug: Introduction

- Team creation and country assignments
- *RAT sequence #1* (knowledge assessment—ungraded)
- Overview of course structure and content

31 Aug: Overview of the region and its cultures

- ❖ How coherent is Southeast Asia as a region?
- ❖ What key cultural, political, economic, or geostrategic patterns and variations can we identify across the region?
- Donald Emmerson, ““Southeast Asia’: What’s in a name?” *Journal of Southeast Asian Studies* 14:1 (1984), 1–21.
 - Do not get lost in the details of this piece; focus on the main idea: how “Southeast Asia” came to be understood, and Southeast Asians to understand themselves, as a region
- Clark Neher, *Southeast Asia: Crossroads of the World* (DeKalb, IL: SEAP-NIU, 2000), chap. 2
- Mary Somers Heidhues, *Southeast Asia: A Concise History* (London: Thames & Hudson, 2000), pp. 65-86.

2 Sept: Colonialism

- ❖ Which colonial powers controlled which parts of SE Asia, and how did their policies or approaches (e.g., direct vs. indirect rule, etc.) differ?
- ❖ What key legacies (positive or negative) has the colonial era left in SE Asia?

- **Map quiz** (11 countries and capitals)
- Milton Osborne, *Southeast Asia: An Introductory History*, 10th ed. (Crow's Nest, NSW: Allen & Unwin, 2010), chap. 5-6
 - Avoid getting too bogged down in minor details (e.g., names of precolonial kings or subregions); focus on patterns, processes, and key players/places
- Bertrand, pp. 1-17

7 Sept: No class

9 Sept: Singapore elections special!

- In-class activity; no reading

14 Sept: No class

16 Sept The Philippines

- ❖ In what ways does the Philippines differ from other states in the region?
- ❖ What are the primary obstacles to deeper democratization in the Philippines?
- Bertrand, chap. 3
- John Sidel, "The Philippines in 2014," *Asian Survey* 55:1 (2015), 220-227

21 Sept: Indonesia & Timor-Leste/East Timor

- ❖ How has Indonesia changed since the late 1990s?
- ❖ Can Timor-Leste survive as an independent state?
- Bertrand, chap. 2
- Kikue Hamayotsu, "Indonesia in 2014," *Asian Survey* 55:1 (2015), 174-83
- Andrea Katalin Molnar, "Timor-Leste in 2014," *Asian Survey* 55:1 (2015), 228-34

23 Sept: No class

28 Sept: Malaysia

- ❖ Why has ethnoreligious pluralism been so fraught a political issue in Malaysia?
- ❖ Is Malaysia a democracy?
- Bertrand, pp. 92-108
- Lee Poh Ping, "Malaysia in 2014," *Asian Survey* 55:1 (2015), 192-99

30 Sept: Singapore & Brunei

- ❖ What accounts for Singapore's extraordinary economic success?

- ❖ Is Singapore a democracy?
- ❖ Can absolute monarchy survive in Brunei once oil supplies dwindle?
- *RAT sequence #2* (on insular SE Asia)
- Bertrand, pp. 108-20
- Robert Dayley and Clark D. Neher, *Southeast Asia in the New International Era*, 6th ed. (Boulder, CO: Westview, 2013), chap. 12
- Kenneth Paul Tan, “Singapore in 2014,” *Asian Survey* 55:1 (2015), 157-64
- Cherian George, *Singapore: The Air-conditioned Nation* (Singapore: Landmark, 2000), introduction.

5 Oct: Thailand

- ❖ Why has Thailand experienced so many changes of regime?
- ❖ Will Thailand return to democratic rule?
- Bertrand, chap. 5
- Kitti Prasirtsuk, “Thailand in 2014,” *Asian Survey* 55:1 (2015), 200-6
- Elin Bjarnegård and Erik Melander, “Thailand’s Missing Democrats,” *Foreign Affairs*, <http://www.foreignaffairs.com/articles/141454/elin-bjarnegard-and-erik-melander/thailands-missing-democrats>

7 Oct: Myanmar/Burma

- ❖ Why and how has the Burmese regime edged toward democratization?
- ❖ Why were the last elections so controversial—and what can we expect for the upcoming elections?
- Bertrand, chap. 8
- Tin Maung Maung Than, “Myanmar in 2014,” *Asian Survey* 55:1 (2015), 184-91

12 Oct: In-class activity

- Reading TBD

14 Oct: Vietnam

- ❖ How “communist” is Vietnam?
- ❖ Will economic liberalization bring political liberalization? (More on this conundrum later in the semester ...)
- Bertrand, chap. 6
- Edmund Malesky and Jason Morris-Jung, “Vietnam in 2014,” *Asian Survey* 55:1 (2015), 165-73
- Andrew Pierre, “Vietnam’s Contradictions,” *Foreign Affairs*, 79:6 (2000), 69-86

19 Oct: Cambodia

- ❖ Has democratization succeeded in Cambodia?
- ❖ What are the main legacies of the Khmer Rouge era in Cambodia?
- Bertrand, pp. 166-79
- Duncan McCargo, “Cambodia in 2014,” *Asian Survey* 55:1 (2015), 207-13
- Ben Kiernan, “Recovering History and Justice in Cambodia,” *Comparativ*, 14:5/6 (2004), 76-85

21 Oct: Laos

- ❖ What accounts for Laos’s low level of economic development?
 - *RAT sequence #3* (on mainland SE Asia)
 - *Midterm review*
- Bertrand, pp. 179-89
- Samuel C.Y. Ku, “Laos in 2014,” *Asian Survey* 55:1 (2015), 214-19

26 Oct: Midterm exam (in class)

- Homework: Register on the ICONS (simulation) site (login details and instructions will be provided)

28 Oct: ASEAN

- ASEAN simulation prep/research day
- Background reading/research for simulation: *you will need to do significant background research for the simulation—starting, but not ending, with the materials available on the simulation site. Read the simulation documents carefully. You and your team will score poorly if you do not complete all required assignments, on time and as directed.*
- Complete preparatory assignment on ICONS site
- Browse <http://www.aseansec.org/>

2 Nov: ASEAN: The process & progress of regionalization

- ❖ How does ASEAN compare with earlier efforts at regionalization?
- ❖ How sturdy are supranational norms and institutions in SE Asia?
 - *Midterm Peer Assessment*
 - Prepare for ASEAN simulation
- Nicholas Tarling, “Regionalism and Nationalism,” *Cambridge History of Southeast Asia* (II:2), pp. 257-86
- Beeson, chap. 11 and 15 (Bellamy and Stubbs)

4 Nov: ASEAN

- ASEAN simulation (remember laptop/tablet if you have one)

- Background reading/research for simulation

9 Nov: ASEAN

- ASEAN simulation (remember laptop/tablet if you have one)

- Background reading/research for simulation

11 Nov: ASEAN

- ASEAN simulation (remember laptop/tablet if you have one)
- All simulation written materials *due by midnight today* (or earlier, as indicated)

16 Nov: Political change: Liberalization and Democratization

- ❖ Are SE Asian democracies doomed to remain “low-quality” at best?
- ❖ What social cleavages are most germane to the continuing development of civil society in the region?
- ❖ What role can and do the middle classes play in political change in SE Asia?
- ❖ How has ASEAN’s role in shaping the domestic politics of SE Asian states evolved?

- Beeson, chap. 6 and 8 (Case and Hughes)
- Martin Gainsborough, “Political Change in Vietnam: In Search of the Middle Class Challenge to the State,” *Asian Survey* 42:5 (Oct. 2002), 694-707.
- Mark Thompson, “Female Leadership of Democratic Transitions in Asia,” *Pacific Affairs* 75:4 (Winter 2002/03), 535-55

18 Nov: Economics: Development challenges

- ❖ What patterns and trends can we find in SE Asian development trajectories?
- ❖ What is the role of the state in economic development in the region?
- ❖ What steps are states in ASEAN taking to address environmental externalities and make development more sustainable? (Recall the simulation ...)

- Beeson, chap. 4 and 16 (Felker and Elliott)
- ASEAN Secretariat, Yangon Resolution on Sustainable Development, <http://environment.asean.org/yangon-resolution-on-sustainable-development/>

23 & 25 Nov: No class

30 Nov: Economics: From miracle to crisis to recovery to ???

- ❖ Which aspects of the “Washington consensus” have been especially appropriate or inappropriate for SE Asia over the past 20+ years?
- ❖ Can high growth rates be maintained in SE Asia?
- ❖ What steps have helped or could help protect SE Asia from the current global economic crisis?

- *RAT sequence #4* (on political change and economics)
- Paul Krugman, “The Myth of Asia’s Miracle,” *Foreign Affairs*, Nov/Dec 1994, 62-78
 - Note that this piece was written *before* the 1997 crisis ...
- Jonathan Rigg, “Of Miracles and Crises: (Re-)interpretations of growth and decline in East and Southeast Asia,” *Asia Pacific Viewpoint* 43:2 (Aug. 2002), 137-56
- Joseph Stiglitz, “The Insider: What I Learned at the World Economic Crisis,” *The New Republic* 222: 16-17 (17-24 April 2000), 56-60
- Ajay Chhibber, et al., *The Global Financial Crisis and the Asia-Pacific Region* (Colombo: UNDP Regional Centre for Asia and the Pacific, Nov. 2009), pp. 1-6

2 Dec: Ethnic and Religious Pluralism

- ❖ What factors contribute most to the political salience of ethnicity in SE Asia?
- ❖ How have states in the region responded to ethnonationalist demands?
- ❖ What accounts for the different political implications of Islam in Indonesia and Malaysia?
- Beeson, chap. 9 (Brown) and 10 (Fealy)
- Kikue Hamayotsu, “Islam and Nation-building in Southeast Asia: Malaysia and Indonesia in Comparative Perspective,” *Pacific Affairs* 75:3 (Fall 2002), 353-75
- Jemma Purdey, “A Common Destiny,” *Inside Indonesia* 95 (Jan-Mar 2009)

7 Dec: Human rights: The “Asian values” debate

- ❖ To what extent do SE Asian societies tend toward communitarianism rather than individualism?
- ❖ How much credence should we give the notion of “Asian values”?
- ❖ *RAT sequence #5* (half-length; on pluralism and human rights)
- Beeson, chap. 7 (Chua)
- Amartya Sen, “Human Rights and ‘Asian Values,’” *The New Republic* 217:2-3 (14-21 July 1997), 33-40
- Donald K. Emmerson, “Singapore and the ‘Asian Values’ Debate,” *Journal of Democracy* 6:4 (1995), 95-105

9 Dec: Wrap-up and review

- *Final Peer Assessment*

11 Dec, 3:30-5:30: Final exam

Southeast Asia, circa 2009*:

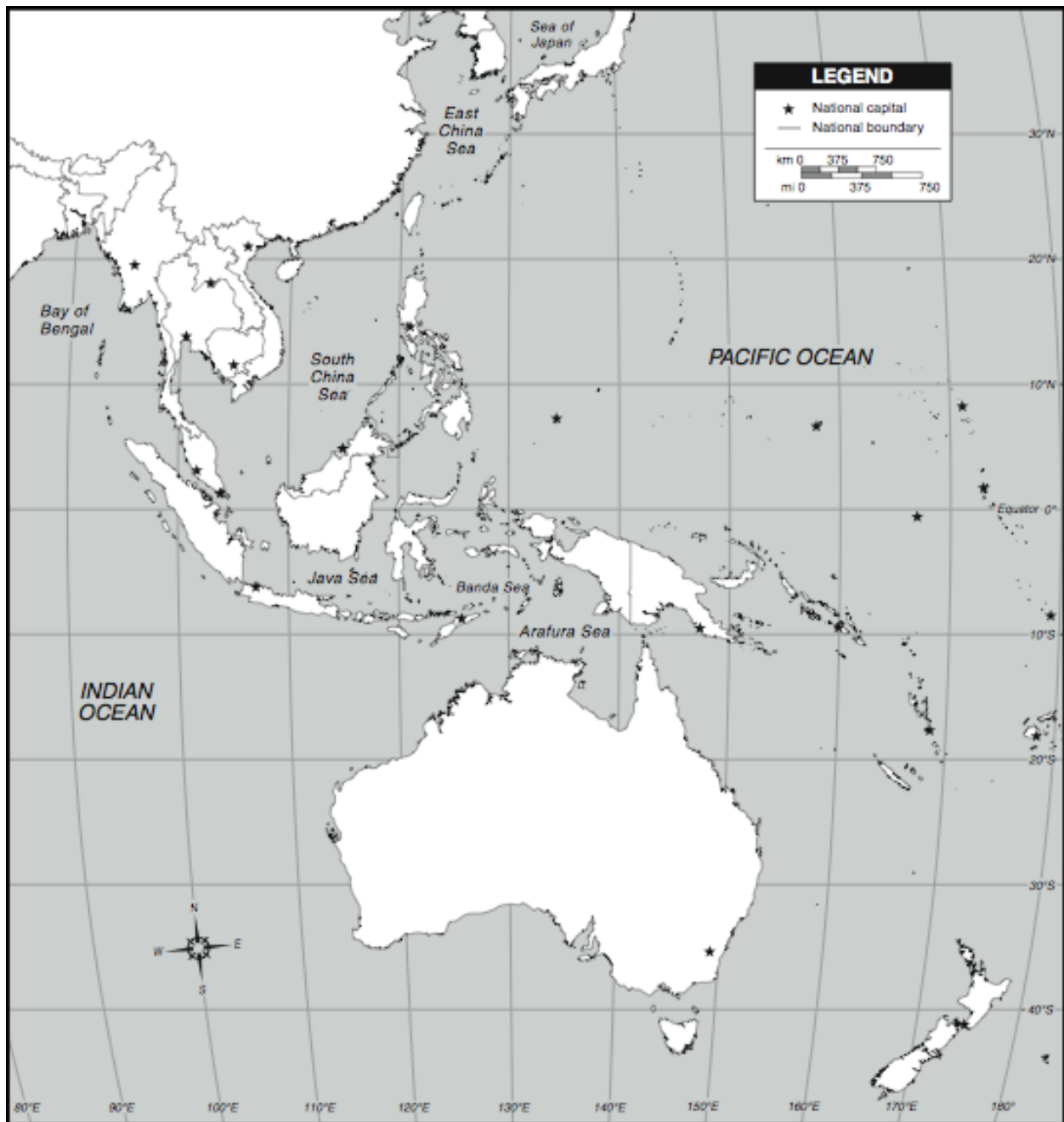
http://www.lib.utexas.edu/maps/middle_east_and_asia/southeast_asia_pol_2009.pdf



* Either “Myanmar” or “Burma” is acceptable, with either Rangoon (a.k.a. Yangon) or Nay Pyi Taw (a.k.a. Naypyidaw) as capital.

To practice for the map quiz:

http://www.eduplace.com/ss/maps/pdf/se_asia_pac_polnl.pdf



RPOS 387: Public Spending and Fiscal Policy
State University of New York at Albany
Spring 2017
3 credits
T/TH 2:45 – 4:05 pm HU 132

Professor: Zsófia Barta

Office hours: Tuesdays and Thursdays 9.00-10.00 in the Contact Office (HU B16)

Office: Milne 205

Email: zbarta@albany.edu

Course description

This course focuses on the politics of public finances. It explores the social conflicts surrounding taxation, public spending, and public debt, the role played by different political actors and institutions in fiscal policy choices, and the influence of nongovernmental and supra-national organizations (like rating agencies or the International Monetary Fund) on national public finance. It seeks to answer questions like ‘Why do different countries spend and tax so differently?’ ‘Why do some countries get dangerously indebted?’ ‘How do others keep their budgets in balance?’ The course relies on independent study, class discussion and student projects. The last three weeks are set aside for team-projects analyzing the significant problems of several countries in the wake of the global economic and financial crisis.

Course objectives

By the end of the course, students should have a good understanding of how public finances work. They should be familiar with the technical and the political aspects of budgeting, recognize the main “stakeholders” in the process and appreciate their influence on policy choices. They should be able to apply this knowledge to explore the fiscal challenges that countries face in the wake of the global economic and financial crisis.

Teaching method

This course relies on independent study, class discussions and student projects.

Readings form an integral part of the coursework. Therefore, it is imperative that students keep up with readings. Students are expected to have read all of the texts assigned for the week before coming to class on Tuesday in order to be able to participate in class discussion and to ask informed questions throughout the week. In addition, students are expected to hand in response papers of no more than 300 words by Monday midnight each week based on questions related to the week’s reading. (Please note that unexcused late submissions of the response papers will not be accepted, and missed response papers cannot be made up later.)

In week 6, students will be asked to engage in independent analysis of the budgets of different countries and compile a report. Further guidance on the country report can be found in Appendix 1. of this syllabus.

From week 7 until the last weeks of the course, students will also work on a second project to apply their knowledge to real-world debt problems. (Depending on enrollment in the course, this might be a team project or an individual project.) Students will make themselves familiar with the fiscal situation of different countries that have had serious fiscal problems (Greece, Ireland, Italy and Japan), analyze the evolution of these countries' spending and taxation patterns and their experience with public debt and debt crises, and propose solutions to the challenges that the countries are facing from the perspective of different "stakeholders" (e.g. the government, the opposition, the IMF, rating agencies, the electorate etc.). Further guidance on team projects can be found in Appendix 2. of this syllabus.

Assessment

The final grade for the course will be based on the following components:

- attendance and class participation 5%
- response papers 20%
- first project (country report) 30%
- second project (problem countries) paper 35%
- second project (problem countries) presentation 10%

Grading

The grading scale will be as follows:

A= 93-100,
A- = 90-92,
B+ = 87-89,
B = 83-86,
B- = 80-82,
C+ = 77-79,
C = 73-76,
C- = 70-72,
D+ = 67-69,
D = 63-66,
D- = 60-62,
E=below 60.

If you feel you have been awarded an unfair grade, you may contest it. However, if you want to do so, it must be done in writing and no sooner than 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

Readings

Readings will be made available on Blackboard. The reading for each week is listed in the weekly outline at the end of this syllabus.

Accommodations

“Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. (For further information, please visit <http://www.albany.edu/studentlife/dss/Accommodation.html>).” If you wish to discuss academic accommodations for this course please also inform the instructor as soon as possible. In addition, the instructor will make every effort to accommodate difficulties arising from religious observance. You are asked to bring any possible conflicts to the instructor's attention as soon as possible. “Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately (Harwood 2003).”

Plagiarism

Please make sure to know and follow the rules. If you are involved in plagiarism the penalty will be failure in the course and you will be reported to judicial affairs. Every Student is expected to go through the following tutorial <http://library.albany.edu/usered/plagiarism/index.html>. All papers will be judged with the knowledge that you have taken the online tutorial.

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Appendix 1. Guidelines for the first project: Country report

The purpose of the individual project is to apply the knowledge acquired in the first term to real-world cases.

Keeping in mind the concepts, issues and theories that we discuss in the first half of the course, students should make themselves familiar with the public finances of a country of their choice (other than the US, Greece, Ireland, Italy or Japan) and write a report on the fiscal policy of that country.

The report should answer the following questions.

- What does this country spend on?
- What sort of taxes does it employ to get its revenues?
- Are there any anomalies about spending or taxation? (E.g. corruption, tax evasion)
- Do revenues cover expenditures?
- How indebted is this country?
- How do the public finances of this country compare to other countries?
- What are some political problems surrounding public finances in this country?

The report should rely mostly on description, but it should also include informative tables and/or graphs to illustrate the most important points of the analysis.

We are going to spend two classes on how to best obtain and analyze fiscal data in order to facilitate the project.

The country report should be around 800-1000 words. The first draft of the report is due by midnight on Sunday, February 26. The second draft is due by midnight on Sunday, March 6. Each draft should be submitted via email. It serves as an alternative form of assessment instead of a midterm exam. Both drafts will receive feedback and a grade. The higher of the two grades counts towards your final grade, but *only if you hand in both drafts*. Failure to hand in either draft implies a zero on this assignment. There is a penalty on late submissions, resulting in a 10% reduction in your grade for each day of unexcused delay.

Appendix 2. Guidelines for the second projects: Problem countries

Purpose of the project

The purpose of this project is to creatively apply the knowledge of public finances that you acquired throughout the course to real-world cases.

All of the four case studies that we look at are countries that have recently faced considerable challenges with respect to public finances.

- Ireland had serious fiscal problems in the past, which it overcame and by the mid2000s it almost had no debt. Due to a severe banking crisis, however, it is once again mired in government debt.
- Japan is the most indebted sovereign in the world with a debt going on 250 percent of the GDP.
- Italy is also amongst the most indebted countries. In the past years, it was often on the brink of a sovereign debt crisis and had it not been for the European Central Bank, it would have already gotten into trouble for its sovereign debt.
- Greece is the only developed country that has defaulted on its obligations, which wreaked havoc in the European Union.

Through the case studies, we seek to understand what explains these countries' problems. What are the root-causes of the fiscal imbalances that have led to large-scale debt accumulation? What do we know about the specific country's spending and taxation patterns? Is it overspending or missing tax revenues that explain the persistent borrowing? How does the politics of the given country explain spending, taxation and borrowing? How should the budget be adjusted to address the problem of debt in these countries? How likely is it that such adjustment will be politically feasible?

The substance of the project

The Greek, Irish, Japanese and Italian case studies will be prepared either individually or in groups (depending on class size). Students should sign up for a country on Blackboard by Monday, February 20, the latest.

The paper should be no longer than 3000 words. It should analyze the fiscal issues of the given country and answer all of the above questions.

Each student/group will also prepare a presentation that explains to the rest of the class what they think are the most important factors explaining their country's public finance problems. The presentation should aim to be no longer than 30 minutes. For the rest of the class, the presenters will lead the discussion with their fellow classmates.

The first draft of the paper is due by midnight on Sunday, April 9 via email. The second draft is due by midnight on Monday, May 8. Both drafts will receive feedback and a

grade. The higher of the two grades counts towards your final grade, but *only if you hand in both drafts*. Failure to hand in either draft implies a zero on this assignment. There is a penalty on late submissions, resulting in a 10% reduction in your grade for each day of unexcused delay. Presentations will take place in week 13 and 14. The presentation on Ireland will take place on Tuesday, April 18, Japan on Thursday, April 20, Italy on Tuesday, April 25 and Greece on Thursday, April 27. Each student/group needs to send me their power point slides before 9am on the day that they present.

Technicalities

You should start working on your second project no later than week 7. From then on, you will be expected to submit weekly progress reports to allow me to keep track of the process and provide feedback. Progress reports should include

- a comprehensive bibliography of all the sources (databases, articles, books, reports etc.) the project currently uses,
- half a page description of where the project is currently at, • any problems that you need help with or
- any questions.

I will provide feedback to these reports in writing and/or in person.

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Weekly outline

Wk	Topic	Tuesday	Thursday	Assignment due
1.	Introduction	January 24	January 26 <ul style="list-style-type: none"> Rubin (2010). The Politics of Public Budgeting Ch1 	None
2.	Government spending	January 31 Historical evolution <ul style="list-style-type: none"> Tanzi and Schuknecht (2000) Public spending in the 20th century: a global perspective, Ch 1, 2 and 5 	February 2 Spending structure <ul style="list-style-type: none"> Tanzi and Schuknecht (2000) Public spending in the 20th century: a global perspective, Ch 1, 2 and 5 	Response paper 1: Describe the historical expansion of government spending.
3.	Special aspects of spending	February 7 Entitlements <ul style="list-style-type: none"> Meyers: Handbook of Government Budgeting Ch 27 	February 9 Pork-barrel, clientelism, corruption <ul style="list-style-type: none"> Stokes (2009) Pork, by Any Other Name...Building a Conceptual Scheme of Distributive Politics 	Response paper 2: Answer ONE of the following two questions: (a.) Why are entitlements a risky item of public finances? (b.) Where is the boundary between pork barrel spending and clientelism or outright corruption?
4.	Taxation	February 14 Size of taxation <ul style="list-style-type: none"> Tanzi and Schuhknecht (2000) Public spending in the 20th century: a global perspective, Ch 3 (p50-61) Adolino and Blake (2011) Comparing Public Policies, Ch 7 	February 16 Tax structure and political conflict <ul style="list-style-type: none"> Adolino and Blake (2011) Comparing Public Policies, Ch 7 Meyers (1999) Handbook of Government Budgeting Ch 10 	Response paper 3: Answer ONE of the following two questions: (a.) Describe some of the main historical trends taxation. (b.) What are some of the most important characteristics of a tax system?
5.	Anomalies in taxation	February 21 "Tax expenditures" <ul style="list-style-type: none"> Meyers (1999) Handbook of Government Budgeting Ch 11 Howards (1999) The Hidden Welfare State: Tax Expenditures and Social Policy in the United States, Ch 1 	February 23 Tax evasion and tax revolts <ul style="list-style-type: none"> Martin (2008) The Permanent Tax Revolt - How the Property Tax Transformed American Politics, Ch 1. http://www.sup.org/pages.cgi?isbn=0804758719&item=Chapter_1_pages&page=1 	Response paper 4: Why are tax expenditures such a peculiar feature of the American tax system? Final deadline for signing up for a country project on Blackboard is February 20

6.	Project week This week, you are expected to work on and discuss with me your first project	February 28 Analyzing budget data + individual feedback on first drafts	March 2 Presenting budget data + individual feedback on first drafts	First draft of first project paper due latest by 12 midnight February 26
7.	Debt	March 7 Trends in public debt • Tanzi and Schuhknecht (2000) Public spending in the 20th century: a global perspective, Ch 3	March 9 How much debt is too much? • Ostry, Gosh, Kureshi (2010). Fiscal Space. IMF Staff Position Note SPN/10/11	Response paper 5: What are Ostry, Gosh and Kureshi trying to do? Why is their work interesting and/or important? + First project (Country report) due latest by 12 midnight March 6
8.	No class – Spring break	March 14	March 16	
9.	Why do countries borrow?	March 21 Governance problems • Alesina and Passalacqua (2015) The Political Economy of Government Debt, NBER Working Paper No. 21821	March 23 Social conflict • Barta (2017) In the Red (Ch1)	Response paper 6: Why do countries borrow?
10.	External influences – The markets	March 28 Risk premia • Baldacci and Kumar (2010) Fiscal Deficits, Public Debt, and Sovereign Bond Yields, IMF Working Paper	March 30 Credit rating agencies • Sinclair, T (2008) The New Masters of Capital Ch. 1	Response paper 7: What is the relationship between high public debt and interest paid on government bonds?

11.	External influences – Inter/Supra-national organizations	April 4 The IMF <ul style="list-style-type: none"> Pop-Eleches (2009) From Economic Crisis to Reform: IMF Programs in Latin America and Eastern Europe Ch. 1 & 8. 	April 6 European mechanisms <ul style="list-style-type: none"> Lane (2012) The European Sovereign Debt Crisis. The Journal of Economic Perspectives, Vol. 26, No. 3 	Response paper 8: How has the role of the IMF changed since its inception?
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12.	Project week This week, you are expected to finalize your first project and prepare it for presentation.	April 11 How to write a good political analysis of public debt problems + individual feedback on first drafts	April 13 How to best present your results + individual feedback on first drafts	First draft of second project paper due latest by 12 midnight April 9
13.	Country cases (presentations)	April 18 Ireland	April 20 Japan	Response paper 9a: Read project papers on Blackboard and ask a question from each author that is relevant to their topic but is not answered in their paper.
14.	Country cases (presentations)	April 25 Italy	April 27 Greece	Response paper 9b: Read project papers on Blackboard and ask a question from each author that is relevant to their topic but is not answered in their paper.
15.	Public finance in the US	May 2 US – debt and deficit <ul style="list-style-type: none"> Crotty (2012) The great austerity war: what caused the US deficit crisis and who should pay to fix it? Cambridge Journal of Economics Thornton (2012) The U.S. Deficit/Debt Problem: A Longer-Run Perspective, Federal Reserve Bank of St. Louis Review 	May 4 US – the deficit ceiling, the sequester and government shutdowns <ul style="list-style-type: none"> Gokhale and Smetters (2007) Do the Markets Care about the \$2.4 Trillion U.S. Deficit? Financial Analysts Journal 	Response paper 10: How serious is the US’s debt problem? What can/should be done about it?
16.	Conclusion	May 9 Conclusion		Second draft of second project paper due latest by 12 midnight May 8

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RPOS 399: Foreign Policy and Coercive Statecraft

Professor: Bryan R. Early

Class #: 3599

Credits: 3

Semester: Fall 2015

Class Times: Tuesday-Thursday, 8:45-10:05AM

Room: Humanities Building 133

Email: bearly@albany.edu

Office Hours: Uptown, Humanities Building B16 – Tuesdays, 10:15-11:15 AM

Downtown, Milne Hall 300A – Thursdays, 10:30 AM-11:30 AM

Prerequisites: RPOS 101, RPOS 102 and permission of instructor

Course Description

This course provides an overview of the study and practice of foreign policy with a particular emphasis on American foreign policy and the use of coercive statecraft. The course begins by exploring what motivates foreign policy choices and the processes by which foreign policy decisions are made. The next section examines how U.S. foreign policy is conducted and examines the key institutions involved in U.S. foreign policy-making. In the second half of the course, the main focus is placed upon how and why states engage in coercive statecraft and what are its consequences. Both the use of military coercion and economic sanctions are explored in depth. By the end of the course, students should understand how and why great powers like the United States employ coercive foreign policies and what the potential benefits and pitfalls of those policies can be. The course's capstone project will involve a group-based assignment to develop and analyze a policy recommendation for the adoption of a *new* coercive policy by the U.S. Government. This assignment will involve writing a professional policy brief, giving a public presentation to a panel of foreign policy experts, and defending their recommendations during a Q&A session.

Expectations

This is a reading intensive course. Students are expected to attend every class on time, having done the assigned readings, and prepared to contribute to course discussions. All quizzes and assignments must be turned in by the assigned due date.

Course Learning Objectives

- Students will know and understand what foreign policy is and how it is conducted by governments
- Students will know and understand the processes by which U.S. foreign policy is conducted and the major institutions that play a role in U.S. foreign policy
- Students will know and understand how and why states employ coercive diplomacy

- Students will know and know the different types and uses of military force
- Students will know and understand why leaders employ economic sanctions, the various types that are used, and the processes by which they are threatened and imposed
- Students will know and understand the factors that contribute to why economic sanctions succeed or fail
- Students will appreciate the broad consequences of economic sanctions
- Students will engage in critical thinking about how coercive diplomacy can be used by policymaking
- Students will practice group decision-making in approaching a real-world policy scenario
- Students will develop professional-level writing and presentation skills

Grading

The grading scale uses a 100-point system that is converted into A-E grades. The thresholds for each grade are provided below. At the thresholds between grades, the instructor will assign the higher value grade. For example, a 92.5 will be considered an “A-“.

A= 92.5-100, A-= 90-92.5, B+ = 87.5-90, B = 82.5-87.5, B-= 80-82.5, C+ = 77.5-80, C = 72.5-77.5, C- = 70-72.5, D+ = 67.5-70, D = 62.5-67.5, D- = 60-62.5, E=below 60.

Quizzes – 20%

A total of 6 pop quizzes will be given during the semester that will test students’ knowledge of the readings and concepts covered in class. Missed quizzes *cannot* be made up, but students’ lowest quiz grade will be dropped.

Midterm Exam – 25%

Students will be given an in-class midterm exam that covers all the course readings, lectures, and group activities up until the exam.

Final Exam – 25%

Students will be given a two-hour comprehensive exam that covers all the course readings, lectures, and group activities.

Coercive Statecraft Policy Proposal – 30%

Students will work in small groups to develop a collective 15-page proposal on how the U.S. Government can utilize the instruments of coercive statecraft to achieve a foreign policy objective. Students will conduct a 15-minute professional briefing using power-point in front of a panel of foreign policy experts, which will include an additional 10-15 minute Q&A session.

The instructor will provide more details about the assignment. Due Dates: TBD, but after Thanksgiving Break.

Grading Policy

Tests and papers will be graded blind by the instructor and/or teaching assistant. If a student wishes to challenge how his or her exam or paper was graded, the student must submit a written statement describing what part of their assignment was improperly evaluated and why they think that was the case. This must be done within five days of having the assignment returned. Both the instructor and assistant will re-grade the entire project, compare their assessments, and mutually decide on a final grade. This grade may be higher or lower than the original grade given and will be final. Any clear mistakes or errors made by the instructor will be promptly corrected and need only be brought to the instructor's attention.

Policy on Academic Honesty

Please familiarize yourself with the undergraduate bulletin's descriptions of cheating and plagiarism. If you are involved in plagiarism or cheating on an exam or research paper, the instructor reserves the right to issue a 0 on the assignment, give a failing grade to the student for the course, and/or submit a "**Violation of Academic Integrity Report**." If you are not sure if something violates standards – feel free to ask ahead of time. In general, it's always better to err on the side of citing too much than too little in your research papers. The university's official policy can be found at: <http://www.albany.edu/studentconduct/appendix-c.php>. Lastly, never cite Wikipedia as source.

Accommodations

"Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). The office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations." For the University's policy, see: <http://www.albany.edu/disability/docs/RAP.pdf>. If you wish to discuss academic accommodations for this class please inform the instructor as soon as possible.

Resources

Required Books

- Bryan Early. 2015. *Busted Sanctions: Explaining Economic Sanctions Fail*. Stanford: Stanford University Press.

- Stephen Hook and Christopher Jones, eds. 2013. *Routledge Handbook of American Foreign Policy*. New York: Routledge.
- Thomas Schelling. 1966. *Arms and Influence*. New Haven: Yale University Press.
- Joyce Kaufman. 2013. *A Concise History of U.S. Foreign Policy*. New York: Rowman & Littlefield Publishers.
- J. Boone Bartholomees, ed. 2010. *The U.S. Army War College Guide to National Security Issues, Volume I: Theory of War and Strategy*. Carlisle, PA: U.S. Army War College. Available online and Blackboard.
- J. Boone Bartholomees, ed. 2010. *The U.S. Army War College Guide to National Security Issues, Volume II: National Security Policy and Strategy*. Carlisle, PA: U.S. Army War College. Available online and Blackboard.

Required Articles and Book Chapters

- All course readings that are not in the books or linked to a website will be posted on the class Blackboard Page in the “Course Readings” Folder.

Course Schedule

Part I: An Introduction to Foreign Policy Analysis and U.S. Foreign Policy

Week 1: Course Introduction

- (8/27)

Week 2: Foreign Policy and International Relations Theory

- (9/1)
 - o Valerie Hudson. 2005. “Foreign Policy Analysis: Actor-Specific Theory and the Grounds of International Relations.” *Foreign Policy Analysis* 1(1): 1-30.
 - o Henry Nau. 2013. “Realism.” In *Routledge Handbook of American Foreign Policy*
 - o Alynnaa Lyon. 2013. “Liberalism.” In *Routledge Handbook of American Foreign Policy*.
 - o Margaret Hermann. 2013. “The Study of American Foreign Policy.” In *Routledge Handbook of American Foreign Policy*
- (9/3): National Interests, Interest Groups, Public Opinion, and Foreign Policy
 - o Alan Stolberg. 2010. “Chapter 2: Crafting American Interests,” pp. 13-25. In *The U.S. Army War College Guide to National Security Issues, Volume II: National Security Policy and Strategy*.

- Douglas Foyle. 2013. "Public Opinion." In *Routledge Handbook of American Foreign Policy*.
- Patrick Haney. "Interest Groups." In *Routledge Handbook of American Foreign Policy*.

Part II: Foreign Policy Institutions, Processes, and Decision Making

Week 3:

- (9/8): Foreign Policy Decision Making: Rationalist and Cognitive Approaches
 - Miles Kahler. 1998. "Rationality in International Relations." *International Organization* 52(4): 919-941.
 - Jack Levy. 1997. "Prospect Theory, Rational Choice, and International Relations." *International Studies Quarterly* 41: 87-112.
 - Joyce Kaufman. 2013. "Chapters 1 and 2." *A Concise History of U.S. Foreign Policy*.

- (9/10): Foreign Policy Decision Making: Groups and Bureaucratic Politics ○ Greg Cashman. 2000. "Chapter 4: Governmental Decision Making." *What Causes War: An Introduction to Theories of International Conflict*. New York: Lexington Books.
- Christopher Jones. 2013. "Bureaucratic Politics." In *Routledge Handbook of American Foreign Policy*.
 - Steve Yetiv. 2003. "Groupthink and the Gulf Crisis." *British Journal of Political Science* 33: 419-442.

Week 4:

- (9/15) – No Class
- (9/17): Foreign Policy Decision Making: Pathologies ○ Jervis, Robert. 1968. "Hypotheses on Misperception." *World Politics* 20(3): 454-479. ○ Kevin M. Woods and Mark E. Stout. 2010. "Saddam's Perceptions and Misperceptions: The Case of 'Desert Storm.'" *The Journal of Strategic Studies* 33(1): 5–41.
 - Joyce Kaufman. 2013. "Chapter 3." *A Concise History of U.S. Foreign Policy*.

Week 5:

- (9/22): The President, Congress, and Foreign Policy ○ Glenn Hastedt. 2013. "The Presidency." In *Routledge Handbook of American Foreign Policy*.
 - Ralph Carter and James Scott. 2013. "Congress." In *Routledge Handbook of American Foreign Policy*.
 - Marybeth Ulrich. 2010. "National Security Powers: Are the Checks in Balance?" 63-79. In *The U.S. Army War College Guide to National Security Issues, Volume II: National Security Policy and Strategy*.
- (9/24) – No Class

Week 6:

- (9/29): U.S. Agencies Involved Foreign Policy ○ Jerel Rosati and Scott DeWitt. 2013. "The Department of State." In *Routledge Handbook of American Foreign Policy*. ○ Reed Fendrick. 2010. "Chapter 12: Diplomacy as Instrument of National Power." In *The U.S. Army War College Guide to National Security Issues, Volume I: Theory of War and Strategy*.
 - I.M. Destler. 2010. "The Foreign Economic Bureaucracy." In *Routledge Handbook of American Foreign Policy*.
 - Peruse the U.S. Department of State and U.S. Department of Treasury Websites. Learn basic facts about the organizations' leadership.

- (10/1) : U.S. Agencies Involved Foreign Policy (Cont.)
- Peter Dombrowski. 2013. “The Department of Defense.” In *Routledge Handbook of American Foreign Policy*.
 - Loch Johnson. 2013. “National Security Intelligence.” In *Routledge Handbook of American Foreign Policy*.
 - Vincent Auger. 2013. “The National Security Council.” In *Routledge Handbook of American Foreign Policy*.

Week 7:

- (10/6): Crafting Policy
 - Alan Stolberg. 2010. “Making National Security Policy in the 21st Century.” In *The U.S. Army War College Guide to National Security Issues, Volume II: National Security Policy and Strategy*.
 - Gabriel Marcella. 2010. “National Security and the Interagency Process.” In *The U.S. Army War College Guide to National Security Issues, Volume II: National Security Policy and Strategy*.
 - Joyce Kaufman. 2013. “Chapter 4.” *A Concise History of U.S. Foreign Policy*.

Part III: Coercive Statecraft

- (10/8): What is Coercion?
 - Lawrence Freedman and Srinath Raghavan. 2013. “Chapter 14: Coercion.” In Paul Williams’ *Security Studies: An Introduction*. New York: Routledge.
 - Alexander George. 1991. “Excerpt.” *Forceful Persuasion: An Alternative to War*. Washington, DC: U.S. Institute of Peace.
 - Robert Art. 2003. “Coercive Diplomacy: What Do We Know?” In Robert Art and Patrick Cronin’s *The United States and Coercive Diplomacy*. Washington DC: United States Institute of Peace Press.
 - Patrick Bratton. 2005. “When is Coercion Successful? And Why Can’t We Agree on It?” *Naval War College Review* 58(3): 99-120.

The Threat and Use of Military Force

Week 8:

- (10/13): Military Coercion
 - Robert Art. 1980. “To What Ends Military Power?” *International Security* 4(4): 435.
 - John F. Troxell. 2010. “Chapter 17: Military Power and the Use of Force.” In *Theory of War and Strategy*.
 - Thucydides. 431 BC. “The Melian Dialogue.” *The History of the Peloponnesian War*. Available at: <https://www.mtholyoke.edu/acad/intrel/melian.htm>.

- (10/15): Coercive Threats and Deterrence
 - Todd Sechser. 2010. "Goliath's Curse: Coercive Threats and Asymmetric Power." *International Organization* 64: 627-660.
 - Daniel Byman and Matthew Waxman. 1999. "Defeating U.S. Coercion." *Survival* 41:2: 107-120.
 - Richard Betts. 2013. "The Lost Logic of Deterrence." *Foreign Affairs* 92(2): 87-99.

Week 9:

- (10/20): Policy Analysis, Research, and Writing ○ TBD
- (10/22): Deterrence, Compellence, and Crisis Escalation in the Nuclear Age ○ Thomas Schelling. 1966. "Chapters 1-3." *Arms and Influence*.
 - Joyce Kaufman. 2013. "Chapter 5." *A Concise History of U.S. Foreign Policy*.

Week 10:

- (10/27): Deterrence, Compellence, and Crisis Escalation in the Nuclear Age ○ Thomas Schelling. 1966. "Chapters 4-7." *Arms and Influence*.

Economic Sanctions

- (10/29): What are Economic Sanctions and Why Are They Used?
 - David Lektzian and Mark Souva. 2013. "Economic Sanctions." In *Routledge Handbook of American Foreign Policy*.
 - Kirschner, Jonaathon. 1997. "The Microfoundations of Economic Sanctions." *Security Studies* 6(3): 32-64.
 - Baldwin, David. 1999. "The Sanctions Debate and the Logic of Choice." *International Security* 24(3): 80-107.
 - Feaver, Peter and Eric B. Lorber. 2015. "The Sanctions Myth." *National Interest* (July/August). Available online at: <http://nationalinterest.org/feature/thesanctions-myth-13110>.

Week 11:

- (11/3): The Goals of Economic Sanctions ○ Barber, James. 1979. "Economic Sanctions as a Policy Instrument." *International Affairs* 55(3): 367-384.
 - Fernandez, Jose. 2012. "Smart Sanctions: Confronting Security Threats with Economic Statecraft." Remarks by the Assistant Secretary, Bureau of Economic and Business Affairs, U.S. Department of State. Available at <http://www.state.gov/e/eb/rls/rm/2012/196875.htm>.
 - U.S. Department of State. 2015. "Economic Sanctions Policy and Implementation." Available at: <http://www.state.gov/e/eb/tfs/spi/>. Look at this site and the link the Department of Treasury's OFAC site.

- (11/5): Threatening and Imposing Economic Sanctions ○ Drezner, Daniel. 2003. "The Hidden Hand of Economic Coercion." *International Organization* 57 (Summer): 643-659.
- Whang, Taehee. 2011. "Playing to the Home Crowd? Symbolic Use of Economic Sanctions in the United States." *International Studies Quarterly* 55(3): 787-801.
 - Joyce Kaufman. 2013. "Chapter 6." *A Concise History of U.S. Foreign Policy*.

Week 12:

- (11/10): Factors Affecting the Success of Economic Sanctions ○ Hufbauer Gary, Jeffrey Schott, Kimberly Elliot, and Barbar Oegg. 2007. "Chapter 6: Conclusions and Policy Recommendations." *Economic Sanctions Reconsidered, 3rd Edition*. Washington, DC: Peterson Institute.
 - Bapat, Navin, Tobias Heinrich, Yoshiharu Kobayashi, and T. Clifton Morgan. 2013. "Determinants of Sanctions Effectiveness: Sensitivity Analysis Using New Data." *International Interactions* 39(1): 79-98.
 - Feaver, Peter and Eric Lorber. 2010. "Coercive Diplomacy: Evaluating the Consequences of Financial Sanctions" (November). London: Legatum Institute.
- (11/12): The Humanitarian Consequences of Economic Sanctions ○ Mueller, John and Karl Mueller. 1999. "Sanctions of Mass Destruction." *Foreign Affairs* 78(3): 43-53.
 - Peksen, Dursun. (2009) Better or Worse? The Effect of Economic Sanctions on Human Rights. *Journal of Peace Research* 46(1):59-77.
 - Peksen, Dursun and A. Cooper Drury. (2010) Coercive or Corrosive: The Negative Impact of Economic Sanctions on Democracy. *International Interactions* 36(3): 240264.

Week 13:

- (11/17): Ethics, Economic Sanctions, and Reforming Sanctions Practices ○ Winkler, Adam. 1999. "Just Sanctions." *Human Rights Quarterly* 21(1): 133-155. ○ Brozoska, Michael. 2003. "Review Essay: From Dumb to Smart? Recent Reforms in UN Sanctions." *Global Governance* 9: 519-535. ○ Drezner, Daniel. 2011. "Sanctions Sometimes Smart: Targeted Sanctions in Theory and Practice." *International Studies Review* 13(1): 96-108.
- (10/19): The Political Side-Effects of Economic Sanctions ○ Andreas, Peter. 2005. "Criminalizing Consequences of Sanctions: Embargo Busting and Its Legacy." *International Studies Quarterly* 49(2): 335-360.
 - Galtung, Johan. 1967. "On the Effects of International Economic Sanctions: With Examples from the Case of Rhodesia." *World Politics* 19(3): 378-416.
 - Marinov, Nikolay. 2005. "Do Economic Sanctions Destabilize Country Leaders?" *American Political Science Journal* 49(3): 564-576.

- Joyce Kaufman. 2013. "Chapter 7." *A Concise History of U.S. Foreign Policy*.

Week 14: Thanksgiving Break (No Class This Week)

- (11/24) – No Class
- (10/26) – No Class

Week 15:

- (12/1): In-Class Workshop for Policy Presentations
- (12/3): Economic Sanctions and Sanctions-Busting: Causes and Consequences
 - o Early, Bryan. 2015. *Busted Sanctions: Explaining Why Economic Sanctions Fail*. Stanford: Stanford University Press.
 - o Dubowitz, Mark. 2012. “So You Want to be a Sanctions-Buster?” *Foreign Policy* (August 10). Available Online at: <http://foreignpolicy.com/2012/08/10/so-youwant-to-be-a-sanctions-buster/>

Part IV: Conclusion

Week 16:

- (12/8): Wrap-Up
 - o Joyce Kaufman. 2013. “Chapter 8.” *A Concise History of U.S. Foreign Policy*.

RPOS399: The Welfare State
State University of New York at Albany
Fall 2014
3 credits

Professor: Zsofia Barta

Office hours: Mondays and Wednesdays 11.30-12.30 in the Contact Office

Office: Milne 205

Phone: 518-442-5259

Email: zbarta@albany.edu

Prerequisites: RPOS 101, RPOS 102 and permission of instructor

Course description

From the 1960s, governments in developed countries progressively widened the scope of their involvement in the life of citizens. The state assumed responsibility for the welfare of people not only through public pensions, health care, education, unemployment benefits and the like, but also through interventions in the economy to smooth out business cycles, stimulate growth and mitigate unemployment. By the 1980s, the tide turned and many countries attempted to retreat from the path of the ever-growing welfare state. The order of the day became retrenchment, privatization and market principles. This course studies both processes, with special attention to the cross-national differences within the general patterns. It seeks to explain the driving forces behind the expansion of the welfare state from the 1960s and the differential success of countries in reversing that trend since the 1980s.

Course objectives

By the end of the course, you should have a good understanding of what the welfare state is, what it does for citizens and how it shapes society. You should be aware of the large degree of variation across the welfare states of different countries, and familiar with the main theoretical approaches to why variation is so great across democracies at similar levels of development. You should understand the challenges that existing welfare arrangements face from fiscal problems, globalization, demographic changes and the changing risk structure of modern life and be familiar with the different strategies different countries have adopted to deal with these challenges. You are expected to think critically about the strengths and weaknesses of the theories we cover and use your knowledge to make informed arguments about cross-national variation in different policy areas. The course is also aimed at developing your presentation and research skills.

Teaching method

This course relies mostly on lectures and student participation. You are expected to hold presentations, participate in class discussions and engage in group-work. You are expected to have done the assigned readings *before* coming to class in

order to enable you to participate actively in group-work and to ask informed questions and express opinions on current policy issues in the US and elsewhere. (There will be a quiz at the beginning of each week to test how well prepared you are for classes.)

Assessment

The final grade for the course will be based on the following components:

- pop-quizzes, group work and class participation 25%
- presentation 25%
- mid-term 25%
- final 25%

Extra credit opportunity: If you are concerned about your final grade – for example because your mid-term exam did not go so well as you hoped – you can earn up to 20 extra credits (20%) towards your total credits by submitting summaries of the required readings. Each summary is worth 1 credit point. Summaries should be no longer than 300 words each. (When several chapters are assigned from the same book, each chapter counts as one reading. You have 300 words to summarize each chapter and will receive one extra credit point for each chapter.) The summaries should recapitulate the most important statements of the readings formulated *in your own words*. Do not cut and paste whole sentences from the original text or use the abstract as the basis of your summary. In order to receive credit, summaries should be handed in to me in person, on paper in the first class of the week that the relevant readings were required for. Summaries submitted later than the week that they were required for will not receive credit. Besides giving you an opportunity to improve your grade, this exercise is meant to help you improve your reading and writing skills. I will provide you with feedback on both how well you understood the given text and how you could improve your summary (if it needs improvement). Therefore, I expect you to come see me in my office hours to discuss your summaries.

Presentations

The purpose, format and required content of the presentations are described in a separate document in Appendix 1. of this syllabus.

Readings

There is no single textbook for this class. We will, however read three books extensively. These are recommended for purchase:

- Esping-Andersen (1990) “The three worlds of welfare capitalism” Princeton University Press
- Pierson (2001) “The New Politics of the Welfare State” Oxford University Press
- Van Kersbergen and Vis (2013) “Comparative Welfare State Politics” Cambridge University Press

All other readings will be made available on Blackboard. The readings for each week are specified in the weekly outline of the course in Appendix 2. of this syllabus.

Rules of classroom behaviour

Please arrive on time as a courtesy to your fellow students as well as to the instructor. Attendance will be taken and pop quizzes will be given at the beginning of classes with no allowance for those who arrive late. If you are late by more than 10 minutes, please refrain from entering the classroom. Also, please refrain from leaving before the end of the class or from walking in and out during class unless you have pressing reasons to do.

The use of mobile phones is not permitted during class. If you are texting or writing emails in class, you will be asked to leave immediately.

Grade Appeals

In order to appeal a grade on a particular assignment, you should contact me during office hours within 2 weeks of receiving the assignment back and submit a written explanation of your reasons for believing that the grade should be changed, not to exceed 2 pages. A grade appeal may result in the grade being raised, lowered, or left as is, depending on the results of the review. After two weeks, grade complaints will not be considered unless there are mitigating circumstances like a serious illness.

Accommodations

“Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. (For further information, please visit <http://www.albany.edu/studentlife/dss/Accommodation.html>).” If you wish to discuss academic accommodations for this course please also inform the instructor as soon as possible. In addition, the instructor will make every effort to accommodate difficulties arising from religious observance. You are asked to bring any possible conflicts to the instructor’s attention as soon as possible. “Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately (Harwood 2003).”

Plagiarism

Please make sure to know and follow the rules. If you are involved in plagiarism the penalty will be failure in the course and you will be reported to judicial affairs. Every Student is expected to go through the following tutorial

<http://library.albany.edu/usered/plagiarism/index.html>. All papers will be judged with the knowledge that you have taken the online tutorial.

Grading

The grading scale will be as follows:

A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Appendix 1. **Guidelines for presentations**

Purpose of the presentation

The purpose of the presentation is to apply your general knowledge of the welfare state to analyze the welfare arrangements in concrete country cases.

You are free to choose any country for your presentation except the US, which we are going to discuss together in the last week of the course.

You are expected to carry out independent research on the given country's welfare system and have a good understanding of

- how existing welfare arrangements have come into being;
- how these arrangements deal with the main types of risks (sickness, unemployment, old age, children, disability etc.) and with poverty;
- how the country compares to others on the main welfare indicators.

The content of the presentation

The presentation should briefly explain the main characteristics of the existing welfare system in the given country, describe the types of political conflicts and historical turning points that shaped the evolution of the current welfare arrangements and link the existing policies to the welfare outcomes observed. It should discuss how the given country fits (or fails to fit) into one of the main categories of welfare states proposed by Esping-Andersen; and express an opinion on which type of theoretical approach best explains the welfare policy choices in the given country. The presentation should also touch upon the main challenges that the welfare system faces in the given country and the types of reforms (if any) that have been introduced.

Technical issues

The presentation should last approximately 20 minutes.

Depending on the size of the class, the presentations will be prepared and delivered either individually or by groups. You should choose a country and sign up with me to hold a presentation by no later than Monday, October 13. Countries and time slots will be allocated on a first come first served basis. The final schedule for presentations will be available on Blackboard no later than Monday, October 20.

I expect you to start your research well in advance of the presentation. I am happy to provide guidance at any stage of your preparation, including research, analysis or the actual putting together of the slides. Please come talk to me in my office hours if you'd like to avail of this help.

Each presenter should send me their Power Point presentation latest by 9 o'clock am on the day on which the presentation is to be held. I will upload the

file on Blackboard so that everyone can use it for preparation for the final exam later.

Wk	Topic	Monday	Wednesday	Friday	Readings
1	Introduction	Aug-25 Intro to the course	Aug-27 What are welfare policies?	Aug-29 Variation across countries in welfare outcomes	
2	The welfare state on a grand historical scale	Sep-01 No Class	Sep-03 Social rights	Sep-05 The double movement	<ul style="list-style-type: none"> Marshall (1950) "Citizenship and social class" (excerpts) Block (2000) "Introduction to The Great Transformation by Karl Polanyi" Esping-Andersen (1990) The three worlds of welfare capitalism (Ch1) Farrel: The free market is an impossible utopia (http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/07/18/the-free-market-is-an-impossible-utopia/)
3	What is the welfare state and what does it do?	Sep-08 Decommodification	Sep-10 Poverty - Inequality	Sep-12 Risk	<ul style="list-style-type: none"> Van Kersbergen and Vis (2013) 'Comparative Welfare State Politics', CUP (Ch3 and 5) Esping-Andersen (1990) The three worlds of welfare capitalism (Ch2 and 3)
4	The emergence of the welfare state 1.	Sep-15 The functionalist logic -	Sep-17 Workers VS employers - The power resource theory	Sep-19 Divisions amongst employers	<ul style="list-style-type: none"> Myles and Quadagno (2002) "Political Theories of the Welfare State" Social Service Review Mares (2001) "The Politics of Social Risk" Cambridge University Press (Ch1) Korpi (1989) 'Power, Politics, and State Autonomy in the Development of Social Citizenship: Social Rights During Sickness in Eighteen OECD Countries Since 1930' American Sociological Review, Vol. 54, No. 3 Van Kersbergen and Vis 'Comparative Welfare State Politics', CUP (Ch3)
5	The emergence of the welfare state 2.	Sep-22 Divisions amongst workers	Sep-24 Other forms of differentiation (religion, gender, etc.)	Sep-26 No class	<ul style="list-style-type: none"> Rehm, Hacker, Schlesinger (2012) Insecure Alliances: Risk, Inequality, and Support for the Welfare State, APSR 106(2) Van Kersbergen and Manow 'Religion, Class Coalitions, and Welfare States Edited by Kees van Kersbergen and Philip Manow' CUP (Ch1) Huber, Ragin and Stephens (1993) 'Social Democracy, Christian Democracy, Constitutional Structure, and the Welfare State' American Journal of Sociology. 99(3): 711- 749.

6	Variation across welfare states	Sep-29 The Liberal Welfare State	Oct-01 The Conservative Welfare State	Oct-03 The Social Democratic Welfare State	<ul style="list-style-type: none"> • Esping-Andersen (1990) The three worlds of welfare capitalism (Ch 7-9) + read Chs. 1-3 again • Van Kersbergen and Vis 'Comparative Welfare State Politics', CUP (Ch4)
7	Variation beyond the three worlds	Oct-06 Eastern Europe	Oct-08 Asia	Oct-10 Midterm exam	<ul style="list-style-type: none"> • Aidukaite (2009) "Old welfare state theories and new welfare regimes in Eastern Europe: Challenges and implications" Communist and Post-Communist Studies 42 • Kwon (1997) "Beyond European Welfare Regimes: Comparative Perspectives on East Asian Welfare Systems" Journal of Social Policy / Volume 26
8	Challenges to the welfare state 1.	Oct-13 Fiscal: Can we still afford the welfare state?	Oct-15 Globalization: Race to the bottom?	Oct-17 Demographics	<ul style="list-style-type: none"> • Rieger and Leibfried (1998) "Welfare State Limits to Globalization" Politics Society 26 • Garrett (1998) "Global Markets and National Politics: Collision Course or Virtuous Circle?" International Organization 52(4) • Van Kersbergen and Vis (2013) 'Comparative Welfare State Politics', CUP (Ch7) • Pierson (2001) "The New Politics of the Welfare State" Cambridge University Press (Ch 3)
9	Challenges to the welfare state 2.	Oct-20 Deindustrialization	Oct-22 Changing gender roles and family structures	Oct-24 Do we see retrenchment or reform?	<ul style="list-style-type: none"> • Pierson (2001) "The New Politics of the Welfare State" Cambridge University Press (Ch 2 and Ch13) • Van Kersbergen and Vis (2013) 'Comparative Welfare State Politics', CUP (Ch8) • http://www.nytimes.com/interactive/2014/08/13/us/starbucks-workers-scheduling-hours.html?smid=fb-share&r=0
10	The new politics of the welfare state – Reform and retrenchment	Oct-27 The constellation of interests	Oct-29 Political institutions	Oct-31 Parties	<ul style="list-style-type: none"> • Pierson (2001) "The New Politics of the Welfare State" Cambridge University Press (Ch 4, 5, 7, 8 and 9))
11	Country studies Presentations	Nov-03 Presentations	Nov-05 Presentations	Nov-07 Presentations	N/A
12	Country studies - Presentations	Nov-10 Presentations	Nov-12 Presentations	Nov-14 Presentations	N/A
13	Welfare policies in the US	Nov-17 Social security	Nov-19 Health care	Nov-21 Poverty relief	<ul style="list-style-type: none"> • Quadagno (2005). One nation, uninsured. Oxford University Press • Beland, D. and Hacker, J.S. (2004). Ideas, private institutions and American welfare state 'exceptionalism': the case of

13	Welfare policies in the US	Nov-17 Social security	Nov-19 Health care	Nov-21 Poverty relief	<ul style="list-style-type: none"> • Quadagno (2005). One nation, uninsured. Oxford University Press • Beland, D. and Hacker, J.S. (2004). Ideas, private institutions and American welfare state 'exceptionalism': the case of health and old-age insurance, 1915-1965, International Journal of Social Welfare 13: pp42-54 • Hacker and Pierson (2002) Business Power and Social Policy: Employers and the Formation of the American Welfare State Politics & Society June 2002 vol. 30 no. 2 • Alesina, A., Glaeser, E, and Sacerdote, B. (2001). Why Doesn't the US Have a European-Style Welfare System? NBER Working Paper No. 8524 http://www.nber.org/papers/w8524.pdf?new_window=1
14	Revision	Nov-24 <u>Bring your own questions!</u>	Nov-26 No class	Nov-28 No class	
15	Conclusion	Dec-01 How did the welfare state change the face of	Dec-03 What remains of welfare capitalism after the Global	Dec-05 Democracy and the welfare state	<ul style="list-style-type: none"> • Streek (2014) "How will capitalism end?" http://newleftreview.org/II/87/wolfgang-streck-how-will-capitalism-end

Dr. José E. Cruz
University at Albany-SUNY
POS 410Z (8933)
Spring 2017

Minorities in the Politico-Legal System

3 credits
MW 5:45-7:05 pm
HU 115

Course Description

This course will examine the African American and Latino experience in the American politico-legal system, with special attention to the civil rights movement and the history of affirmative action.

Learning Objectives

1. Through lectures, readings, and class discussion students will understand the concept of “minority” and how minorities in the United States have fared politically over time.
2. Students will also acquire historical and contemporary knowledge about specific population groups in American society and they will learn how public policy and the law interact to produce social, political, and economic outcomes.
3. Students will write two ten-page papers, each based on a case-study of a minority group in the United States, to exercise and hone their ability to think critically, write clearly, analytically, and thoughtfully. Students will also apply and refine research skills acquired in either a lower-level writing intensive course or in other courses with writing requirements.

Required Texts

Edna Acosta-Belén and Carlos E. Santiago, Puerto Ricans in the United States
Frédéric Douzet, The Color of Power
David Gutierrez, Walls and Mirrors: Mexican Americans, Mexican Immigrants and the Politics of Ethnicity
Ira Katznelson, When Affirmative Action Was White
Selected Readings available on Blackboard

Course requirements

- **Class participation - (30% of course grade).** Class participation will be structured so that each student, with notice, is able to formally comment

on class readings. Participation is also expected from everyone independently of assigned presentations.

Presentations should be no longer than 10 minutes. Presenters will answer the following questions: 1. What is the main point of the chapter/reading? 2. What did you learn? 3. What did you find particularly interesting or provocative? 4. Is (are) there any value judgment(s) that you disagree with and/or assumption(s) that is (are) unfounded? 5. Is there anything in the chapter/reading that was not entirely clear. These questions must be addressed. Each student will address the class as if he/she was giving a lecture. Within that basic framework, there is room for creativity but whatever students choose to do differently should be done in consultation with the instructor.

Presenters should speak loudly, projecting their voice so it can reach the far end of the room. They should avoid excessive reliance on reading their presentation, make sure their diction is clear and their voice attuned to the environment (e.g. if someone coughs at the same time you say something, repeat what you said). They should make good eye contact with the audience and speak at a pace that allows the audience to process the information.

Some of the material will be discussed in small groups. Each group will select a recorder who will write down and present the analysis and conclusion of the small group discussion to the whole class. Small groups will address only questions 3-5 above.

Group discussions will be peer-evaluated and scored on a scale of 0-5. Each student will complete a group discussion peer evaluation form of the student seated to his/her left.

Statements or questions that reveal that a reading or readings have not been done or that do not measure up to standards of reason and civility are not only discouraged but will not be considered meaningful contributions.

- **Attendance - (10% of course grade).** Students who are absent are responsible for the material missed. Lateness will also have a negative impact on your grade. I will not recount missed proceedings with anyone who is absent on a given day. Absences due to work, job interviews, weddings, birth of nieces, nephews, cousins, etc. are not justified. If you have decided to be a student you have to be a student. You cannot expect to be enrolled in this class and be excused from its requirements because the class conflicts with other choices you make.

- **Two ten-page papers - (25% of course grade each).** Each paper will be a critical review of one book of your choosing on minority politics. In your review you must incorporate at least three related sources other than book reviews. In other words, you must reference articles or essays that offer a complementary and/or critical perspective on the topic of the book you choose. **The books you choose must be other than the required readings and must be approved by the instructor.** Students will present one of these papers in class as part of the participation requirement. A template for the papers is available on Blackboard.

Feedback for improvement of the papers will be provided. **You will submit your paper electronically by e-mail as a word file. I will return your paper with a preliminary grade and suggestions for improvement. You will then re-submit the revised draft as the final paper; make sure you add the word "revised" to the file's name. I will return the final papers with the final grade by email.**

Late submissions will incur a 3-point penalty.

- **Proper demeanor and engagement - (10% of course grade).** I notice everything and take everything into account, e.g. if you are routinely absent, absent-minded, late, disruptive, disrespectful, texting, browsing the internet, etc. Texting and browsing the internet will be flagrant violations of the terms set here. I assume that everyone knows how to behave appropriately during class and unless a student's disregard for the basic norms of classroom behavior is flagrant, I will try not to put anyone on the spot. I may call your attention privately but I will do so only on a discretionary basis.

Rubrics for participation and 10-page papers and a grade scale for attendance are provided below.

Grading

The course is graded A-E. The course grade will be tabulated according to the weights indicated above for each requirement. Letter grades will be converted into scores between 0-100 according to the scale noted below. As a matter of policy, letter grades will be converted to the top score in the range for each grade. For example, if you receive a grade of B+ on a given requirement, your score will be 89.

Grading Scale

100-95 A

94-90 A- 89-85

B+

84-80 B
79-75 B- 74-71
C+
70-65 C
64-61 C- 60-55
D+
54-51 D
50-45 D-
44-0 E

Policies

Please note that, as indicated in the University's Undergraduate Bulletin: "Each instructor retains the right to modify the syllabus and give notice in class of any modifications in a timely fashion. Students are responsible to apprise themselves of such notices."

Concerning standards of academic integrity, freedom of expression, and attendance and timely completion of course requirements please refer to:
http://www.albany.edu/undergraduate_bulletin/regulations.html

Concerning medical excuses please refer to:
http://www.albany.edu/health_center/medicaexcuse.shtml

There will be no posting of lecture or discussion notes on Blackboard. Students must come to class, be attentive, take notes, and raise questions if in need of clarification or to present a differing interpretation.

I will alert students to especially significant facts and statements through emphasis and repetition but the burden of proof is on the student to understand the main points, facts, arguments, issues, debates, and interpretations.

If you miss a class, do not ask me whether "you missed anything important." Come see me during office hours and we can have a conversation about the material that was covered in the class you missed but make sure you have read the material before coming to see me. This is not an online course. Therefore, I will not discuss class material by e-mail.

There will be no opportunities for extra credit in this class.

Use of laptop computers, tablets or any other hand held devices in the classroom will be limited to taking notes or to reference class readings. Unless authorized, Googling, facebooking,

twittering, instagramming, etc. is prohibited. Cellphones must be silent and stowed away during class.

If you must eat, be discreet.

If you are late, sit in the back of the room close to the door to avoid disruption. Also, if you must leave class early, let me know in advance, preferably in person rather than by e-mail, and sit in the back close to the door.

Office Hours

MWF 9:00-10:00am; MW 4:00-5:00 pm, HU-B16. If you are unable to meet during scheduled office hours, we can meet at a mutually convenient day and time by appointment. Contact information: jcruz@albany.edu E-mails sent after business hours will be answered the following day if possible. E-mails sent after 5pm on Fridays will be answered the following week during business hours. Business hours are 9am-5pm.

Course Outline and Readings

1/23 Introduction/Review of Syllabus/ writing assignments/timelines and rubrics
1/25 Study Abroad Presentation/ "What Do We Talk About When We Talk About Minorities?"

1/30 Background on Slavery

2/1 Racial Orders and Political Development

2/6 Background on Affirmative Action

2/8 Gutierrez, Chs. 1, 2

2/13 Gutierrez, Ch. 3

2/15 Gutierrez, Chs. 4, 5

2/20 Gutierrez, Ch. 6

2/22 Coalition Politics: Cruz on interminority relations in urban and legislative settings. Reading on Blackboard. 2/27 Acosta-Belén & Santiago, Ch. 1

3/1 Acosta-Belén & Santiago, Ch. 2

3/6 Acosta-Belén & Santiago, Ch. 3, 4

3/8 Acosta-Belén & Santiago, Ch. 5, 6

3/13-17 Spring Break

3/20 Acosta-Belén & Santiago, Chs. 7, 8

3/22 Douzet, Chs. 1,2

3/27 Douzet, Ch. 3

3/29 Douzet, Ch. 4

4/3 Douzet, Ch. 5
 4/5 Douzet, Ch. 6
 4/10 NO CLASS
 4/12 Douzet, Ch. 7
 4/17 Book Review Presentations
 4/19 Book Review Presentations
 4/24 Book Review Presentations
 4/26 Katznelson, Chs. 1,2
 5/1 Katznelson, Chs. 3, 4
 5/3 Katznelson, Chs. 5, 6
 5/8 *The Affirmative Action Debate*, reading on Blackboard/ *Fisher v. Texas* (2013)
 5/10 Recap/Class evaluation. Last day of classes.
 5/15 Due date for final paper. Due by email by 11:59 pm. Late submissions will incur a penalty.

Timeline for 10-page Papers	
Selection of two books due	January 30, 11:59 pm
Submission of first paper	February 15, 11:59 pm
First Essay Returned for Revisions	February 28, 11:59 pm
Revised First Essay due	March 10, 11:59 pm
Submission of second paper	March 31, 11:59 pm
Second Essay Returned for Revisions	April 14, 11:59 pm
Revised Second Essay Due	May 15, 11:59 pm

Class Participation Rubric		
Criteria	Total possible points	Your score
Presented on scheduled date	2	
Addressed all questions	2	
Spoke loud and clear and at appropriate pace	2	
Good eye contact with audience	2	
Small group discussion	5	
Book Review Presentation	5	

Additional Class Participation	12	
A=12 B=10 C=8 D=7 E=0		
Total	30	

Attendance Grade Scale	
Justified Absences	Grade
2	A
3	B
4	C
5	D
6+	E

10-page Paper Rubric		
	Possible points for each category: 5	Your score
Content/Ideas	Expresses succinctly and clearly the main idea, argument, findings, and conclusion of the book. Formulates probing questions and provides thoughtful and knowledgeable commentary.	
Organization	Ideas are logically related. Clear beginning, middle, and end. Appropriate division of text in paragraphs, clear transitions from one paragraph to the next.	
Vocabulary/Word Choice	Vocabulary and word choices are appropriate and effective.	
Sentence Fluency	Sentences are appropriately constructed.	
Conventions	Consistent agreement between parts of speech. No typographic or orthographic (spelling, hyphenation, capitalization, word breaks, emphasis, punctuation). errors.	
Score	25	
Late submission	-3	
Total		



RPOS 425Z: JUSTICE REFORM IN LATIN AMERICA

Professor: Matthew Ingram
Office: Milne Hall 314-A
Dep: 518-442-3248
Ofc: 518-442-3940
Email: mingram@albany.edu

Location: BA 216
Time: TTh 1:15-2:35
Office Hours (in HU 016):
TTh 11:00-12:30
or by appointment

Course Description. This course examines the patterns, causes, and consequences of justice reforms in Latin America since the 1980s. First, students will explore the various types of sociopolitical conflicts that give rise to demands for legal resolution, including: (1) human rights violations during civil wars or authoritarian regimes that give rise to demands for transitional justice in post-conflict or post-authoritarian settings, (2) rampant criminality, including organized crime, that gives rise to public demands for more effective criminal justice systems, and (3) institutional dysfunction, incompetence, and/or corruption that give rise to demands for more effective justice institutions in general. In each area, students will examine (a) the differing nature and sources of offenses and other wrongs/harms that give rise to calls for justice, (b) the consequences of failing to address these harms effectively (including political, economic, and social costs of weak, abusive, or otherwise ineffective justice institutions), and (c) the manner in which governments and other actors have sought to build more effective responses to these harms, including truth and reconciliation commissions, reforms targeting police, prosecutors, and courts, as well as communal and other societal responses to various forms of injustice. The main course requirement is a research paper that will develop through various stages of instructor and peer-based feedback, with students frequently working in groups to help each other improve written work.

Pre-requisites. There are no pre-requisites for this course. However, introductory courses to Comparative Politics and/or Latin American Politics are strongly recommended. Knowledge of Spanish or Portuguese is not required.

Credits: 3 credits

Readings

Readings. The main texts for this course are:

- 1) Domingo, Pilar, and Rachel Sieder, eds. 2001. *Rule of Law in Latin America: The International Promotion of Judicial Reform*. London: Institute of Latin American Studies, University of London. (ISBN: 978-1900039390)
- 2) Hayner, Priscilla B. 2010. (2nd ed.) *Unspeakable Truths: Confronting State Terror and Atrocity*. New York: Routledge. (ISBN: 978-0415806350)

- 3) Sikkink, Kathryn. 2011. *The Justice Cascade: How Human Rights Prosecutions are Changing World Politics*. New York: W.W. Norton & Company. (ISBN: 978-0393-91936-3)

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1 of 10

- 4) Bailey, John, and Lucia Dammert, eds. 2005. *Public Security and Police Reform in the Americas*. Pittsburgh: University of Pittsburgh Press. (ISBN: 978-0822959137)
- 5) Mendez, Juan E., Guillermo O'Donnell, Paulo Sergio Pinheiro, eds. 1999. *The (Un)Rule of Law and the Underprivileged in Latin America*. Notre Dame: University of Notre Dame Press. (ISBN: 978-0268043025)

Used and new copies of these books are available at Mary Jane's bookstore and at various online booksellers. These books will be supplemented periodically with journal articles and other short pieces. Please see the class schedule below for a detailed list of the reading assignments. Articles and other short pieces are available on Blackboard and/or via the electronic databases that can be accessed through the library (e.g., JSTOR). Where otherwise unavailable, I will provide these materials for you.

Grading

* Dates subject to change

Participation: You are expected to read and come prepared to actively engage the material in class discussions and other activities. Your contributions should be related to the material and constructive. Differing perspectives are encouraged as long as they are relevant and respectful. Personal opinions are not unwelcome, but students are strongly encouraged to base arguments on evidence, not purely on subjective opinion.

Reflections and Quizzes. Active engagement with the material is critical to your success in class. Generally, you need to encounter the material at least three times in order for you to understand it in any depth. For some people, this may be easy to do independently. However, for most people, an efficient way to encounter the material three times is to (1) read for class, (2) participate in class discussions, and (3) write notes, outline, or review the material for an exam or paper. Therefore, staying current with the reading and participating in class put you in a much better position to work with the material when you take an exam or write a paper later in the course.

Considering the importance of participation and active engagement with the materials, several elements of the course are designed to encourage you to come prepared for each day of class. Two of these components are **Reading Reflections** and **Reading Quizzes**. You are responsible for submitting **Reading Reflections** related to the reading covered in recent weeks. These reflections are due **on the last day of class of every month**. That is, there will be four reflections due as follows: end of Jan., Feb., March, and April. These reflections are observations of your own that occur to you as you are doing the reading. For example, a question might occur to you as you are reading, so you might then write down this question and offer some initial reflections on possible answers to it that you draw from the reading itself or from other material in class. Another example is that material for the current week might help you gain some insight or think differently about material we

covered in an earlier part of the course. Reflections should be considered written assignments, should be typed (no less than half a page, no more than 1 page, doublespaced, 12-point, Times New Roman font) and should be submitted to me **in person within the first five (5) minutes of class on the day they are due.**

Separately, I will **toss a coin at the start of class to determine if there will be a quiz.** I will do this at random with no prior notice. I might go several days without tossing a coin, or I might toss a coin several days in a row. If the result is heads, there will be a short quiz on the reading for that day. If the result is tails, there is no quiz. If there is a quiz, it will be very short, consisting of 1-3 quick questions. If you have done the reading for that day, you should not have any trouble with the quiz. I will collect all quizzes within the first 5 minutes of class.

Each reflection and each quiz is worth **4 points** (1 for being present and 3 for content). If you are present but did not complete or cannot answer the quiz, at least turn in a paper with your name on it so that you get credit for being present. Do not email reflections.

No late reflections or quizzes will be accepted. Either you are present in class to turn in the reflections or take the quiz, or you are not. Do not submit reflections via email or ask for quizzes to be sent to you via email.

Paper. A research paper of 12-13 pages is required for this class. The paper is actually an assignment in five parts. All parts are considered written assignments and should follow the standard format for all writing assignments in this class (double-spaced, 12-point, Times New Roman font). Part1 (brainstorm ideas): you must submit at least 5 ideas for a paper on [see class schedule below for date]. These ideas should be discussed in five, separate, short paragraphs (about 2-3 sentences for each paragraph) that clearly communicate the topic in which you might be interested in writing a paper. You'll have an opportunity to discuss each of your ideas with your group in class. Part2 (outline): you must select one idea from your brainstorm exercise and then submit an outline for this paper on [see class schedule below for date]. The outline should consist of at least two full pages and be annotated to provide sufficient detail, and you should have a separate list of references at the end (which does not count towards 2-page requirement). The references should include at least two new, out-of-class references that you identified in your own research. By "annotated", I mean that entries in your outline should have at least 1-2 sentences fleshing out the content and significance of the entry, i.e., why you are including it in the outline, or how the entry is relevant to the content of the paper. Your peers and I will provide comments on your outline in class. Part3 (draft): building on the outline above, you must submit a draft of your paper. This draft should be 5-7 pages in length. Please submit **five copies** of this document – one is for me and the rest are for four of your colleagues. I will distribute the extra copies in class the same day. Part4 (peer comments): you must comment on four of your colleagues' drafts. Comments **must be typed** (double-spaced, 12point, Times New Roman font) so that your classmate can read them easily, and you should provide at least one, double-spaced page of comments that speak to the 5 areas of the paper instructions (see Paper Instructions, on Blackboard). These comments are due the following week, on [see class schedule below for date]. Please submit **two copies** of each set of these comments (8 pages total) so that I can receive one copy for grading and your colleague can receive a copy of their own. Part5 (final paper): building on comments from me and your peer writing group on your brainstorm, outline, and draft, revise your draft

into your final paper; the final paper is due on the last day of class [see class schedule below].

Summary of Grading:

- Participation: 10%
- Reflections: 10%
- Quizzes: 10%
- Research Paper Assignment (70% total) ○ Paper Brainstorm: 5% ○ Paper Outline: 5% ○ Paper Draft: 15% ○ Peer Comments: 15% ○ Paper (final): 30%

Final grades will be assigned as follows:

A	93-100%	C	73-76
A-	90-92%	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	<60

Writing Groups and Assignments

Peer writing groups: As a writing-intensive class, this course is structured to help you think more self-consciously about how you prepare for writing, how you write, and how you rewrite. In order to do that, the main writing assignment is broken up into several parts, and you will receive feedback for each part, i.e., at each stage of the writing process. The main vehicle for this feedback will be your peer writing group. Each group should consist of 4 people and will be established by the second week of class. While some of the class is based on lecture and discussion, we will routinely break up into our peer writing groups to work together during class. You will not be asked to work as a group outside of class, but you may do so if you like. If there is someone you would clearly like to work with on your writing assignment, you will have the option to do so. However, I will also evaluate how groups are working throughout the semester, I plan to shuffle the groups at least once, and I reserve the right to move people from one group to another at any time.

Written assignments. All worked turned in to me should be considered a written assignment and should be typed in the following format: double-spaced (so I can comment), 12-point (so I can read it), Times New Roman font. Also, each paper should follow the structure set out in the detailed document on paper instructions, which I will distribute later in the semester. Make sure you refer to this document in preparing your work for this assignment. We will also discuss the instructions in greater detail in class.

Additionally, make sure to cite all sources properly and include a bibliography. The bibliography or list of references never counts towards the length requirement of any assignment.

I have provided some helpful resources online on how to write social science papers, as well as sources on how to read nonfiction books for content (i.e., quickly).

Note that the third part of the paper assignment involves commenting on three (4) of your colleagues' work. Your comments should offer constructive feedback that will help strengthen their paper, just as you expect to receive 4 sets of comments that will help strengthen your paper. Also, your comments are being evaluated. Thus, as you make your comments, you should refer to the instructions for the paper identified above and make at least one comment on each component of the paper, gauging how well your colleague has addressed each section. For instance, is the research topic clearly stated? Is it clear why this topic is important or interesting? Further detail on this assignment will be covered in class.

OTHER POLICIES

Classroom conduct. You are also expected to promote a classroom environment that makes it easy for your peers to engage with the material. In this regard, please keep distractions to a minimum. With regards to **technology in the classroom**, please turn your phones and other handheld devices off during class. Texting during class is unacceptable. Laptop use is allowed for taking notes and other activities relevant to class, but sending emails, instant messaging, checking social media, or watching videos online is unacceptable. If you are texting, on social media sites, watching videos, or otherwise using technology inappropriately in the classroom, you will be asked to leave for the day. If this happens a second time, you will receive a zero (0) for your participation grade.

Email. I expect you to check your email. You are responsible for material sent by email.

Late Work and Missed Assignments. All work must be turned in within the first 5 minutes of class on the day it is due, or by 5pm if there is no class on the due date. Without a legitimate (e.g., medical or family emergency) and documented explanation, late work will be penalized one letter grade for each day it is late, and it is considered late if turned in beyond the time limits above (i.e., after the first 5 minutes of class, or after 5pm on days there is no class; this includes weekends and holidays). Reflections and quizzes must be turned in at the beginning of class – no exceptions. No extensions will be given.

Academic Integrity. All students must familiarize themselves with the *Standards of Academic Integrity* on the University's website and pledge to observe its tenets in all written and oral work, including oral presentations, quizzes and exams, and drafts and final versions of essays. The full standards and examples of dishonest behavior are available at: http://www.albany.edu/undergraduate_bulletin/regulations.html.

Americans with Disabilities Act (ADA). Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

Miscellaneous. If you feel you need any help or simply want clarification on any of the material, please do not hesitate to raise your question in class or approach me outside of class. I will hold regular office hours throughout the summer session. If you cannot arrange to come talk with me during these hours, please call or email me, or contact the Department of Political Science administrative offices, so that we can set up an appointment.

CLASS SCHEDULE

WEEK 1: Jan 22

Introductions; review syllabus

WEEK 2: Jan 27, 29

Challenges 1: Transitional justice Reading

for T and Th:

- International Center for Transitional Justice ○ Case studies in Argentina, Brazil, Colombia, Guatemala, and Peru ○ On Blackboard and also here: <http://ictj.org/our-work/regions-and-countries>
- Hayner, ch1-3
- Keck and Sikkink (1998), *Activists Beyond Borders*, ch.3: “Human Rights Advocacy Networks in Latin America” Additional resources:
- UN Rule of Law: http://www.unrol.org/article.aspx?article_id=29

WEEK 3: Feb 3-5

* set up peer writing groups

Challenges 2: Disorder, Democracy, and Development

Reading:

- Leiby, Michelle. 2009. “Wartime Sexual Violence in Guatemala and Peru”
- Arias, Enrique, and Daniel Goldstein, “Violent Pluralism”
- William C. Prillaman. 2003. “Crime, Democracy, and Development in Latin America” (CSIS paper)

WEEK 4: Feb 10-12

Methods: Concepts, Measures, and Case Selection Reading:

- WJP piece on conceptualizing and measuring “rule of law”
- Munck and Verkuilen (2002), “Conceptualizing and Measuring Democracy” • Gerring, John. 2008. “Techniques for Case Selection”, pages 645-656 and 668-679
- Data familiarity:
 - Democracy: Polity; Freedom House
 - Rule of Law: World Justice Project; Freedom House; Cignarelli and Richards

WEEK 5: Feb 17, 19

Transitional Justice

Reading: Hayner, first half of book

- Review Ch. 1-3
- Read Ch. 4-10 (pp. 27-144) ○ For first session of week: read at least through 74 (skim cases in Ch. 5 that are not from Latin America)

WEEK 6: Feb 24, 26

* **Prof. Ingram at UCLA on Thursday Transitional Justice, cont.**

Reading: Hayner, second half of book

- Ch. 11-16 (pp. 145-237); skim Appendix I (pp. 237-254) for cases from Latin

America: Bolivia, Uruguay 1 and 2, Ecuador 1, Panama ○
For Monday: at least through p181

WEEK 7: Mar 3, 5

Transitional Justice, cont.

- Sikkink, Kathryn. 2011. *The Justice Cascade: How Human Rights Prosecutions are Changing World Politics*. W.W. Norton.
 - Focus on Ch. 1-5; read Ch.1-3 for first session of week Recommended:
- Sikkink, Kathryn, and Carrie Booth Walling. 2007. "The Impact of Human Rights Trials in Latin America." *Journal of Peace Research* 44(4): 427-445.
- Lutz, Ellen, and Kathryn Sikkink. 2001. "The Justice Cascade: The Evolution and Impact of Foreign Human Rights Trials in Latin America." *Chicago Journal of International Law*.
- Gonzalez-Ocantos, Ezequiel. 2014. "Persuade Them or Oust Them? Crafting Judicial Change and Transitional Justice in Argentina." *Comparative Politics*.

WEEK 8: Mar 10, 12

Trajectories of Reform: From "Law and Development" to "Rule of Law" and "Governance" Reading:

- Domingo and Sieder
- Langer 2007: First half of article (good intro to film, "Presumed Guilty")

WEEK 9: Mar 17, 19

* NO CLASS: SPRING BREAK

WEEK 10: Mar 24, 26

* **Prof. Ingram at workshop in Australia**

- **Film: "Presumed Guilty"**

WEEK 11: Mar 31, Apr 2

Police Reform Readings:

- Bailey and Dammert Recommended:
- Diane Davis
- Dan Sabet

***** Thur, Apr. 2: Brainstorm due (Paper Part 1)**

WEEK 12: Apr 7, 9

Police Reform, cont.

Readings:

- Bailey and Dammert

WEEK 13: Apr 14, 16

***** Thur., Apr. 16: Outline due (Paper Part 2)**

WEEK 14: Apr. 21, 23

Court Reform Readings:

- Finkel, Jodi. 2005. "Judicial Reform as Insurance: Mexico in the 1990s." *Latin American Politics and Society*.
- Dakolias, Maria. 1996. "The Judicial Sector in Latin American and the Caribbean: Elements of Reform." World Bank Technical Paper No. 319: only pp. 1-32
- Laver, Roberto. 2012. "The World Bank and Judicial Reform: Overcoming 'Blind Spots' in the Approach for Judicial Independence." *Duke Journal of Comparative and International Law* 22: 183-203.

***** Thur., Apr. 23: Draft due (Paper Part 3)**

WEEK 15: Apr. 28, 30

Court Reform, cont.; Criminal Procedure Reform

Readings:

- Mendez, O'Donnell, and Pinheiro (1999): Part III
- Ingram, Matthew C. 2012. "Crafting Courts in New Democracies: Ideology and Judicial Council Reform in Three Mexican States." *Comparative Politics* 44(4)
- Langer, Maximo. 2007. "Revolution in Latin American Criminal Procedure: Diffusion of Legal Ideas from the Periphery." *American Journal of Comparative Law*; review first half and finish second half of article
- Ingram, Matthew C. 2013. "Criminal Procedure Reform in Mexico: Where Things Stand Now." Wilson Center Report (Jan.)

Recommended Readings:

- Hammergren, Linn. 2008. "Twenty-Five Years of Latin American Judicial Reforms: Achievements, Disappointments, and Emerging Issues." *Whitehead Journal of Diplomacy and International Affairs* (Winter/Spring).
- Rowat, Malik, and Dakolias, Judicial Reform in Latin America (World Bank): 202-259; Latin American and Caribbean Cases
- Rowat, Malik, and Dakolias, Judicial Reform in Latin America (World Bank): 260280: Background Paper
- Ruibal, Alba. 2009. "Self-Restraint in Search of Legitimacy: The Reform of the Argentine Supreme Court." *Latin American Politics and Society*.
- Rios-Figueroa, Julio, and Jeffrey K. Staton. [2014]. "An Evaluation of CrossNational Measures of Judicial Independence." *Journal of Law, Economics, and Organization* (advance access online Oct. 24, 2012: doi:10.1093/jleo/ews029).

***** Thur., Apr. 30: Peer Comments due (Paper Part 4)**

WEEK 16: May 5

*** Last class day is Tuesday, May 5**

Criminal Procedure, finish

Theoretical reflection: are reforms aimed at right targets?

Causes of Lawlessness: Why Offend, Protest, Rebel?

Readings:

- Mendez, O'Donnell, and Pinheiro: Part I

- Ingram, M. “The Local Educational and Regional Economic Foundations of Violence” (draft)

***** Final papers due by Thur., May 8, at 5PM (Paper Part 5)**

***** ATTENTION: Final papers must be submitted to Blackboard via SafeAssign *****

Additional Resources:

- (1) Latin American Studies Association (LASA)
 - <http://lasa.international.pitt.edu/>
- (2) Brazilian Studies Association (BRASA)
 - <http://www.brasa.org/>
- (3) New England Council on Latin American Studies (NECLAS)
 - <http://www.neclas.org/>
- (4) Mid-Atlantic Council on Latin American Studies (MACLAS)
 - <http://www.maclas.org/>
- (5) Southeastern Council of Latin American Studies (SECOLAS)
 - <http://www.mtsu.edu/secolas/about.php>
- (6) Rocky Mountain Council on Latin American Studies (RMCLAS)
 - <http://www.rmclas.org/>
- (7) Southwest Council on Latin American Studies (SCOLAS)
 - <http://www.modlang.txstate.edu/scolas/About-SCOLAS.html>
- (8) Pacific Coast Council on Latin American Studies (PCCLAS)
 - <http://www.isanet.org/blog/2010/07/cfp-conference-of-the-pacific-coastcouncil-on-latin-american-studies.html>
- (9) Latin American Network Information Center (LANIC)
 - <http://lanic.utexas.edu/>
- (10) Political Database of the Americas (PDBA, at Georgetown University)
 - <http://pdba.georgetown.edu/CLAS%20RESEARCH/PDBA.html#sitetitle>
- (11) North American Congress on Latin America (NACLA)
 - <http://www.nacla.org/>
- (12) Peer-Reviewed Academic Journals
 - Latin American Research Review (LARR)
 - Latin American Politics and Society (LAPS)
 - Journal of Latin American Studies (JLAS)
 - Journal of Politics in Latin America (JPLA)
 - Latin American Perspectives (LAP)

UNIVERSITY AT ALBANY, SUNY
ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY

FOUNDING THE AMERICAN NATIONAL GOVERNMENT

Fall 2017 Political Science RPOS 430Z Sec. 10550
Massry Center for Business Room B14 Tuesdays, 5:45-8:35

Professor: Michael J. Malbin

OFFICE HOURS: Tues/Thurs 1:30-2:30 in Humanities B16 (Pol. Sci. Contact Office)
Additional times by appointment.

TELEPHONE: (202) 969-8890, ext. 221 E-MAIL: mmalbin@albany.edu

COURSE DESCRIPTION:

How many times in contemporary politics have we heard references to what “the Framers intended”? Many disputes in American politics today reflect ongoing debates articulated during the drafting and ratification of the Constitution and Bill of Rights. (Some examples: small versus large government; executive, legislative and judicial power; factions and political parties; direct democracy, citizenship, and representation; the role of "elites"; the freedoms of speech and religion; etc.) Scholars and lawyers debate the role that the Framers’ intentions *should* play today. Whatever one may think about that issue, there is no question that *understanding* the 1787 debates, their philosophical underpinnings, and their practical aftermaths will give invaluable insights into what happened later, what is still happening, and why.

This course will examine these subjects in depth, using a variety of instructional techniques. There will be some traditional lecture/seminar discussions. Students will also be assigned to teams and make presentations on assigned subjects. Finally, because this is a writing intensive course, students will write short papers followed by a longer one at the end. After a series of interim steps, a complete draft of the longer paper will be presented during the next-to-last class. A final version of the term paper will be submitted in lieu of a final exam.

Students should expect a short paper, assigned oral presentation, or quiz on the assigned readings, every week. There will also be a second assignment many weeks that involves steps in preparing a term paper.

OBJECTIVES:

By the end of the semester, students should have accomplished the following:

1. Read and understood primary and secondary source material on differing sides of the major decisions during and in the period shortly after the Constitutional Convention;
2. Analyzed the differing arguments, both sympathetically and critically;
3. Understood the relationships between the institutional means (governmental structures) chosen by those who wrote and ratified the U.S. Constitution and the ends (purposes, goals) sought by those who differed with each other;
4. Understood how the historical arguments have been applied to and helped shape more recent political conversations;
5. Understood how one could weigh similar concerns in a hypothetical context at a different time and place when one has the freedom to imagine coming to different decisions about political and governmental structures;
6. Written individual papers and participated oral team presentations designed to consolidate and demonstrate the above skills; and
7. Worked through a series of assigned steps that will culminate in a multi-draft, thesis-driven, evidence-based term paper using primary source material. Because learning how to focus on an appropriate research question is often the most difficult part of writing a paper, the process will begin early with required assignments. All topics must be approved by the instructor.

POLICIES

Academic Honesty:

Students are expected to be familiar with and adhere to the university's regulations concerning academic honesty. A copy of those policies is provided at the end of this syllabus. Read them. You will also find a link there to the full set of policy guidelines. Violation will result in a severe penalty that may include a failing grade in the course and referral to the appropriate university judicial authority.

So far this is standard formula, so pay special attention to what is coming next: Penalties will be imposed for *inadvertent* as well as deliberate plagiarism. Since inadvertent plagiarism is not fully intentional, you need to be aware of what it is. It is easy to cut-and-paste material from the Internet, summarizing a source's logic, evidence, reasoning or language. When you do this, you are obliged to acknowledge in the main body of the paper that you are doing so, and not merely with a within-text citation. You need to say something like "Smith says that..." even when you paraphrase. Putting in a citation at the end of a series of directly paraphrased sentences is NOT adequate. The same thing goes for following the order of another person's argument and evidence. Summarizing another person must be acknowledged, and close paraphrasing should be rare. When you paraphrase closely, you probably should be quoting.

Using only the within-text citation is adequate only if you are taking a fact or referring to another's conclusion. Much more is needed once the phrasing or the other's argument begins to look similar. And copying the other person's footnotes is NEVER appropriate because it suggests that you did not look up the original source on your own. When you do want to do a second-degree citation like this, it should contain something like this: Jones, p. 133 as cited by Smith, p. 221.

If your paper turns out to be a series of quotes and paraphrases, and if you give all of the proper references using words of acknowledgment as well as within-text citations, then it will not be plagiarized. It will not be considered dishonest. So far, so good – but that is still not enough to make a paper satisfactory. Compiling a series of quotes and paraphrases – even if properly acknowledged – will not be enough to do a passable job. A paper must be made up of and organized around *your* thoughts – your thesis, reasoning and evidence, phrased in your words and serving your paper's end.

If you have any questions about this while writing, it is your responsibility to ask questions in advance.

Attendance:

Attendance in class, on time, is expected. This class meets only once per week. Students who miss two or more classes without a documented excuse will be penalized significantly in their final grades. Missing a graded team presentation without adequate excuse will result in the individual student receiving a zero for the exercise in question instead of the team grade.

Late papers and assignments:

All papers and assignments are due on the date **and at the time** assigned. Excuses will be accepted *only* for an *adequately documented* illness or emergency. To give two examples: someone with an anxiety disorder that affects writing may well have a documented illness. Someone who has a conflicting exam or event does not. Nothing prevents the student with a known conflict from reading ahead and writing the paper early. The due dates are on the syllabus. Instructions will be available early. All papers are to be submitted electronically. Late papers will be penalized at the rate of one grade (for example from B to B-) for each 24-hours late, with the first late day beginning immediately after the assignment was due. Assignments four or more days late without permission will not be accepted. They will be given a zero, which in turn will have a major effect on the semester's grade. Submitting a bad (or even a failing) paper that acknowledges the assignment will be much better for the final grade than a zero.

Special Needs:

Students with special needs should register with the Disability Resource Center (Campus Center 137). The office will provide you with a letter describing the accommodations needed. Please give this letter to me within the first two weeks of the semester and remind me before each relevant event.

GRADING AND ASSESSMENTS

Short papers (2 pp.) – 20% total. Five required. Top 4 grades count.

All 5 must be submitted or a zero will be averaged in.

Team projects – 20% total (10% end-of-semester peer evaluation. 10% instructor)

Preliminary steps for end-of-semester paper: (title, bibliography, intro) 5%

Draft of final paper + oral presentation of summary – 15% (Presented in class Nov. 29)

Final version of final paper (12-15 pp.) – 30% (Due Dec. 13)

Class Participation (includes attendance) – 10%

Grading scale for items graded in percentages: A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Revising and resubmitting: All students are required to submit a first and a final draft of the end-of-semester paper, each of which will be graded. For the short papers: students may choose to revise and resubmit any or all of these papers. Resubmissions should show substantial substantive changes, not grammar checks or copy-editing. The due date for resubmission will be seven calendar days after I distribute my comments on the first draft. (If you are absent that day, the clock will be ticking.) The grade for the paper will be the average of the grades each draft receives separately.

BOOKS

The following items are available in the Campus Center bookstore.

Discount prices and used copies may be available from online or other sources.

(1) Edward J. Larson and Michael P. Winship, *The Constitutional Convention*.

(Abridgment of James Madison's Notes on the convention, with supporting narrative.)

(New York: Modern Library, 2005) ISBN: 978-0812975178

(2) Alexander Hamilton, James Madison, John Jay. *The Federalist*. Options:

(a) The Penguin paperback is in the bookstore. (Rossiter, Kesler, ed.)

ISBN: 978-0451528810

This is a modest priced edition with a good introductory essay, contents and index.

(b) Other print editions are also acceptable.

(c) The following online edition is free from the Avalon Project at Yale University:

http://avalon.law.yale.edu/subject_menus/fed.asp

If you use this one, you should print the assigned papers to mark up.

NB: The Avalon Project is good for sources from the period for your term papers.

(3) Robert A. Goldwin, *From Parchment to Power: How James Madison Used the Bill of Rights to Save the Constitution*. ISBN: 978-0844740133 ppr. (Washington: AEI Press, 1997)

SCHEDULE OF CLASSES AND READINGS

* = on Blackboard.

You are advised to print hard copies, mark them up, and bring them to class.

Aug 29	Introductory class
Sep 5	<p>From the Declaration of Independence through the Articles of Confederation</p> <p>*Danielle Allen, <i>Our Declaration: A Reading of the Declaration of Independence in Defense of Equality</i>, (2014), pp. 21-30, 145-92, 263-69, 275-77, 281-82 [70]</p> <p>*Danielle Allen –Blurb for her forthcoming book, <i>Cuz</i>, [1]</p> <p>*Articles of Confederation</p> <p>*Berkin, <i>A Brilliant Solution</i>, ch. 1, pp. 11-29. [19]</p> <p>Paper (2 pp): Does Allen’s analysis of the Declaration ring true? Be specific, with page references, drawing from all sections of the assigned reading. Point out items you thought illuminating and/or ones with which you disagreed. Provide reasons to support your opinions.</p>
Sep 12	<p>The Constitutional Convention – From the Opening to the Great Compromise</p> <p>Larson & Winship (Madison’s Notes), pp. 1-91 [91] + Appendix A (Virginia Plan), Appendix B (NJ Plan)</p> <p>*Convention: Day-by-Day Summary (Use for reference while reading Larson & Winship for the next couple of months, bring to class)</p> <p>*Selected votes at the Convention, through the Great Compromise</p> <p>*Recommended (not required): Farrand, <i>Framing of the Constitution</i>, ch. 4-7 [59]</p> <p>TEAM EXERCISE</p>
Sep 19	<p>Reading:</p> <p>Nation and State, Large Republic or Small – the Advantages and Limitations of Large Republic Pluralism [81]</p> <p>*Storing, <i>What the Anti-Federalists Were For</i>, ch. 3-5 [35].</p> <p>*Storing, Outline of <i>The Federalist</i> (unpublished) [2]</p> <p>Federalist # 9, 10, 41, 46 [30]</p> <p>*Brutus, I and IV [14]</p>
Sep 26	<p>Congress: Representation, Bargaining, Deliberation, and Compromise [68]</p> <p>Larson & Winship (Madison’s Notes), 54-59, 107-114, 118-125 [25]</p> <p>Constitution, Article 1, Sections 1-6 (Larson & Winship, 201-204)</p> <p><i>Federalist</i>, #53, 55, 62 [18]</p> <p>*M. Malbin, "Congress during the Convention and Ratification," in Leonard W. Levy and Dennis J. Mahoney, eds., <i>The Framing and Ratification of the Constitution</i>, (NY: Macmillan, 1987), pp.185-208 [24]</p> <p>Constitution, Amendments 17, 19, 24, 26</p> <p>*Recommended: Sen. McCain’s speech upon his return to the Senate (7/25/17)</p> <p>Paper (2 pp)</p>

<p>Oct 3</p>	<p>Congress: The Power to Govern</p> <p>Larson & Winship (Madison’s Notes), pages 123-24 Constitution, Article 1, Sections 7-10 (Larson & Winship, 204-207) <i>Federalist</i> #33 [5] * Jefferson’s Opinion on the Constitutionality of a National Bank (1791) [5] * Hamilton’s Opinion on the Constitutionality of a National Bank (1791) [32] * <i>McCulloch v. Maryland</i> (1819) [24] <u>Recommended:</u> J. Ellis, <i>Founding Brothers</i>, ch. 2 “The Dinner.” The chapter is about events behind the 5-minute song “The Room Where It Happens” in <i>Hamilton</i>. https://www.youtube.com/watch?v=IWdBOsk8D7A, which is fun to hear. *Contemporary Excerpts (required): *JJ. Stevens’ (Opinion of the Court, pp. 4-6, highlighted) and Thomas’ (dissent, pp. 1-4, highlighted): competing views of the commerce power in <i>Gonzales v Raich</i> (2005) [on conflicts between federal and state laws concerning the medical use of marijuana]. [7] Also read -- Writing a research paper: *Booth, et al. <i>The Craft of Research</i>, ch. 3, “From Topics to Questions” [This is in the folder called “Writing Papers”] [16]</p>
<p>Oct 10</p>	<p>Separation of Powers: Presidency and Congress [99]</p> <p><u>Separation of Powers:</u> Constitution, Article II (Larson & Winship, 207-210) <i>Federalist</i> #48,51 (Sep of Powers [10]), 70-71 (Presidency [12]) [22] <u>Presidential Elections:</u> Larson & Winship (Madison’s Notes), pp. 92-103, 124-25, 139-44, 148-50 [23] *McDonald, <i>The American Presidency</i>, ch. 7, “The Convention”, 160-181 [22] *J. Ceaser, “Political Parties and Presidential Ambition,” <i>Journal of Politics</i>, 40:708-739 (1978) [32] <u>Recommended:</u> “Rethinking the Electoral College Debate: The Framers, Federalism, and One Person, One Vote”. <i>Harvard L Rev</i> 114: 2526-49 (2001). Constitution, Amendments 12, 20, 22, 25 Paper (2 pp)</p> <p>End-of-semester research paper: Bring (hand in) tentative paper topic idea (one sentence). Class discussion, brainstorming, of your potential topics.</p>
<p>Oct 17</p>	<p>Presidential Power: Selected Topics [87]</p> <p><u>Removing an Executive Branch Appointee:</u> *Thach, <i>Creation of the Presidency</i>, ch. 6, “The Removal Debate”, 140-65 [26] *Myers v U.S. 272 U.S. 52 (1926). pp. 1-8 of the PDF. [8] <u>War and Foreign Policy Powers:</u> *Neutrality Proclamation [1] *Pacificus [Hamilton] [7] and *Helvidius (Madison) [7] *Statement by President Trump on Signing the Sanctions Act <u>Impeachment:</u> Constitution, Article I, Sec. 1 (final clause); Article I, Sec. 3; Article II, Sec. 4. *Excerpts from Madison’s notes <i>Federalist</i> No. 65-66 [11] *From <i>Impeachable Offenses</i>: Hamilton’s Defense of Himself in the Reynolds Affair + Giles’ Resolutions Criticizing Hamilton [13] [In the show <i>Hamilton</i>, this is the subject of “The Reynolds Pamphlet”. https://www.youtube.com/watch?v=kOSCOw50kos] TEAM EXERCISE End-of-semester paper topic due. Discussion of paper topics.</p>

Oct 24	<p>Ratification and Bill of Rights [121] Constitution, Art. V, Art. VII, Amendments 1-10 Larson & Winship (Madison’s Notes), pages 103-06, 135-38, 145-47, 154-56 [13] Goldwin, <i>From Parchment to Power</i>, pp. 15-28, 36-139. [118] Paper – 2pp Also hand in: Annotated bibliography for final paper topic..</p>
Oct 31	<p>Bill of Rights, Part II – Selected Issues [110 + court excerpts, not inc. recommended] <u>First Amendment: Speech, Press and Assembly</u> *Levy, Freedom of the Press, in <i>Origins of the Bill of Rights</i> [30] *Alien and Sedition Acts [3] *Virginia and Kentucky Resolutions [9] *Citizens United v US, excerpts from J.Scalia’s opinion [8] *McCutcheon v. Federal Election Commission, Excerpts from J. Breyer [8] <u>Second Amendment: Right to Bear Arms</u> *Levy, The Right to Keep and Bear Arms, in <i>Origins....</i> [28] *District of Columbia v. Heller 554 U.S. 570 Opinion of the Court (J. Scalia), 1-32 Dissent by J. Stevens, 1 and 17-27 TEAM EXERCISE</p>
Nov 7	<p>Public Service, Ambition, Corruption, and Conflicts of Interest [71] *Storing, <i>What the Anti-Federalists Were For</i>, ch. 9, Conclusion [6]. *Teachout, “The Anti-Corruption Principle,” <i>Cornell L Rev</i>, 94 (2009): 341-383. [42] *Tillman, “Citizens United and the Scope of Professor Teachout’s Anti-Corruption Principle,” <i>Northwestern University L Rev</i>, Vol. 107 (2012) 1-22. [22] *Rubin, “Why a Third Emoluments Lawsuit?” <i>Washington Post</i>, June 15, 2017. [5] <u>Recommended:</u> *Citizens for Responsibility and Ethics in Washington v. Donald J. Trump, Full text of a Complaint Filed in US District Court (2017) [37] *A Reply Brief will be added when it is available. TEAM EXERCISE: Who has the better of the argument, Teachout or Tillman? Also -- submit prospectus (outline of paper, with indications of the argument and the evidence to be used to support each major point.)</p>
Nov 14	<p>Political Parties – the Need and the Problem [91] *M. Gillespie “Political Parties and the American Founding” in P. Schramm and B. Wilson, <i>American Political Parties and Constitutional Politics</i> (pp. 17-43) [27] *J. Aldrich. <i>Why Parties?: A Second Look</i>, “Founding the First Parties,” 67-83, 94-99 [23] *William Nesbitt Chambers, Review of Richard Hofstadter, <i>The Idea of a Party System: The Rise of Legitimate Opposition in the United States, 1780-1840</i> in <i>The American Historical Review</i> 75(5): 1520-1521 (1970). [2] *M. Malbin, “Political Parties Across the Separation of Powers,” in Schramm & Wilson (Published in 1993), pp. 75-90 [16] *F. Lee, <i>Insecure Majorities</i>, 18-28 and 198-209. (2016). [23] NB: 1994 ff. Paper (2 pp)</p>
Nov 21	<p>Writing workshop for final paper</p>
Nov 28	<p>Long Paper: Oral presentations of final papers (main points) + Full paper drafts to be submitted. Length of oral presentation to be determined by class size.</p>

Dec 5	<p>Unfinished Business: Slavery, Originalism [89]</p> <p>Slavery: Larson and Winship (Madison’s Notes), pages 111-14, 129-35 [11] *J. Ellis, <i>Founding Brothers</i>, ch. 3, “The Silence” (pp. 81-119) [28] *Jefferson – Firebell in the Night letter + explanatory document [2] *A. Kelly, W. Harbison and H. Belz, <i>The American Constitution</i>, ch. 15, “Slavery and the Crisis of the American Republic” (excerpt).pp. 263-278. [15] *<i>Dred Scott v. Sandford</i> (1857). Only pp. 7-10 of PDF of the Opinion of the Court. [4] *Abraham Lincoln, “Cooper Union Address” (Feb. 27, 1860). [15] Constitution, Amendments 13-15</p> <p>Originalism: *Blake, Originalism Explained (W Post, Feb. 2017) [3] *The Heritage Constitution, “The Originalist Perspective” [5] *E.J. Dionne, <i>Our Divided Political Heart: The Battle for the American Idea in an Age of Discontent</i> (2013), ch, 6, “One Nation, Conceived in Argument”. [A critique of originalism]. Pp.127-140 [14]</p> <p>Native Americans (recommended, not required): *J. Ellis, <i>American Creation</i>, ch. 3 “The Treaty”; ch 6: “The [Louisiana] Purchase”</p> <p>TEAM EXERCISES</p> <p>Long Paper drafts returned with comments Leave time for peer evaluations of teams + of instructor.</p>
Dec 13	<p>Scheduled time for final exam: 5:45-7:45. No exam. Revised paper is due to be submitted by electronic submission by 8 PM on this day.</p>

APPENDIX: ACADEMIC HONESTY

The following pages have been copied from: <http://library.albany.edu/usered/cite/citing.html>

When and Why to Cite Sources

What is Plagiarism?

Plagiarism is defined as "a piece of writing that has been copied from someone else and is presented as being your own work" or "taking someone's words or ideas as if they were your own" ^[1]

Plagiarism is a serious issue in the academic community. While plagiarism sometimes does occur intentionally, it also occurs because the writer doesn't understand or does not know how to avoid it. Please visit our online tutorial: [Plagiarism 101](#) for an entertaining and interesting look at why people plagiarize and strategies to avoid it.

Plagiarism occurs when you use someone else's ideas and PRETEND they are your own. Avoiding plagiarism doesn't mean that you can never use other people's ideas. It's a widely known secret that in fact you CAN use other peoples' ideas and even their words. For many research papers you NEED to do this in order to prove your own points. So use their ideas! Use their words! Professors expect to see in your writing that you've done your research and understand what the experts think when you formed your own opinions. The trick is to acknowledge who these expert ideas really belong to by CITING them!

So let's assume you don't want to plagiarize, you've given yourself enough time to do it right, but you're still not sure about "putting things in your own words," judging when to cite work, or how to cite it. Read on for more information and examples.

Why Acknowledge Sources

Doing research for a paper is an exploration and learning process. By acknowledging our sources we show our reader the path we took to come to our conclusions. Citing the authors we read shows how we tied others' research and ideas together and how we came to learn about and develop our own ideas and opinions.

Why should you cite your sources?

1. Citations reflect the careful and thorough work you have put into locating and exploring your sources.
2. Citations help readers understand the context of your argument and are a courtesy to the reader, who may share your interest in a particular area of study.
3. Citations allow you to acknowledge those authors who contributed to your learning and your work.
4. Citations, by illustrating your own learning process, also draw attention to the originality and legitimacy of your own ideas.
5. By citing sources you demonstrate your integrity and skill as a responsible student and participant in your field of study. ^[2]

When to Cite Sources

While professors and scholars may have specific requirements based on the needs of their discipline, there are cases where you should **always** cite your sources.

1. Direct quotes of more than one word. If the author's words are powerful or you need to be specific for your argument, the authors' words can be used as a direct quote.

2. Paraphrasing or summarizing. If you want to use someone else’s idea to help you make your point or to support your own ideas, in this case you would “translate” the ideas into your own words. [NB: “Always cite.”]
3. Information which may be common knowledge but still unfamiliar to your reader. This would also include statistical information which may be familiar information but still requires confirmation.
4. Not just books or articles should be cited. Any source that you use for information can and should be cited including interviews, websites, TV programs, etc.
5. Whenever you are not sure if something should be cited, err on the side of caution and cite sources.

Let’s look at some examples...

Direct quotes

How much you quote will determine how it appears in the body of your paper but whether it is one word or an entire paragraph, direct quotes need to be cited.

Lappe’s explanation of a “thin democracy” [3] addresses a number of basic flaws within our American society.

Global warming is being recognized as a major issue throughout the world and as Al Gore instructs, “it is time to make peace with our planet.” [4]

Paraphrasing or Summarizing

[NB: “Always cite”.]

This involves translating what you have read (or heard) and putting it into your own words.

Paraphrasing typically refers to putting an idea or passage into your own words. Summarizing involves capturing the main idea or reducing a detailed piece to a shorter and more general synopsis.

[Instructor’s additional comment: when summarizing someone else’s work, it is not sufficient to drop in a footnote. The text must also say something like “according to ...” or “Smith says that...” or “some historians have argued”]

HERE’S AN EXAMPLE:

"Instructors usually allow students to find their own topics for a major writing assignment; thus choose something of interest to you so you won’t get bored after a few days. At the same time, your chosen topic will need a scholarly perspective." [5]

Paraphrase: When students are permitted to select their own topic to write about they should choose one that is interesting to them. The topic should also be scholarly in nature so that students will be able to find appropriate research and resources on the topic. [5]

Summary: Students should select writing topics that are interesting and also lend themselves to academic research. [5]

A summary generally addresses the overall theme of a passage, article, opinion, etc. while a paraphrase generally restates a more specific thought or idea. The difference between summarizing and paraphrasing is sometimes obvious and sometimes subtle — do you see the difference?

Common Knowledge? Or Not?

Some basic facts are common knowledge and easily confirmed from a variety of sources. Statistics should always be cited, as well as opinions and less familiar facts. Information that is considered well-known within your field of study will also help determine if it is considered common or not. However, if you are not sure, cite it!

Example 1:

The University at Albany located in Albany, NY and is part of the State University of New York.

This is common knowledge and easily confirmed in a multitude of sources.

Example 2:

The State University of New York was officially established in February of 1948 and currently consists of 64 institutions. The University at Albany is one of ten University Centers that are part of the SUNY system. ^[6]

While the SUNY system is well known and these facts are easily confirmed, specific historical information or statistics should be cited.

How to Cite?

We've talked about plagiarism as well as why and when to cite. The next question is "How?"

There are **two things you need to know** from your professor.

The FIRST is how you will reference your sources within your paper. Generally you will use one of the following options:

- **IN TEXT** citation is when your source author is included within the body of your paper. This acts as a reference to your 'Works Cited' page.
- **END NOTES** format is used in this document. The cited idea or quote is noted with a number and the source is listed at the end of the paper.
- **FOOT NOTES** format is similar to end notes however the citations are listed at the bottom of each page.

The SECOND thing you need to know is what Format and Style Guide to use. There are very specific rules about how to do this that are not included in this document. Your professor will tell you which s/he wants you to follow. The choices will typically be one of the following:

- **MLA** Format and Style Guide (Modern Language Association)
- **APA** Format and Style Guide (American Psychological Association)
- **CHICAGO** Manual of Style

Please visit the University Libraries' Cite... Web page at [Cite...](#) for information and instructions on these style guides. Once you know what your professor wants you will need to follow the rules of that format accordingly.

^[1] "Plagiarism." *WordNet 3.0*. Princeton University. 03 Apr. 2008. [Dictionary.com](http://dictionary.reference.com/browse/plagiarism)
<http://dictionary.reference.com/browse/plagiarism>.

^[2] Adapted from "Sources and Citation at Dartmouth College." Dartmouth College. 1998. Retrieved 9 Feb 2009. <http://www.dartmouth.edu/~writing/sources/sources-citation.html>

^[3] Lappe, Frances Moore. *Getting a Grip*. Cambridge, MA : Small Planet Media, 2007.

^[4] Gore, Al. "Nobel Prize Acceptance Speech." *Al's Journal*. December 10, 2007. Retrieved April 10, 2008 http://blog.algore.com/2007/12/nobel_prize_acceptance_speech.html

^[5] Lester, James D. & James D. Lester Jr. *Writing Research Papers: A Complete Guide, 11th Ed.* New York: Pearson Education, 2005.

^[6] "Short History of SUNY." The State University of New York. 2008. Retrieved April 25, 2008. http://www.suny.edu/student/university_suny_history.cfm

ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY
STATE UNIVERSITY OF NEW YORK AT ALBANY

CONGRESS AND THE PRESIDENCY
3 credits

Fall 1994

RPOS 435, Section 6481

Thursday 1:25 PM - 4:30 AM Location: Richardson 001

PROFESSOR: Michael J. Malbin

OFFICE HOURS: Thursday, 4:30-5:30 in Milne 314A, or by appointment. You should also feel free to call me at the Rockefeller Institute, but please do not come without calling first.

TELEPHONE: 443-5256 (Rockefeller Inst.)

COURSE DESCRIPTION:

This course will examine the dynamic political inter-relationship between the elected branches of government. Specific topics may vary from year to year, but typical ones would include: the President's legislative role; Congress's role in foreign and national security policy; the budget as a vehicle for inter-branch conflict; and proposals for institutional reform. Short, theme papers and a longer, multi-draft, research paper will be required. The reading and writing level will assume the students have had at least one previous 300-level course in American politics, preferably either RPOS 331 (American Legislatures) or RPOS 332 (The Presidency).

This course will examine these subjects in depth, using a variety of instructional techniques. Because this is a writing intensive course, students will write short papers followed by a longer one at the end. After a series of interim steps, a complete draft of the longer paper will be presented about three weeks before the end of class. These will be critiqued and the papers will be revised and resubmitted. The final version of the term paper will be in lieu of a final exam.

OBJECTIVES:

1. Students will gain an understanding of what political scientists have written about the interactions between Presidents and Congress. The emphasis will be on identifying and critiquing the authors' theses, and the evidence they offer to support their theses.
2. Students will develop critical analytical skills through a series of short papers.
3. Students will learn how to identify an academically appropriate topic for primary source research. The papers will use case studies to test theories put forward in the assigned readings.
4. Students will learn how to do primary source documentary research, using online and hard copy resources.
5. Students learn how to write and revise and multi-draft term paper using primary source material.
6. Students will learn how to develop a synopsis of their papers' main themes and arguments for oral presentation to the class.
7. Student will sharpen their own paper writing skills by writing critiques of their colleagues' drafts.

GRADING:

1. Short papers = 40% (topics to be assigned)
Note: 7 short papers worth 5% each and one on-line assignment worth 10%. The low 5% grade will be dropped. No one should skip the 10% on-line exercise.
2. Term paper = 40%. Expected length: 15 pp.
3. Written critiques of 2 other students' term papers = 10%.
4. Class participation = 10%.
Grading scale for items graded in percentages: A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

BOOKS TO BE PURCHASED:

- L. LeLoup and S. Shull, Congress and the President: The Policy Connection (Belmont,CA: Wadsworth, 1993) 0-534-15876-5 ppr.
- Bob Woodward, The Agenda: Inside the Clinton White House (NY: Scribner's, 1994) 0-671-86486-6.
- John Lehman, Making War: The 200-Year-Old Struggle between the President and Congress (NY: Scribner's, 1992) 0-684-19239-X
- Charles O. Jones, The Presidency in a Separated System (Washington, DC: Brookings, 1994) 0-8157-4709-8 ppr.
- Package of readings on sale at Coughtry's (268 Central Avenue, at Lake, 463-2192).

POLICIES

Internet + Laptops:

Internet research will be required to complete the assignments in this course. On many days, teams will be doing Internet research together and reporting the results. Each team will be responsible for assuring that one or more laptops (in addition to any Tablets) are available for team use in class every day. Distributing students with laptops will be a consideration in forming teams. Using computers or cell phones during class for **any** purpose other than work for this class is prohibited and will be penalized.

Academic Honesty:

Students are expected to be familiar with and adhere to the university's regulations concerning academic honesty. A copy is provided at the end of this syllabus. Read them. You will also find a link there to the full set of policy guidelines. Violation will result in a severe penalty that may include a failing grade in the course and referral to the appropriate university judicial authority.

So far this is standard formula, so pay special attention to what is coming next: Substantial penalties will be imposed for *inadvertent* as well as deliberate plagiarism. Since inadvertent plagiarism by definition is not fully intentional, you need to be aware of what it is. It is easy to cut-and-paste material from the Internet, summarizing a source's logic, evidence, reasoning or language. When you do this, you are obliged to acknowledge that you are doing so *in the main body of the paper*, and not merely with a citation. You need to say something like "Smith says that..." even when you paraphrase. A citation at the end of a series of directly paraphrased sentences is NOT adequate. The same goes for following the order of another person's argument and evidence. Summarizing another person must be acknowledged, and close paraphrasing should be rare. When you paraphrase closely, you probably should be quoting. Using only the within-text citation is adequate if you are taking a fact or referring to another's conclusion. Much more is needed once the phrasing or the other's argument begins to look similar. And copying the other person's footnotes is NEVER appropriate because it suggests that you did not look up the original source on your own. When you do want to do a second-degree citation like this, it should contain something like this: Jones, p. 133 as cited by Smith, p. 221.

If your paper turns out to be a series of quotes and paraphrases, and if you give all of the proper references using words of acknowledgment as well as within-text citations, then it will not be plagiarized. It will not be considered dishonest and will not suffer consequences

beyond the grade on the paper. So far, so good: you will have avoided the penalties for plagiarism, but that is still not enough to make a paper satisfactory. Stringing together a series of quotes and paraphrases – even if properly acknowledged – will not be enough to do a passable job. A paper must be made up of and organized around *your* thoughts – your thesis, reasoning and evidence, phrased in your words and serving your paper’s end.

If you have questions about this while writing, it is your responsibility to ask in advance.

Civility:

Each of us in the classroom will have differing opinions about the political parties, candidates, and public officials. Whatever the tone of public discourse or cable talk shows, I expect all discussions within the classroom to be conducted with civility. Feel free to disagree with other, but don’t make it personal. None of your assignments will expect you to take a position on the issues, parties, or candidates. Your job will be to understand how the process works.

Attendance:

Attendance in class, on time, is expected. Missing three or more classes without a documented excuse will be penalized significantly.

Attendance at exams, team activities, and other graded exercises:

There will be no makeup quizzes or other in-class assessments. This includes team assessments that are not announced in advance. Excuses will be accepted only for an *adequately documented* illness or emergency. In the event of an appropriately documented excuse, the missed activity will not be calculated as part of the student’s grade. Missing without an adequate excuse will result in the graded exercise being given a zero. Missing a graded team presentation or activity without adequate excuse will result in the individual student receiving a zero for the activity in question instead of the team grade.

Late papers and assignments:

All papers and assignments are due on the date ***and at the time*** assigned. Lateness excuses will be accepted *only* for an *adequately documented* illness or emergency. To give two examples: someone with an anxiety disorder that affects writing may well have a documented illness. Someone who has a conflicting exam or event does not. Nothing prevents the student with a known conflict from reading ahead and writing the paper early. The due dates are on the syllabus. Instructions will be available early. All papers are to be submitted electronically. Late papers will be penalized at the rate of one grade (for example from B to B-) for each 24-hours late, with the first late day beginning immediately after the assignment was due. Assignments four or more days late without permission will not be accepted. They will be

given a zero, which in turn will have a major effect on the semester's grade. Submitting a bad (or even a failing) paper that acknowledges the assignment will be much better for the final grade than a zero.

READING ASSIGNMENTS

SEPTEMBER

1 - Introductory

8 - FOUNDATIONS OF THE PRESIDENCY AND CONGRESS

Packet selections:

Selections from Montesquieu and the Federalist

McDonald - ch. 6-8

Malbin - "Congress During the Convention and Ratification"

15 - No class. School holiday.

22 - CHANGING INSTITUTIONS -- THE PRESIDENCY

LeLoup and Shull, ch. 3

Packet selections:

Spitzer, "The Politics of the Modern Presidency"

Kamark - Presidential selection

Tulis, "The Two Constitutional Presidencies"

Online database training

SHORT PAPER

29 -- CHANGING INSTITUTIONS -- CONGRESS

LeLoup and Shull, ch. 4

Packet selections:

Alford and Brady - Congressional elections

Sinclair on House party leaders

Spitzer, "The Politics of the Modern Congress"

SHORT PAPER

OCTOBER

6 - PATTERNS OF POLICY MAKING

LeLoup and Shull, ch. 1,6,7,8

Turn in online database research assignment

13 - THE PRESIDENCY IN A SEPARATED SYSTEM

Jones, ch 1,4,5,6,7

Prepare theses from reading that might be basis for term paper topics

20 - PRESIDENT CLINTON AND CONGRESS (2 weeks)

Woodward, The Agenda, pp. 1-200

Malbin, "Pres. Clinton's First Year With Congress" (Packet)

SHORT PAPER +

Submit potential term paper topics

27 - Woodward, The Agenda, pp. 201-end.

NY Times - "For Health Care, Time Was A Killer" (Packet)

SHORT PAPER

NOVEMBER

3 - FOREIGN POLICY AND THE USE OF FORCE (2 WEEKS)

LeLoup and Shull, ch. 5

Lehman, ch. 1-5

SHORT PAPER

10 - Lehman, ch. 6-9

SHORT PAPER

17 - No reading assignment.

TURN IN DRAFTS OF TERM PAPERS. (Multiple copies needed.)

During class, drafts will be circulated and read.

Students will write comments on other students' papers and will be graded on their comments.

Any student who misses this class will receive a grade of zero for his/her comments on fellow students' papers.

Any student whose draft is late, thus harming the ability of others to comment, will be penalized at least one letter grade on the final term paper grade.

My comments will be available before Thanksgiving.

24 -- No class, Thanksgiving

DECEMBER

1 - COMPARATIVE PERSPECTIVES AND PROPOSALS FOR REFORM

All of these are in the packet (except Jones):

Verney, "Parliamentary and Presidential Government"

J. Sundquist, "Needed: A Political Theory for the New Era of Coalition Government in the United States"

Weaver and Rockman, Do Institutions Matter?

"Assessing the Effects of Institutions"

"When and How Do Institutions Matter?"

"Institutional Reform and Constitutional Design"

Jones, ch. 8

Malbin, "Was Divided Government Such a Big Problem?"

SHORT PAPER

8 - No reading assignment.

Final term papers due.

Class discussion topic will be announced.

Race, Class, and Culture in U.S. Politics
RPOS 439Z-0002, 3 credits
University at Albany, SUNY
Political Science Department
Spring 2017

Professor Timothy Weaver

Building & Room: PC355

Meeting day and time: Monday, Wednesday, and Friday 9:20am-10:15am

NOTE: This is a preliminary syllabus and is subject to change

Contact Details:

tweaver@albany.edu

Office Hours: Wednesdays 10:25-11:25am and Fridays 10:25-11:25am

Course overview

America has been a liberal, democratic nation since its founding as reflected in its commitment to individual rights, private property, and democratic government. Or has it? Proponents of this view—of “American exceptionalism”—have been challenged by those who argue that American political development has been shaped not simply by a liberal tradition, but by illiberal strains that have excluded different societal groups from the polity on the basis of race, ethnicity, class, and gender. Moreover, critics of American exceptionalism maintain that even though great advances have been made as African Americans, Native Americans, non-property holders, and women have been granted full citizenship, these changes have not occurred smoothly and were the result of political mobilization and often violent conflict. Furthermore, the recent rise in economic inequality, persistent poverty, and wage stagnation suggest that the “American dream” is increasingly out of reach. This course will use key episodes and themes of American political development to evaluate these competing accounts. We will also consider whether today’s political system lives up to the promise of the American Revolution.

Academic dishonesty

The University at Albany takes academic dishonesty extremely seriously. Please familiarize yourself with the University’s policies in this regard. I recommend you watch this video on plagiarism that will help you avoid it: <http://library.albany.edu/infolit/plagiarism1>

Often students leave themselves open to the charge of academic dishonesty because they fail to provide proper citations in their written work. Please be sure to always remember the following: if they are not your words, you must use quotation marks and citations; if it is not your idea, you must cite the source from which the idea came.

Course objectives

- To encourage students assess critically the claim that the U.S. is defined by a liberal democratic political culture.
- To enable students to develop a sophisticated view of the role of race, ethnicity, and class in American politics.
- To expose students to innovative arguments that connect rising economic inequality with major political shifts in the 1970s and 1980s.
- To develop students' critical thinking, writing, and presentational skills.

Course requirements

This class will consist of intensive discussion of the readings. Therefore, to get a good grade, it is essential that you participate meaningfully in class discussion. This means that you will come to class having read and thought carefully about the material assigned.

You will be assessed according to the quality of your participation in class and your performance in 5, 1500-word essays, which will address key issues that emerge from the readings.

Attendance: In order to do well in this class, regular attendance is crucial. If you miss more than 3 classes during the semester your participation grade will suffer as a result.

Your grade breakdown is as follows:

Class participation	25%
Essays	75% (15% each)

Essay questions will be distributed and answers due on the following dates:

	Distributed	Due
Essay 1:	Monday February 6	Friday February 10
Essay 2:	Friday March 3	Friday March 10
Essay 3:	Friday April 14	Friday April 21
Essay 4:	Friday April 28	Friday May 5
Essay 5:	Monday May 8	Monday May 15

Students will be expected to meet all deadlines. Extensions will only be granted in cases of medical or personal emergency.

Grading

The grading scale will be as follows:

A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, F = below 60.

If you feel you have been awarded an unfair grade, you may contest it. However, if you want to do so, it must be done *in writing* and no sooner than 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

Accommodations

Students with disabilities that may impair their ability to complete the assignments listed in this syllabus and/or who require special accommodations should contact the Disability Resource Center. If you do require accommodations please let me know during the first two weeks.

Required Books (available in the bookstore, though may be found more affordably online):

Smith, Rogers. *Civic Ideals: Conflicting Visions of Citizenship in U.S. History*. New Haven: Yale University Press, 1997.

Stein, Judith. *Running Steel, Running America: Race, Economic Policy, and the Decline of Liberalism*. Chapel Hill: University of North Carolina Press, 1998.

Morone, James. *Hellfire Nation: The Politics of Sin in American History*. New Haven: Yale University Press, 2014

Schedule & Readings:

Week 1: Introduction to the course & Liberalism

Monday Jan. 23: Introductions

Wednesday Jan. 25: The American democratic experiment

Readings: Locke, John. "Of the Beginnings of Political Societies" (1690) and Paine, Thomas. "Common Sense" (1776). In Jillson, Cal and David Brian Robertson, eds. *Perspectives on American Government: Readings in Political Development and Institutional Change*. 2nd ed. New York & London: Routledge, 2014

The Declaration of Independence, 1776,
<https://www.archives.gov/founding-docs/declaration-transcript>

Friday Jan. 27: Tocqueville's perspective

Reading: Tocqueville, Alexis de. "Origin of the Anglo-Americans" (1835). In Jillson and Robertson.

PART ONE: THE SHIFTING TERRAIN OF AMERICAN CITIZENSHIP FROM THE FOUNDING TO THE PROGRESSIVE ERA

Week 2: Battles over American citizenship before and after the Revolution

Monday Jan 30: A broad sweep

Reading: Smith, Rogers. *Civic Ideals: Conflicting Visions of Citizenship in U.S. History*. New Haven: Yale University Press, 1997, Chapter 1.

Wednesday Feb. 1: “Forging a Revolutionary People”

Reading: Smith, Rogers. *Civic Ideals*. Chapter 3.

Friday Feb 3: “The Constitution and the Quest for National Citizenship”

Reading: Smith, Rogers. *Civic Ideals*. Chapter 5.

Week 3: The Rise and fall of the “White Republic”

Monday Feb 6: “High Noon of the White Republic”

Reading: Smith, Rogers. *Civic Ideals*. Chapter 8.

Wednesday Feb 8: “Dred Scott Unchained”

Reading: Smith, Rogers. *Civic Ideals*. Chapter 9.

Friday Feb 10: No Class

ESSAY 1 DUE

Week 4: Reconstruction interrupted and the resurgence of Ascriptivism

Monday Feb. 13: “The America that ‘Never Was’” (CLASS VIA SKYPE)

Reading: Smith, Rogers. *Civic Ideals*. Chapter 10.

Wednesday Feb 15: No class

Friday Feb 17: “The Gilded Age of American Ascriptivism” (CLASS VIA SKYPE)

Reading: Smith, Rogers. *Civic Ideals*. Chapter 11.

PART TWO: THE POLITICS OF SIN

Week 5: Hellfire Nation!

Monday Feb. 20: “A Nation with the Soul of a Church”

Reading: Morone, James. *Hellfire Nation: The Politics of Sin in American History*. Yale University Press, 2014, Introduction.

Wednesday Feb. 22: “Us” and “Them”

Reading: Morone, James. *Hellfire Nation*. Chapters 1&2

Friday Feb. 24: “The Puritans become America”

Reading: Morone, James. *Hellfire Nation*. Chapter 3.

Week 6: The Abolitionist Crusade

Monday Feb. 27: “The Wrath of God in Black and White”

Reading: Morone, James. *Hellfire Nation*. Chapter 4.

Wed. March 1: Abolition and White Supremacy

Reading: Morone, James. *Hellfire Nation*. Chapters 5&6.

Friday March 3: The North

Reading: Morone, James. *Hellfire Nation*. Chapter 7.

ESSAY 2 DUE

Week 7: The Victorian Quest for Virtue

Monday March 6: Purity and the Woman’s Sphere

Reading: Morone, James. *Hellfire Nation*. Chapter 8.

Wednesday March 8: White witches, modern witch-hunts, and Temperance

Reading: Morone, James. *Hellfire Nation*. Chapters 9 & 10

Friday March 10: Prohibition

Reading: Morone, James. *Hellfire Nation*. Chapter 11.

*****March 11-March 19: SPRING BREAK*****

PART THREE: THE RISE AND FALL OF THE NEW DEAL ORDER

Week 8: The New Deal

Monday March 20: FDR and the New Economic Order

Reading: Milkis, Sidney M. "Franklin D. Roosevelt, the Economic Constitutional Order, and the New Politics of Presidential Leadership." In *The New Deal and the Triumph of Liberalism*, edited by Sidney M. Milkis and Jerome M. Mileur, pp. 31-72. Amherst: University of Massachusetts Press, 2002.

Wed. March 22: Fear Itself?

Reading: Katznelson, Ira. *Fear Itself*, 2013. Excerpt from Jillson and Robertson.

Friday March 24: The Gendered Welfare State

Reading: Mettler, Suzanne. "Social Citizens of Separate Sovereignities: Governance in the New Deal Welfare States." In Milkis and Mileur, pp. 231-271.

Week 9: The Politics of Steel & Race I

Monday March 27: The Politics of Steel Fundamentalism

Reading: Stein, Judith. *Running Steel, Running America: Race, Economic Policy, and the Decline of Liberalism*. Chapel Hill: University of North Carolina Press, 1998, Introduction and Chapter 1.

Wednesday March 29: Steel and Racial Change

Reading: Stein, Judith. *Running Steel, Running America*, Chapter 2.

Friday March 31: The Civil Rights Act

Reading: Stein, Judith. *Running Steel, Running America*, Chapter 3.

Week 10: The Politics of Steel & Race II

Monday April 3: Title VII

Reading: Stein, Judith. *Running Steel, Running America*, Chapter 4.

Wed. April 5: Implementing the Kerner Commission Report

Reading: Stein, Judith. *Running Steel, Running America*, Chapter 5.

Friday April 7: The Nixon Years

Reading: Stein, Judith. *Running Steel, Running America*, Chapter 6.

Week 11: Foreign and Domestic Policy

Monday April 10: The Creation of Conflict

Reading: Stein, Judith. *Running Steel, Running America*, Chapter 8.

Wednesday April 12: NO CLASS—PASSOVER

Friday April 14: Industrial and Trade Policy under Carter

Reading: Stein, Judith. *Running Steel, Running America*, Chapter 9

Week 12: Industrial Policy and the Democrats

Monday April 17: NO CLASS—EASTER

Wednesday April 19: The Decline of the Democrats

Reading: Stein, Judith. *Running Steel, Running America*, Chapter 10

Friday April 21: NO CLASS

ESSAY 3 DUE

Week 13: From liberalism to neoliberalism

Monday April 24: The Reagan Reconstruction

Reading: Stein, Judith. *Running Steel, Running America*, Chapter 11 & Conclusion

PART FOUR: RACE AND CLASS IN THE NEOLIBERAL ERA

Wednesday April 26: Neoliberalism

Reading: Harvey, David. *A Brief History of Neoliberalism*. Oxford: Oxford University Press, 2011, Intro and Chapter 1.

Friday April 28: The transformation of the American political economy

Reading: Eisner, Marc. *The American Political Economy*. New York: Routledge, 2011. Ch.7

Week 14: Mass incarceration—the new Jim Crow?

Monday May 1: The rise of the “carceral state”

Reading: Gottschalk, Marie. *Caught: The Prison State and the Lockdown of American Politics*. Princeton: Princeton University Press, 2015, Introduction.

Wednesday May 3: The New Jim Crow reconsidered

Reading: Gottschalk, *Caught*, Chapter 6.

Friday May 5: Race and the carceral state.

Reading: Gottschalk, *Caught*, Chapter 7.

ESSAY 4 DUE

Week 15: Race and Class in the Obama Era

Monday May 8: Neoliberalism

Reading: Reed, Adolph. “Marx, Race, and Neoliberalism.” *New Labor Forum* 22(1) 2013, 49–57.

And

Smith, Rogers M., Desmond King, and Philip Klinkner, “Challenging History: Barack Obama & American Racial Politics.” *Dædalus, the Journal of the American Academy of Arts & Sciences*, 2011

Wednesday May 10: Conclusions and reflections

Reading: Michael Katz, Mark Stern and Jamie Fader, “The New African American Inequality,” *Journal of American History* (2005)

ESSAY 5 DUE MAY 15

Latina/os and the New Political Economy

3 credits

Fall 2010

ALcs-403/ ALcs-599/ RPos-439/RPos-599

Tuesdays/Thursdays
Dr. Pedro Cabán,
pcaban@albany.edu

1:15-2:35
Office Social Sciences 248B

Room BA210
Office Hours Tues: 2:45-4:15
& By Appointment

Course Description:

Latina/os have a relatively low level of electoral participation in the United States, despite this population's remarkable growth. Typical explanations for this diminished Latino political involvement include the youth of the population, exclusionary electoral strategies and policies, and large number of non-US-citizen immigrants. While these factors help explain the limited Latina/o participation in the electoral process, they do not adequately address the larger political and economic context that impedes the full incorporation of Latina/os into U.S. society. This course will examine how the profound ideological schism in the national political sphere and intense economic inequality affect Latina/o political and economic incorporation.

The course will include readings on the political history of distinctive Latina/o communities in the U.S. Additional readings examine the consequences of economic inequality for democratic politics, and the ideological transformation of the political party system. Immigration has emerged as the most important political issue for U.S. Latina/os. The course will conclude with a case study on the politics of immigration reform. The national debate on immigration is unfolding in the context of an economic inequality and antagonistic political partisan atmosphere not experienced in the U.S. since the 1930s.

This course will also require that the class regularly check news sources (online or print) that pertain to critical issues that will be addressed during the semester. We will discuss this further in class, but minimally be attentive to news reports on Latino political activities, immigration policy, the policy positions of the political parties on economic issues (for example, debates on resolving the federal deficit), reports on economic inequality, etc.

Readings:

Most readings will be from the following books. In addition, I have assigned a few articles that can be accessed electronically. Books can be purchased at the University Book Store

Larry M. Bartels. *Unequal Democracy: The Political Economy of the New Gilded Age*, (Russell Sage, 2008)

Lina Newton. *Illegal, Alien or Immigrant*, (New York University Press, 2008)

Lisa García Bedolla. *Latino Politics*, (Polity, 2009)

Jacob S. Hacker and Paul Pierson. *Winner-Take-All Politics*, (Simon and Schuster, 2010)

Prerequisites: Senior standing

Course Requirements:

2 Shorts Papers (5-7 pages)	40%
Discussion Leader	20%
Attendance and Participation	10%
Term Paper (10-12)	30% (undergraduate)
OR	
Proposal and Literature Review	30% (graduate)

Final grades in this course will use the following scale: A= 90-100, A-= 88-89, B+ = 85-87, B = 83-84, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Note: Papers are to be double spaced and required length does not include title page and bibliography.

During the course of the semester I expected to show a few documentaries or films.

Due Dates for Assignments

The First short paper is due by October 11

The Second short paper is due by November 10

Each paper will be a critical analysis of the assigned readings up to the due date of the paper. Not every assigned reading has to be referenced, but students are expected to demonstrate familiarity with the issues discussed in each of the readings. Students are encouraged to use online resources as supplementary sources to develop their papers.

On September 1, the students and instructor will discuss how to lead the class discussion and the dates for these discussions will be assigned.

By October 18 each student will submit a one to two paragraph statement describing their term paper or proposal.

Learning Objectives:

By the end of this class students should:

- Comprehend different theories about the sources of economic inequality.
- Be able to identify how these inequalities developed historically in the United States.
- Understand the strengths and weaknesses of different forms of media.
- Grasp similarities and differences among chief theories of economic power.
- Recognize how race influences economic politics and policy decisions.

- Sharpen their research and writing skills.

Academic Integrity and Attendance

It is the students' responsibility to read and abide by Undergraduate Academic Regulations. Pay particular attention to the section on plagiarism.

http://www.albany.edu/undergraduate_bulletin/regulations.html

Up to two unexcused absences are permissible. Final grade will be lowered for each absence above the two which are permitted. Late papers will not be accepted.

Cell phones are to be turned off. Students will need to obtain the permission of the Professor to use lap top computers during class. The sole purpose is for note taking.

Readings

<i>August 30,</i>	<i>Introduction</i>
<i>September 1, 6, 8</i>	<i>Readings #1 Ideology and the Economy</i> Bartels 1-97 Hacker and Pierson 1-40
<i>September 13, 15, 20, 22</i>	<i>Readings #2 Economic Inequality and the Policy Process</i> Bartels 98-162 Hacker and Pierson 41-136
<i>Sept 27, 29 Oct 4, 6, 11</i>	<i>Readings #3 Introduction to Latino Politics</i> García Bedolla 1-178 Newton 5-66 Alejandro Portes. The New Latin Nation. <i>Du Bois Review: Social Science and Research on Race</i> . (June 2008) Volume 4 / Issue 02, pp 271 - 301
<i>October 13, 18, 20, 25 27</i>	<i>Readings #4 Business and the Political Process</i> Hacker and Pierson 137-288 Krippner, Greta R., The financialization of the American economy (May 2005). <i>Socio-Economic Review</i> , Vol. 3, Issue 2, pp. 173-208, 2005. Available at SSRN: http://ssrn.com/abstract=811461
<i>November 1, 3, 8</i>	<i>Readings #5 Case Studies</i> Bartels 163-282
<i>November 10, 15, 17, 22</i>	<i>Readings #6 Latinos and Economic Inequality</i>

Bartels 282-303

García Bedolla 179-188

Hacker and Pierson 289-306

Raymond Rocco “The Structuring of Latino Politics:
Neoliberalism and Incorporation,” *NACLA North American Report on the
Americas*. November, December 2010: 40-43

Pew Research Center. Wealth Gaps Rise to Record Highs Between
Whites, Blacks and Hispanics:

http://pewsocialtrends.org/files/2011/07/SDT-Wealth-Report_7-26-11_FINAL.pdf

November 29, Dec 1, 6 Readings#7 Immigrant Labor and the Policy Process

Newton 42-181

Rodney E. Hero and Robert Preuhs, “From Civil Rights to
Multiculturalism and Welfare for Immigrants: An Egalitarian Tradition Across the
American States?” *Du Bois Review* 3, no. 2 (November 2006): 317-340.

Alfonso Gonzales “Beyond the Consensus: Oppositional Migrant
Politics in the Obama Era ” *NACLA North American Report on the Americas*.
November, December 2010: 15-19.

Douglas Massey, “Isolated, Vulnerable And Broke, New York
Times. Op. Ed. August 4, 2011: [http://www.nytimes.com/2011/08/05/opinion/hispanic-families-
isolated-and-broke.html?emc=eta1](http://www.nytimes.com/2011/08/05/opinion/hispanic-families-isolated-and-broke.html?emc=eta1)

Department of Political Science
Rockefeller College
University at Albany, SUNY

RPOS 448z

IDENTITIES, BOUNDARIES, & MOBILIZATION
Fall 2012

Professor Meredith Weiss

Credits: 3

Class: Tuesday 4:15-7:05, BI 152

Office hours: Tuesday 3:00-4:00 and Thursday 12:00-1:00, HU 16
Tel: 442 5269 Email: mweiss@albany.edu

Course Description

This writing-intensive course explores the political nature of identities, and particularly the way collective identities are shaped, maintained, and deployed. The primary identities with which we will engage relate to nationality, ethnicity, gender, sexuality, and class. Taking an interdisciplinary approach, we will examine key dimensions of identity, modes and strategies of inclusion and exclusion, forms of “identity politics,” and questions of intersectionality (the overlapping of identity categories, as for race and gender). These issues play out in a variety of domains, from nationalism and secessionism to the politics of gender and ethnicity.

Objectives

The goals of this course relate both to the specific content presented and to critical thinking and communication. By the end of the course, you will be able to:

- Differentiate between positivist and constructivist approaches.
- Demonstrate an understanding of identity, identity categories, and intersectionality;
- Evaluate key dimensions of identity, both theoretically construed and as actually experienced and deployed;
- Distinguish how identity serves as a basis both for inclusion and exclusion, and for mobilization as well as suppression; and
- Compare and contrast how scholars from different disciplines approach and analyze issues of identity and “identity politics.”
- Express complex ideas in writing and develop skills of effective written communication through practice.

These goals align with those of the General Education category, Social Sciences, for which this course offers credit, as well as with the requirements for Writing Intensive courses.

Evaluation Criteria

This course utilizes Team-Based Learning. On the first day of the semester, you will be assigned to a team that will work together for the duration of the course. Your final grade will be

influenced by team performance and team-based assignments. While in many courses, group work is structured in such a way that some students end up doing all the work while everyone shares the credit, two factors will prevent that from happening in this class. First, most graded team work will be preceded by one or more preparatory tasks for which each individual will be accountable, thus ensuring that individual team members are each prepared to contribute to the team effort. Second, each individual's contribution to team work will be assessed by his or her teammates at the midterm point and again at the end of the semester. Those assessments will tally for a **Peer Assessment Score (PAS)**: a factor by which your team's overall score for that half of the course is multiplied, giving you your own team work grade. A sample peer assessment form is available on Blackboard.

Requirements for the class include in-class exercises, RATs (see below) and quizzes, class presentations, a series of short reaction papers, a book review, and a collaborative final project. There is no midterm or final exam. The many parts that comprise your grade mean you can expect regular feedback and will have many opportunities to bring up your grade if you get off to a suboptimal start, but also mean you will need to work consistently throughout the semester to do well.

Grading scale

- A: 93-100, A-: 90-92, B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76, C-: 70-72, D+: 67-69, D: 63-66, D-: 60-62, E: 0-59

In-class assignments (5% individual, 5% team) There will be frequent in-class exercises, completed both individually and in teams. Most will be graded on a *scale of 1/3/5*, in which 1=inadequate, 3=satisfactory, and 5=excellent.

RATs and quizzes (10% individual, 10% team) Individual and team Readiness Assessment Tests (iRATs and tRATs) evaluate and extend your understanding of the materials *before* we have had a chance to discuss all the texts as a class. We will do a sample RAT sequence in the first class session; dates for subsequent RATs will be announced in advance. There may be additional pop quizzes at any point during the semester.

Discussion leading (10%) Each team will choose *two* days on which to lead the class discussion. Teams will select dates on the first day of class. Only *two or three* students (from within the same team) will present each class session. However, *every team member must present once* over the course of the semester, *the team as a whole should prepare for each of the team's assigned days*, and discussion-leading will count toward the *team* grade.

One member of the designated team must *email several questions to the class* (via Blackboard) *by 8pm* the evening before the class in question. In class, those students presenting on behalf of the team will offer some initial thoughts on the readings (key concepts, links with other class themes or texts, criticisms, etc.) and lead a discussion on the questions they circulated for approximately 15 minutes. Bear in mind that all students are expected to have completed the reading; as such, there is no need for more than a "sound-bite" synopsis before moving into your critique, extension, and/or application.

While fluent, confident presentation skills are encouraged, I will assess your presentations primarily by content: thoughtful criticisms, provocative questions, astute connections, and creative approaches. Teams wishing to go beyond the standard overview-and-questions format may do so, but should check with me first—particularly if doing so will entail taking longer than the usual 15 minutes.

Reaction papers (25%) You will write one short (1 page) reaction paper each week. *Do not merely summarize the assigned readings*; use these papers to critique the readings, link those works with other texts or concepts we have covered, or consider possible extensions or applications to the arguments presented. (Your reaction paper and presentation may overlap to some degree in the weeks your team presents, but these reaction papers should reflect your *own* thinking, whereas the presentations should reflect the *team's* analysis.)

Reaction papers are due on Blackboard *before* the start of class each week. Late papers will *only* be accepted under the (rare) conditions described below, but I will drop your lowest grade.

These short, frequent, focused essays will not only let you engage with the material independently before you get to class, but will help you to hone your analytical and writing skills. For that reason, you are allowed—and encouraged—to *rewrite* up to three reaction papers for a new grade: submit the revised version under the same assignment in Blackboard within one week of receiving your grade. (Each week's papers will be graded prior to the next week's class.) There will be *no extensions* on rewrites. Revisions must show substantial further effort. You are strongly encouraged to meet with me first.

Book review (10%) You will read Nuruddin Farah's *Maps* for the week of **October 30** and discuss it with your team *in lieu of* class. (You are free to meet either at our usual time/place or at a time and location of your choosing, so long as you meet by Wednesday.) Post notes of your team discussion to Blackboard by that Wednesday evening (counted as an in-class assignment). I recommend that in teams, you work through any confusing aspects of the plot and narrative voice, then discuss the nature of identity in the book: for instance, what sort of collective identities are at stake, what defines the content and boundaries of these identities, or what does it mean to be an insider or outsider.

You will then write a 3-4 page review of the novel: briefly sum up the plot, explain how the novel relates to the themes and theories discussed in this class, and offer a critique. While your team discussion may help structure your thinking, the review must be written *individually*. The essence of literary analysis—which this paper represents—is making a debatable claim about what the author is saying, supported by textual evidence. In other words, your review must go beyond a summary, instead presenting and supporting one or more arguments about the place of *identity* (categories, boundaries, othering, difference ...) in Farah's novel.

Final project (20% individual, 10% team) Your final project puts you (hypothetically) in the middle of an identity-based conflict. Each team will consider a different identity conflict—a secessionist movement, demand for affirmative action, or some other form of identity-based mobilization. Each team member will present one side of or perspective on the conflict. The end result will be a short book: your team will collaborate to write a preface introducing the conflict,

as well as a concluding chapter integrating their individual chapters and proposing a possible solution (2-3 pages each); team members' individual chapters (5 pages) will come in between.

As you prepare to write *your own chapter*, think of yourself as a framing specialist or public intellectual (terms with which you will be familiar by the time you begin this project). Your goal is to be an advocate for that cause, making an evidence-backed case for your position. Picture yourself as arguing before the United Nations or a similar body, fence-sitting co-nationals or co-ethnics, or some similarly-situated audience. Convince them that your perspective or group has merit or is worthy of consideration. Your individual chapter be one-sided and persuasive, yet grounded in theory—think about *how* identity categories are defined and mobilized (per the reading you have done for the class). Overall, you must *make and support an argument*. Present a clear thesis of what your audience should support/believe and why, then back that thesis up with concrete evidence, drawn from scholarly sources.

As you prepare to write *your team's collaborative chapters*, think about the big picture. Strive for balance and objectivity. Assume your audience now is more academic. Frame this conflict both historically *and within the theories of collective identity you have read*—think about what type of conflict it is, what sorts of strategies mobilization has entailed, and what makes this conflict relatively difficult or easy to resolve. *This part of the project in particular should use theories of identity, boundary-setting/maintenance, and mobilization to help make sense of empirical facts.*

Specific tasks and due-dates:

- Your *team* will select a conflict on which to focus, identifying a sufficient number of perspectives/sides to include, by **October 16**. Explain in *one paragraph* what makes this a suitable conflict, in terms of the aims of the class. In case of duplication, teams may be required to adjust their focus, so do not complete substantial research until I have approved your topic! (Graded as an in-class assignment.)
- To get you started on the research and help you clarify your perspective, you will submit an *individual* annotated bibliography with at least five scholarly sources (journal articles or books, as explained in the preceding library session) relating to the perspective/side you are representing. Follow closely the *style guide on Blackboard* for formatting citations, adding a brief paragraph on each source, identifying why that particular source is valuable for your research (theoretical perspective, empirical details, etc.). You do not need to read each source carefully to write these annotations, but will need to read beyond the abstract or back-cover blurbs. Due on Blackboard before class on **November 13**.
- Each team will give a 30 minute presentation on their conflict on the last day of class. Each individual student must present a brief overview of his/her side; divvy up presenting the team's introduction and conclusion. You will submit a draft of your individual presentation (1-2 pages) by **December 4**; I will return your (ungraded) summary on Blackboard, with comments to help you hone your argument further, by December 6. You will receive a *team* grade for the presentation, so make sure you are familiar with each others' positions and claims, and that you coordinate well.
- Your team's book is due on Blackboard by midnight, **December 11**. *One member of the team should submit the full, compiled text*. You will receive an individual grade for your own chapter; all team members will receive the same grade for the introduction and conclusion.

Additional guidelines for written work are at the end of the syllabus.

Individual work (65% of total grade)

- In-class assignments 5%
- iRATs & quizzes 5%
- Book review 10%
- Reaction papers (drop lowest) 25%
- Annotated bibliography 5%
- Final project (individual chapter) 15%

Team work (35% of total grade; your team grade will be multiplied by your PAS as described above)

- In-class assignments 5%
- tRATs 10%
- Discussion leading 10%
- Final presentation 5%
- Final project (team chapters) 5%

My expectations

I expect you to complete *all* readings, attend class regularly, and participate meaningfully in class discussions and activities.

- **You WILL FAIL the course if you do not do the reading**—this is NOT the sort of course in which you can skip or skim the reading and just wait for me to lecture on it! I expect you to come to class prepared; we will then focus our limited class time on deepening and applying your new knowledge. Be aware, too, that the structure of the class (meeting once per week for three hours) means you will have a large amount of reading due every Tuesday. Do *not* assume that you can begin the reading Monday night!
- Each team will sit together in class and will have a team folder. One member of each team should pick up the folder at the start of each class and note any absences. Any handouts and/or returned work will be in the folder.
- There is no separate score or penalty for attendance or participation. However, **being absent or inactive will count against you**, in two ways. First, if you do not come to class and/or do not participate actively in tRATs and team assignments, you can expect a lower peer assessment score. Second, we will have frequent in-class exercises, as well as RATs and quizzes. Absences will translate into zeros. (Per university policy, in case of documented religious observance or medical/family emergency—but *only* in such cases—you may have the option of making up missed individual work.) You will *not* receive credit for tRATs or team assignments for which you are not present.
- I will *only* accept late papers or other assignments in the case of religious observance (for which I must be notified in the first two weeks of class) or documented medical or family emergency.
- This class uses Blackboard 9.1. This syllabus, all assigned non-textbook readings, and any other materials will be hosted there. You are encouraged to use Blackboard, too, for online conversations with your classmates; you will have both class and team-specific blogs for that purpose.

- *Make sure that your email address on Blackboard is correct.* The “email” setting on Blackboard will direct messages to that external account. (The previous version of Blackboard stored a copy of forwarded emails on Blackboard; the new version does not do so.)

Class etiquette

- Be aware that not everyone in the class shares the same political or other views—and that these views do tend to emerge in Political Science classes. Please be respectful of your classmates and professor. All perspectives are welcomed in this class.
- Cellphone use during class is disrespectful, and thus *strictly prohibited* (voice or text). Phones used in class will be confiscated for the duration of the class session, to remove the temptation.
- You may use a laptop in class, but *only* for valid class-related reasons. Upon the second warning for using a laptop for any other purpose, you will forfeit laptop privileges for the duration of the semester.

Special needs

Students with special needs due to physical, learning, or other disabilities will be accommodated. To request such accommodation, first register with the Disability Resource Center (Campus Center 137, <http://www.albany.edu/disability/DRC/>); they will provide you with a letter to me, detailing the provisions requested. To ensure equitable treatment of all students, please submit these letters within the first two weeks of the semester (in person, so we can discuss appropriate arrangements), then also *remind me* before each relevant event (RAT, etc.).

Academic honesty

I expect all students to be ethical and honest in completing all work for this class. You are responsible for familiarizing yourself with the university’s guidelines on academic integrity (http://www.albany.edu/undergraduate_bulletin/regulations.html); ignorance is NOT an excuse. Violations of this code, such as plagiarism, cheating, copying, or misrepresentation of work as your own, will meet with appropriate penalties and discipline as outlined in UAlbany’s regulations, up to and including loss of course credit, suspension, or expulsion from the university. It is the responsibility of every student also to report any observed violations. If you have any question as to the limits of acceptable team collaboration, please ask the professor for clarification.

Course readings

One required text is available for purchase from either the UAlbany bookstore or Mary Jane Books.

- Nuruddin Farah, *Maps*, New York: Penguin, 1999. (Other editions are acceptable.)

Two recommended texts are also available for purchase, as well as on reserve at the main library. (We will read only selected chapters, but too large a proportion to post online.)

- Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism*, London: Verso, 1991.

- Jane Mansbridge & Aldon Morris (ed.), *Oppositional Consciousness: The Subjective Roots of Moral Protest*, University of Chicago Press, 2001.

Unless otherwise noted, all other readings are available electronically on Blackboard. ***If a link does not work or you are having trouble accessing Blackboard, find the readings in the library, instead; many are readily available in online journals.***

Expect to spend a **lot** of time reading—the precise amount will vary, but averages around 100 pages per week. Some of the readings will be challenging. ***Read carefully and critically:*** ask yourself as you read *what the main ideas of the reading are, what questions you have for us to discuss in class, and how that day's reading relates to what has come before.*

Assignments may change over the course of the semester from what is listed below. You are responsible for knowing what is assigned and for completing the reading.

SCHEDULE

Readings are due on the date under which they are listed.

In-class assignments, activities, and deadlines are listed with a ©.

28 Aug Introduction and overview

- Team formation
- *Practice RAT sequence* (ungraded)
- Selection of days for leading discussion
- Exercise on critical reading/writing

4 Sept Approaches to identity: Understanding identity and collective identity

- Exercise on literary analysis
- Judith Howard, “The Social Psychology of Identities,” *Annual Review of Sociology* 26 (2000), pp. 367-93
- Alberto Melucci, “The Process of Collective Identity,” in Hank Johnston and Bert Klandermans (ed.), *Social Movements and Culture* (Minnesota, 1995), pp. 41-63
- Roland Barth, *Ethnic Groups and Boundaries: The Social Organization of Culture Difference* (Little, Brown, 1969), pp. 9-38
- Francesca Polletta and James M. Jasper, “Collective Identity and Social Movements,” *Annual Review of Sociology* 27 (2001), pp. 283-305

11 Sept Defining the collective: Setting boundaries and “othering”

- Siobhan Somerville, *Queering the Color Line: Race and the Invention of Homosexuality in American Culture* (Duke, 2000), pp. 15-38
- Joshua Gamson, “Messages of Exclusion: Gender, Movements, and Symbolic Boundaries.” *Gender and Society* 11:2 (April 1997), pp. 178-99
- Edward Said, *Orientalism* (Random House, 1978/1994), pp. 31-73

- Don't get lost in the details—read for main ideas
- Timothy Mitchell, *Colonizing Egypt* (Cambridge, 1988), pp. 1-33
- Scott Jaschik, “Whose Agenda?,” *Inside Higher Ed*, 29 June 2011.

18 Sept **No class**

25 Sept **No class**

2 Oct **Defining the collective: Oppositional consciousness**

- **RAT #1:** Approaches to identity and Defining the collective
- Jane Mansbridge and Aldon Morris (ed.), *Oppositional Consciousness: The Subjective Roots of Social Protest*, chap. 1, 2, 4 (not on Blackboard!)
- Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New Press, 2010), chap. 6 (Introduction is optional)
 - Think about the call for action that Alexander describes in terms of the theoretical framework Mansbridge and Morris present (and remember this book when you read Strolovitch later). You may find it helpful to read Alexander's Introduction, as well.

9 Oct **Nation-states and nationalism: Concepts & processes, mapping the nation**

- Lowell Barrington, “‘Nation’ and ‘Nationalism’: The Misuse of Key Concepts in Political Science.” *PS: Political Science and Politics* (Dec. 1997), pp. 712-16
- Benedict Anderson, *Imagined Communities*, chap. 1-3, 10 (not on Blackboard!)
- Matthew Edney, *Mapping an Empire* (Chicago, 1997), pp. 1-36

16 Oct **Nation-states and nationalism: Experiencing and policing the nation**

- *Choice of conflict* for final project due (submit on Blackboard by start of class)
- Midterm peer assessment
- Lauren Berlant, “The Theory of Infantile Citizenship.” *Public Culture* 5:3 (1993), pp. 395-410
- Geraldine Heng & Janadas Devan, “State Fatherhood: The Politics of Nationalism, Sexuality, and Race in Singapore,” in Aihwa Ong & Michael Peletz, ed., *Bewitching Women, Pious Men: Gender and Body Politics in Southeast Asia* (California, 1995), pp. 195-215
- Arjun Appadurai, *Fear of Small Numbers*, pp. 49-85
- Katarzyna Korycki and Abouzar Nasirzadeh, “Homophobia as a Tool of Statecraft: Iran and Its Queers,” in Meredith Weiss and Michael Bosia (ed.), *Global Homophobia: States, Movements, and the Politics of Oppression* (Illinois, [2013]).

23 Oct **Nation-states and nationalism: Subnationalisms**

- **RAT #2:** Nation-states and nationalism
- David Brown, “Are There Good and Bad Nationalisms?” *Nations and Nationalism* 5:2 (April 1999), pp. 281-302
- Subrata K. Mitra. “The Rational Politics of Cultural Nationalism: Subnational Movements of South Asia in Comparative Perspective.” *British Journal of Political Science* 25:1 (Jan. 1995), pp. 57-77
- Susan Olzak, “Contemporary Ethnic Mobilization,” *Annual Review of Sociology* 9 (1983), pp. 355-73

30 Oct **No class: Meet in teams** to discuss novel

- *Team discussion notes* due on Blackboard (on team blog) by **Wednesday** evening
- *Book review* due on Blackboard (under Assignments) by 5:00pm **Friday**, 2 Nov.
- Nuruddin Farah, *Maps* (leave yourself adequate time to read the full novel!)

6 Nov **Intersectionality: Concepts and theories, advocating at the intersections**

- Kimberle Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics,” *University of Chicago Legal Forum* (1989), pp. 139-167
- Peggy McIntosh, “White Privilege and Male Privilege,” in Laurel Richardson, et al., *Feminist Frontiers*, 5th ed., (McGraw Hill, 2001), pp. 29-36
- Dara Strolovitch, “Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender,” *Journal of Politics* 68:4 (2006), pp. 894-910
 - Think of Michele Alexander’s claims regarding the foci of civil rights groups—that they have neglected the criminal justice system
- IGLHRC, *Written Out: How Sexuality is Used to Attack Women’s Organizing* (2005), <http://www.cwgl.rutgers.edu/globalcenter/publications/written.htm> or <http://www.iglhrc.org/binary-data/ATTACHMENT/file/000/000/16-1.pdf>, pp. 25-64 (access online; skim any other sections that interest you)

13 Nov **Identity politics: Class, ethnicity, and status**

- *Annotated bibliographies* due
- Marx and Engels, *The Communist Manifesto*, Preamble and Sections I and II
- Seymour Martin Lipset, “Radicalism or Reformism: The Sources of Working-class Politics,” *American Political Science Review* 77:1 (1983), pp. 1-18
- Janelle Wong, *Democracy’s Promise: Immigrants and American Civic Institutions* (Michigan, 2006), pp. 1-16, 119-39
- Andrew Aoki & Don Nakanishi, “Asian Pacific Americans and the New Minority Politics,” *PS: Political Science and Politics* 34:3 (2001), pp. 605-10
- Meredith Weiss, Edward Aspinall, & Mark Thompson, “Toward a Framework for Understanding Student Activism in Asia,” in Meredith Weiss & Edward Aspinall

(ed.), *Student Activism in Asia: Between Protest and Powerlessness* (Minnesota, 2012), pp. 1-32

20 Nov Identity politics: Gender & sexuality

- Virginia Sapiro, "Gender Politics, Gendered Politics: The State of the Field," in William Crotty, ed., *Political Science: Looking to the Future*, vol. 1 (Northwestern, 1991), pp. 165-87
- Joshua Gamson & Dawne Moon, "The Sociology of Sexualities: Queer and Beyond," *Annual Review of Sociology* 30 (2004), pp. 47-64
- Mary Bernstein, "Celebration and Suppression: The Strategic Uses of Identity by the Lesbian and Gay Movement," *American Journal of Sociology* 103: 3 (1997), pp. 531-65
- Shane Phelan, "The Shape of Queer: Assimilation and Articulation," *Women and Politics* 18:2 (1997), pp. 55-73
- *Optional*: Michael Warner, "Queer and Then?" *Chronicle Review*, 1 Jan. 2012

27 Nov Identity politics: Virtual identities and redressing marginalization

- **RAT #3**: Intersectionality and identity politics
- Karen Cerulo, "Identity Construction: New Issues, New Directions," *American Journal of Sociology* 23 (1997), pp. 385-409
- Anatoliy Gruzd, Barry Wellman and Yuri Takhteyev, "Imagining Twitter as an Imagined Community," *American Behavioral Scientist* 55:10 (2011), pp. 1294-1318
- Carol Lee Bacchi, *The Politics of Affirmative Action: "Women," Equality & Category Politics* (Sage, 1996), pp. 14-56
- Kenji Yoshino, "The Pressure to Cover," *New York Times*, Jan. 15, 2006

4 Dec Beyond established boundaries

- Time in class to work in teams on final project
- Draft of individual presentations due on Blackboard by midnight
- Sidney Tarrow, *The New Transnational Activism*, pp. 35-56
- Peter Evans, "Fighting Marginalization with Transnational Networks: Counter-Hegemonic Globalization," *Contemporary Sociology* 29:1 (2000), pp. 230-41
- Jeffrey Ayres & Michael Bosia, "Beyond Global Summitry: Food Politics as Localized Resistance to Globalization," *Globalizations* 8:1 (2011), pp. 47-63

11 Dec Team presentations

- Group projects due online by midnight

Guidelines for written work

- The standard formatting for written assignments for this class is: *12 point Times New Roman font, 1" margins, double-spacing, numbered pages*. (For your final project, compile all chapters so the page numbers run consistently throughout, and include a table of contents.)
- Always *edit your work* and *proofread* carefully.
- Follow the style guide on Blackboard for formatting in-text citations and your bibliography. If you refer to readings from the course, include those in your bibliography. Outside research is *not* required (and generally discouraged) for weekly reaction papers. Your final projects (both team and individual chapters) *must* draw on outside sources as well as class readings, although the balance will likely be tilted toward outside sources for your individual chapter. Each chapter should have its own bibliography.
- You should always allow time for *at least* two full drafts.
- For the final project in particular, begin with an outline (which you are strongly encouraged to bring to my office hours for feedback). You need to learn about a likely-unfamiliar case, find sources on the conflict as a whole and one relatively narrow perspective/side specifically, then both write your own chapter and collaborate on the team's chapter. Allow time, too, for acclimating to the *style* of writing required—few of you likely have experience with writing for advocacy or persuasion (what may be termed a “position paper”).
- For the final project, you are welcome, but not required, to write and speak in a first-person voice. Even if you write in the third person, remember that you write as an advocate.
- Grading will be per the rubrics posted on Blackboard. Most important, for all written work: *make and support a coherent argument*. I will also consider organization and development of your ideas, quality of your sources (when applicable), how well you apply theoretical concepts, and readability (including sentence style and grammar).

RPOS 449Z-0002 – Fall 2016
Topics in Public Law: Election Law

Professor Stephan Stohler
Email: sstohler@albany.edu
Telephone: 518.442.5263
Office: Milne Hall 203
Credits: 3

T, Th 10:15AM–11:35AM
Class Location: BA 215
Office Hours: T 11:35AM-12:35PM
Office Hours Location: Humanities 016

Course Description

Over the last thirty years, U.S. courts have become increasingly influential participants in American elections. The 2000 presidential election; recent decisions about campaign finance rules; alternations to federal voting rights statutes; and contests over voter identification are only some of the issues where courts have made their mark. In this course, we examine how the American judiciary has shaped American elections, whether those decisions have produced a better electoral system, and – if not – how might our election system be improved. Students will cover topics like voting rights, representation, redistricting, ballot access, and campaign finance.

This is an intensive writing course. Students are expected to complete a substantial research paper over the course of the semester. Students do not need to have prior experience conducting legal research, though research will be required for the paper.

Student Focused Learning Objectives

Students will read, analyze, and critique judicial opinions about the rules governing elections in the United States. Students will apply competing legal rules to hypothetical election law cases to demonstrate their comprehension. Students will construct their own arguments about ongoing election law controversies. Students will write a persuasive essay about an important election law issue.

Materials

Many materials related to this course are available via the course Blackboard website. Students *may* be asked to purchase a book or two depending on their research interests. The following books are *recommended* and can be purchased via Amazon.com:

Ari Berman. 2015. *Give Us the Ballot: The Modern Struggle for Voting Rights in America*. New York: Farrar, Straus & Giroux.

Richard L. Hasen. 2016. *Plutocrats United: Campaign Money, the Supreme Court, and the Distortion of American Elections*. New Haven: Yale University Press.

Policies

Student participation in this course is governed by the University's Standard of Academic Integrity. Those standards are outlined here:

http://www.albany.edu/undergraduate_bulletin/regulations.html

Failure to comply with the Standard of Academic Integrity can result in dismissal from the course and other academic discipline by the University. It will certainly result in a failing grade.

If a student presents "as one's own the work of another person," that student has engaged in plagiarism and violated the Standard of Academic Integrity. The University provides guidelines regarding plagiarism via an online tutorial entitled *Plagiarism 101*. All students are expected to complete the tutorial, which can be access here:

<http://library.albany.edu/infolit/plagiarism1>

Reasonable accommodations will be provided to students who required them. Please notify me early in the semester. In addition, please request that the Disabilities Resource Center contact me regarding your situation. Students who miss a deadline because of an illness are required to bring a note from the dean of undergraduate studies (Lecture Center 30, Phone: 518-442-3950). The Dean is responsible for excused absence certification. Without such a note, the missed deadline will count against you.

Extensions on assignments will only be granted in exceptional circumstances and the extension must be granted before the deadline has passed.

Graded Assignments

Grades will be determined by student performance on class participation, response papers, a presentation, and the research paper. The respective weights are listed below:

Peer Feedback:	5%	Due before group sessions
Paper Prospectus:	5%	Due by class on September 29, 2016
Bibliography:	10%	Due by class on October 13, 2016
Participation:	10%	Assessed throughout the course
First draft:	10%	Due due by October 25, 2016
Second draft:	10%	Due by class on November 22, 2016
Final draft:	50%	Due by class on December 8, 2016

The grading scale will be as follows:

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
E	Below 60

If you feel you have been awarded an unfair grade, you may contest it. However, if you want to do so, it must be done in writing and no sooner than 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

Please send all assignments via email to [sstohler@albany.edu](mailto:ssstohler@albany.edu).

Peer Feedback

Students will be expected to work in small groups with some of their colleagues to provide feedback on final drafts. Students will be assigned to groups with other members of the course who are writing on similar topics. Students can expect to provide critical, constructive feedback on three to four papers.

Paper Prospectus

The paper prospectus consists of a one-page description of the argument you will make in your paper. The description should include a discussion of the evidence you will rely on to determine whether you are right or wrong (though this may depend on whether you are writing an empirical or normative paper). Finally, the prospectus should include a discussion of why your argument is important. This assignment, like every writing assignment in this course, will be assessed – in part – on the quality of the writing. I encourage students to contact me well before the due date to discuss paper topics and arguments.

Annotated Bibliography

Students will submit an annotated bibliography of materials – including cases – they will read during the remainder of the semester. Each item listed should also include a justification indicating why this item is important given the argument of the paper. I encourage students to contact me well before the due date to discuss materials that should be included.

Research Paper

Students are expected to produce a well-written research paper by the end of the term, while meeting several deadlines before the final due date. The paper *must* be related to election law in some capacity. The paper should be of substantial length, but the paper will ultimately be assessed according to the quality of the argument and the quality of the writing. I am more than happy to work with students to find a topic that interests or – better yet – bothers them; to clarify the arguments they want to make; or to guide students toward useful literature and evidence. Please do not hesitate to contact me with these matters.

Course Outline

8/30: Introduction

9/1: Class canceled (APSA)

9/6: An Equal Vote, Introduction

“The Political Thicket” *Radiolab Presents: More Perfect*. June 10, 2016.

http://www.radiolab.org/story/the_political_thicket/

The ReDistricting Game: Population Equality

<http://redistrictinggame.org/>

Please send digital copy of completion screen (basic setting).

J. Douglas Smith. 2014. "It Has Lots To Do With the Price of Eggs: The Making of *Baker v. Carr*," in *On Democracy's Doorstep: The Inside Story of How the Supreme Court Brought "One Person, One Vote" to the United States*, pp. 52-70. **(BB)**

J. Douglas Smith. 2014. "The Making of *Reynolds v. Sims*," in *On Democracy's Doorstep: The Inside Story of How the Supreme Court Brought "One Person, One Vote" to the United States*, pp. 116-138. **(BB)**

9/8: An Equal Vote, Case Law

Baker v. Carr **(BB)**

Reynolds v. Sims **(BB)**

Evenwel v. Abbott **(BB)**

9/13: Partisan Gerrymandering, Introduction

Roger Bybee. "Wisconsin Redistricting Lawsuit Could Reverberate Nationally," *The American Prospect*. June 27, 2016

<http://bit.ly/292djoT>

Andrew Prokop, ed. "Gerrymandering Explained." *Vox*. May 15, 2015.

<http://bit.ly/292djoT>

The ReDistricting Game: Partisan Gerrymandering

<http://redistrictinggame.org/>

Please send digital copy of completion screen (advanced setting).

9/15: Partisan Gerrymandering, Case Law

Davis v. Bandemer (BB)

Vieth v. Jubelirer (BB)

Whitford v. Nichol: Original Complaint (BB)

9/20: Minority Voting Rights, Introduction

Ari Berman. 2015. "The Second Reconstruction," in *Give Us the Ballot: The Modern Struggle for Voting Rights in America*, pp. 39-64.

Allen v. Virginia State Board of Elections (BB)

The ReDistricting Game: Voting Rights Act

<http://redistrictinggame.org/>

Please send digital copy of completion screen (basic setting).

9/22: Minority Voting Rights, Case Law

Beer v. United States (BB)

Thornburg v. Gingles (BB)

Shelby County v. Holder (BB)

9/27: Racial Gerrymandering, Introduction

Abigail M. Thernstrom. 1987. "The Meaning of Electoral Equality," in *Whose Votes Count? Affirmative Action and Minority Voting Rights*. Cambridge: Harvard University Press, pp. 192-231. (BB)

Desmond King and Rogers Smith. 2011. "To Elect One of Their Own: Racial Alliances and Majority-Minority Districts," in *Still a House Divided*. Princeton: Princeton University Press, pp. 168-191. (BB)

Lydia Wheeler. "Supreme Court to consider NC gerrymandering case." *The Hill*. June 27, 2016.

<http://bit.ly/28ZfLC4>

9/29: Racial Gerrymandering, Case Law

Voinovich v. Quilter (BB)

Shaw v. Reno (BB)

10/4: Rosh Hashanah. Class cancelled.

10/6: Voter Identification, Introduction

Mona Charen. "The Voter-ID Myth Crashes," *National Review*. October 28, 2014.

<http://bit.ly/2c905D3>

Nina Totenberg. "Stricter Voter ID And Other Voting Laws Rolled Back In Slew Of Court Decisions," *National Public Radio*. August 5, 2016.

<http://n.pr/2aNgpEg>

Editors. "Courts Hand Down Smashing Victories for Voting Rights." *The Atlantic*. August 11, 2016.

<http://bit.ly/2bMmx10>

Deuel Ross. "Voting Rights Success? Not So Fast." *New York Times*. Aug. 18, 2016.

10/11: Voter Identification, Caselaw

Crawford v. Marion County Board of Elections (BB)

NAACP v. McCrory, complaint (BB)

10/13: Yom Kippur. Class Cancelled.

10/18: Campaign Finance, Introduction

Noah Feldman. "An Attack on Citizens United, Through the Back Door." *Bloomberg View*. July 10, 2016.

Anne Baker. "The more outside money politicians take, the less well they represent their constituents." *Washington Post*. August 17, 2016.

Buckley v. Valeo (BB).

10/20: Campaign Finance, Case Law I: Basic Framework

Buckley v. Valeo BB.

10/25: Campaign Finance, Case Law II: MPI v. Liberty

Bellotti v. First National Bank (BB)

Austin v. Michigan Chamber of Commerce (BB)

Due: First Draft

10/27: Campaign Finance, Case Law III: Corporations

Citizens United v. Federal Election Commission (BB)

SpeechNow.org v Federal Election Commission (BB)

11/1: Writing Exercise I

In class packet provided.

11/3: Writing Exercise II

In class packet provided.

11/8: Election Day: What to Watch For

Discussion of current legal issues.

Select story from <http://electionlawblog.org/>

Keep working on paper revisions.

11/10: Election Day Debriefing

Discussion of current legal issues.

Select story from <http://electionlawblog.org/>

Keep working on paper revisions.

11/15: 2000 Election

Richard Hasen, "All I Really Need to Know I Learned in Florida"

Bush v. Gore

11/17: Campaigns & Speech

State of Washington v. 119 Vote No! Committee

Republican Party of Minnesota v. White

11/17: Campaigns & Speech

State of Washington v. 119 Vote No! Committee

Republican Party of Minnesota v. White

11/22: Disclosures

Buckley v. Valeo

McIntyre v. Ohio Elections Commission

Doe v. Reed

Due: Second Draft

11/24: Class canceled (Thanksgiving)**11/29: Writing Exercise III**

In class packet provided.

12/1: Writing Exercise IV

In class packet provided.

12/6: Group Feedback

Circulate drafts by 5PM on 12/4.

Provide feedback on drafts by 12/6.

Meet in assigned groups to discuss drafts.

12/6: Debriefing Session

Due: Final Draft

Course feedback

Which aspects of the course were valuable?

How can the course be improved?

Other Possible Paper Topics

List adapted from Richard Hasen's Election Law Blog

absentee ballots	lobbying
alternative voting systems	military voting
ballot access	petition clause
bribery	petition signature gathering
Bush v. Gore	political equality
campaign finance	political parties
campaigns	political polarization
citizen commissions	primaries
comparative election law	provisional ballots
direct democracy	recall elections
election administration	recounts
Election Assistance Commission	redistricting
election law and constitutional law	referendum
Elections Clause	residency
electoral college	social media and social protests
ethics investigations	term limits
federal election commission	third parties
felon voting	vote buying
fraud	voter id
Gary Johnson	voter initiatives
gerrymandering, partisan	voter registration
gerrymandering, racial	voters with disabilities
internet voting	voting
judicial elections	Voting Rights Act
legislation and legislatures	voting technology

Equal Citizenship

RPOS 449Z-0001 – Spring 2015

Instructor: Stephan Stohler
Milne Hall 203
Email: sstohler@albany.edu
Telephone: 518.442.5263
Credits: 3

Class: TTh 1:15-2:35
Class: Business Administration 221
Office Hours: T 11:35-1:15 (or by appointment)
Office Hours: Humanities 016 (Faculty Contact Office)

Course Description

Most constitutional democracies around the world promise to treat their citizen equally, prohibiting discrimination according to characteristics like race, ethnicity, gender, and religion. And yet, since the 1970s, constitutional democracies have increasingly adopted policies like affirmative action which – at least according to the opponents of such policies – offend the promise of equal citizenship. In this writing seminar, you will explore the the challenges that arise when governments promise their citizens equal citizenship. You are expected to write a substantial research paper in this seminar related to your own interests on the topic.

Student Focused Learning Objectives

Students will gain the ability to:

1. Identify enduring issues about equal citizenship;
2. Explain why policies undermine or further equal citizenship;
3. Analyze judicial opinions related to equality rights;
4. Evaluate judges' and politicians' arguments about equality rights;
5. Apply competing legal rules to equality rights cases;
6. Construct your own arguments about ongoing equal citizenship controversies; and
7. Write a persuasive essay about an important equal citizenship issue.

Process

This course is divided into five units which will help you develop the skills necessary to achieve these goals. You will spend a substantial proportion of class time working in teams to resolve legal issues about problems that arise in the context of equal citizenship debates. On the first day of class, you will be assigned to a team and you will remain on that team throughout the entire semester. Your participation and performance in your team will determine your success in this course.

For each unit, you can expect to go through the same process:

1. You are expected to read a substantial amount of the assigned materials before we cover them in class. You should use these materials to practice the desired skill.

2. On the days identified on the course calendar, you will take two quizzes to evaluate your ability to perform the desired skill. First, you will take the quiz individually. Immediately thereafter, you will take the same quiz again as a team. Both quizzes are graded. You will not be allowed to use your book during these quizzes, but you may use any notes you bring to class.
3. As a team, you will be allowed to appeal any question which you have answered incorrectly. An appeal will consist of a 1-2 page document which states clearly why an alternative answer is better than the answer indicated. Appeals must be written clearly and in a concise manner. Appeals will be evaluated solely on the merits of the argument as presented in the document. You will only have one opportunity to appeal any given question. If you are still reading closely, you will learn through these exercises that there are no right answers; there are simply answers supported by better arguments. **All appeals are due within 24-hours and must be submitted via email. Late appeals will not be accepted.**
4. After the diagnostic portion of the unit, you will be expected to continue reading the assigned materials. During class time, you will be asked to work in teams to apply the desired skill to new problems.
5. Each unit will end with a unit exam in which you will be asked to apply the case law you encountered during the unit. These exams will consist of an individual and a group component. The group component will consist of an essay. The essay will be written as a team, though any individual is permitted to write a concurring or dissenting opinion. The essay will be evaluated in terms of the arguments you supply as well as the clarity of the writing. Each member of the team will take the lead in drafting an essay at least once during the semester. The grade will be assigned to the entire group and individual grades will be modified in light of concurring and dissenting opinions. **These essays are on the third day after they have been assigned and must be submitted via email.** Therefore, they will always be due on a Friday or Sunday by 11:59PM. **Late unit exams will not be accepted.** The group essay *may not* exceed five pages. Individual concurrences and dissents *may not* exceed two pages.

Final Paper

To complete this course, you must submit a persuasive essay about an emerging or ongoing free speech controversy. Unlike most other parts of this course, you will be required to write your own paper. Nonetheless, I encourage you to share your ideas, arguments, and feedback with your colleagues. You may even ask them to proofread your paper. But, ultimately, the work must be your own.

Your topic is not restricted to the American context. Nor are you required to write about an ongoing case, though you will find many interesting issues are currently pending before the U.S. Supreme Court. I encourage you to talk to me if you would like some guidance when selecting a topic.

You must submit a final draft of your paper by **1:15PM on May 5, 2015**. Late papers will be penalized one **letter** grade for each day they remain outstanding.

Grading & Evaluations

You will be evaluated according to your progress toward the goals of this course. Evaluations will occur regularly in class, on quizzes and exams, and on your final paper. The relative weights of each portion of the evaluation are listed below:

Peer Evaluation:	5%
In-Class Tasks:	25%
Unit Exams:	30%
Final Paper:	40%

Please notice that there is no attendance or participation grade *per se*. Instead, your performance in class is captured in the “Peer Evaluation” and “In-Class Tasks” component of your grade. At the end of the semester, you will be asked to evaluate the performance of your teammates on the contributions they have made to your group this semester. In turn, they will evaluate your contributions.

The grading scale will be as follows:

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
E	Below 60

If you feel you have been awarded an unfair grade, you may contest it. However, if you want to do so, it must be done in writing and no sooner than 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

Policies

The due dates might and they will be announced in class. Whenever I add course content or alter a due date, you can expect to find an updated syllabus online.

Plagiarism is 1) the act of duplicating another person’s ideas or language and 2) claiming ownership over those ideas or language. Any written submissions you make in this course are deemed to be your own unless attribute them to someone else. In each of those assignments, you will find it useful – if not necessary – to invoke the ideas of others to further your own arguments. I encourage you to do so, but you **must** indicate which ideas you have ‘borrowed’ from others.

One easy way to avoid any plagiarism is to use quotation marks to signal that you have used someone else’s language. In a paper, for example, in which you define the so-called ‘clear and present danger test,’ you may assert that governments cannot “forbid or proscribe advocacy of the use of force or of law violation except were such advocacy is directed to inciting or producing imminent lawless action and is likely to incite or produce such action” (Brandenburg v. Ohio, 395 U.S. 444, 447 (1969)). But you will not be expected to learn proper legal citation in this course. A simple citation to the casebook will suffice if you assert the same proposition (Shiffrin & Choper 2011, 43). You are highly encouraged to use a similar citation style if you paraphrase someone’s idea and you do not have any need for quotation marks. If you have questions about this, do not hesitate to ask.

More generally, student participation in this course is governed by the University's Standard of Academic Integrity. Those standards are outlined [here](#). Failure to comply with the Standard of Academic Integrity can result in dismissal from the course and other academic discipline by the University. It will certainly result in a failing grade.

Reasonable accommodations will be provided to students who required them, but I ask that you notify me early in the semester. In addition, please request that the Disabilities Resource Center contact me regarding your situation to provide documentation.

Course Schedule

Unit	Date	Topic	Materials	Class Task
Introduction	01/22			
	01/27	Class Structure	Syllabus; Novkov	Quiz 1
Analyzing Equality	01/29	Equality & the Constitution	Obama; Jaffa;	Quiz 2
Case Elements	02/03	Equality & the Constitution		
	02/05	Fundamental Problem of Equality	<i>Griggs; MacDonald</i>	
	02/10	Fundamental Problem of Equality	<i>Griggs; MacDonald</i>	
	02/12	Affirmative Action (Employment)	<i>Weber; Croson; General Contractors;</i>	
	02/17	Affirmative Action (Employment)	<i>Weber; Croson; General Contractors</i>	
	02/19	Affirmative Action (Education)	<i>Bakke; Gratz; Grutter</i>	
	02/24	Affirmative Action (Elections)	<i>Bolden; Shaw; Vera</i>	
	02/26	Unit Exam		
	03/03	Research Day		Project Description
Alternative Equalities	03/05	Citizenship, Law, & Race	Omi & Winant; King & Smith	Quiz 3
	03/10	Citizenship, Law, & Gender	Ritter ; <i>US v. Virginia</i>	
	03/12	Normative Theories	Young; Kymlicka	
	03/17	Spring Break		
	03/19	Spring Break		
	03/24	Normative Theories	Young; Kymlicka; <i>Pillay</i>	
	03/26	Writing	Williams, Colomb (2010)	
	03/31	Unit Exam		Unit Exam
Law & Identity	04/02	Quiz	<i>Balaji; Ram Singh; Deshpande (2011)</i>	Quiz 4
	04/07	Legal Construction (India)	<i>Balaji; Ram Singh; Deshpande (2011)</i>	
	04/09	Legal Construction (United States)	Hanley López (1997); Foley (2004)	
	04/14	Legal Construction (South Africa)	Anthony Marx (1992)	
	04/16	Unit Exam		Unit Exam
	04/21	Paper Workshop	Send papers to group by 4/19	
Final Paper	04/23	Presentations	TBD	
	04/28	Presentations	TBD	
	04/30	Presentations	TBD	
	05/05	Evaluation		

Topics in Public Law: Constitutional Interpretation

RPOS 449Z – Spring 2017

Professor Stephan Stohler
Email: sstohler@albany.edu
Telephone: 518.442.5263
Office: Milne Hall 203
Credits: 3

Tu, Th 11:45AM – 1:05PM
Location: BA 210
Office Hours: Tu 1:05PM-3:05PM
Office Hours Location: Humanities 016

Course Description

The text of national constitutions is often an important basis for asserting political claims in constitutional democracies around the world. But the text of the U.S. Constitution, like many of its counterparts, is often vague and fails to resolve important political questions in unambiguous ways. In an attempt to overcome these ambiguities, political and judicial actors engage in constitutional interpretation, providing more guidance for resolving political and legal disputes. In this course, students will examine the politics of constitutional interpretation by investigating important questions like who has the final authority to interpret the Constitution and how interpreters should go about reaching decisive conclusions about otherwise ambiguous text.

This course is designed to provide students with an opportunity to pursue a research question of their own choosing. Accordingly, students may write on any topic related to law, constitutions, or constitutional interpretation broadly defined (though students must receive instructor approval before settling on a final argument). This is an intensive writing course. Students are expected to complete a substantial research paper over the course of the semester. Students do not need to have prior experience conducting legal research, though research will be required for the paper.

Student Focused Learning Objectives

Students will develop an argument about a contemporary constitutional issue. Students will learn to identify relevant existing scholarship related to their arguments. Students will learn to conduct independent research. Students will learn to write a research paper which develops their arguments over multiple drafts. Students will learn to provide useful criticism of other students arguments.

Materials

All course materials will be made available via the course Blackboard website.

Policies

Student participation in this course is governed by the University's Standard of Academic Integrity. Those standards are outlined here:

http://www.albany.edu/undergraduate_bulletin/regulations.html

Failure to comply with the Standard of Academic Integrity can result in dismissal from the course and other academic discipline by the University. It will certainly result in a failing grade.

If a student presents "as one's own the work of another person," that student has engaged in plagiarism and violated the Standard of Academic Integrity. The University provides guidelines regarding plagiarism via an online tutorial entitled *Plagiarism 101*. All students are expected to complete the tutorial, which can be access here:

<http://library.albany.edu/infolit/plagiarism1>

Reasonable accommodations will be provided to students who required them. Please notify me early in the semester. In addition, please request that the Disabilities Resource Center contact me regarding your situation. Students who miss a deadline because of an illness are required to bring a note from the dean of undergraduate studies (Lecture Center 30, Phone: 518-442-3950). The Dean is responsible for excused absence certification. Without such a note, the missed deadline will count against you.

Extensions on assignments will only be granted in exceptional circumstances and the extension must be granted before the deadline has passed. Absences will only be excused with a note from the Dean of Undergraduate Students.

Graded Assignments

Grades will be determined by student performance on class participation, response papers, a presentation, and the research paper. The respective weights are listed below:

Peer Feedback:	5%	Due before group sessions
Paper Prospectus:	5%	Due by class on February 14, 2017
Participation:	10%	Assessed throughout the course
First draft:	15%	Due due by March 9, 2017
Second draft:	15%	Due by class on April 11, 2017
Final draft:	50%	Due by class on May 9, 2017

Please send all assignments via email to [sstohler@albany.edu](mailto:ssstohler@albany.edu).

The grading scale will be as follows:

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
E	Below 60

If you feel you have been awarded an unfair grade, you may contest it. However, if you want to do so, it must be done in writing and no sooner than 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

Peer Feedback

Students will be expected to work in small groups with some of their colleagues to provide feedback on final drafts. Students will be assigned to groups with other members of the course who are writing on similar topics. Students can expect to provide critical, constructive feedback on three to four papers.

Paper Prospectus

The paper prospectus consists of a one-page description of the argument you will make in your paper. The description should include a discussion of the evidence you will rely on to determine whether you are right or wrong (though this may depend on whether you are writing an empirical or normative paper). Finally,

the prospectus should include a discussion of why your argument is important. This assignment, like every writing assignment in this course, will be assessed – in part – on the quality of the writing. I encourage students to contact me well before the due date to discuss paper topics and arguments.

Research Paper

Students are expected to produce a well-written research paper by the end of the term, while meeting several deadlines before the final due date. The paper *must* be related to election law in some capacity. The paper should be of substantial length, but the paper will ultimately be assessed according to the quality of the argument and the quality of the writing. I am more than happy to work with students to find a topic that interests or – better yet – bothers them; to clarify the arguments they want to make; or to guide students toward useful literature and evidence. Please do not hesitate to contact me with these matters.

Course Outline

1/24: Introduction

1/26: How Do We Know What the Constitution Means?

Rosen, Jeffrey. 2016. "Jeffrey Rosen Answers Your Questions about Constitutional Interpretation." *We the People*. August 25.

Available at: <http://bit.ly/2cbrZJv>

When listening to this podcast, please keep a list of new things you learned; things you believe are right; and things that seem wrong or strange.

1/31: The Most Important Case of the 20th Century

Plessy v. Ferguson (1896)

Brown v. Board of Education (1954)

2/2: The Problem With the Most Important Case of the Century I

Committee on the Judiciary, United States Senate, Confirmation Hearing on the Nomination of Robert H. Bork to be Associate Justice of the Supreme Court of the United States, Serial No. J-100-64, (remarks by Bork, J.).

Committee on the Judiciary, United States Senate, Confirmation Hearing on the Nomination of John G. Roberts, Jr. to be Chief Justice of the United States,

Serial No. J-109-37, September 12, 2005 (remarks by Roberts, J., Sen. Specter, and Sen. Kennedy).

2/7: The Problem With the Most Important Case of the Century II: Originalism

Barber, Sotirios A. and James E. Fleming. 2007. "Narrow Originalism, Intentionalism." pp. 79-98 .

Scalia, Antonin. 1997. *A Matter of Interpretation*.

2/9: The Problem With the Most Important Case of the Century III: Process, Consensualism

Ely, John Hart. 1980. *Democracy and Distrust: A Theory of Judicial Review* .

Barber, Sotirios A. and James E. Fleming. 2007. "Textualism and Consensualism" pp. 67-78 .

2/14: The Problem With the Most Important Case of the Century IV: Refocus

Bolling v. Sharpe (1954)

Brown v. Board of Education II (1955)

Cooper v. Aaron (1958)

Submit prospectus via email by the start of class.

2/16: Departmentalism I

Lincoln, Abraham. 1861. "First Inaugural Address."

Bickel, Alexander. 1962. *The Least Dangerous Branch: The Supreme Court at the Bar of Politics*.

2/21: Departmentalism II

Burt, Robert. 1992. *The Constitution in Conflict*.

Obama, Barack. 2006. *The Audacity of Hope*.

Submit introduction via email by 5PM on 2/19. See "Memorandum on Introductions."

2/23: Writing Exercise I: Organization

In-class packet provided.

Submit "Reading List" via email by the start of class.

2/28: Writing Exercise: Flow

Submit background outline via email by 5PM on 2/26.

In-class packet provided.

3/2: Immigration & Travel Ban I

Background

3/7: Immigration & Travel Ban II

Hawaii case; Washington case

3/9: Immigration & Travel Ban II

Ninth Circuit

3/14-3/16: Spring Break, No class.

No assignments

3/21: Individual paper meetings

Schedule 20 minute session

Develop research/writing plan

3/23: Individual paper meetings

Schedule 20 minute session

Develop research/writing plan

3/28: Justice Sonia Sotomayor I

Sotomayor, *My Beloved World*

3/30: Justice Sonia Sotomayor II

Sotomayor, *My Beloved World*

4/4: Justice Sonia Sotomayor Presentation

Class will meet at Justice Sotomayor's presentation

4/6: Affirmative Action I

Bakke

4/11: Classes suspended

No class

4/13: Affirmative Action II

Submit second draft

Small workshop groups assigned

Gratz, Grutter

4/18: Affirmative Action III

Fisher

4/20: Writing Workshop: Final Draft

In-class packet provided.

Circulate materials for introduction presentations

4/25: Presentations, Introductions

Presentation and small group feedback

Circulate materials via email for background presentations

4/27: Presentations, Backgrounds

Presentation and small group feedback

Circulate materials via email for argument presentations

5/2: Presentations, Arguments

Presentation and small group feedback

Circulate materials via email for application presentations

5/4: Presentations, Applications

Presentation and small group feedback

5/9: Debriefing Session

Due: Final Draft

Course feedback

Which aspects of the course were valuable?

How can the course be improved?

SYLLABUS
RPOS469Z: Comparative Public Policy
State University of New York at Albany
Spring 2017
3 credits

Professor: Zsófia Barta

Class times: Tue-Thu 1:15PM - 2:35PM BA 227

Office hours: Tuesdays and Thursdays 9.00-10.00 in the Contact Office

Office: Milne 205

Email: zbarta@albany.edu

Course description

Why do countries differ in their policy choices? Why do some countries provide health care and education through the public sector, while in others the provision is mostly private? Why do some countries borrow extensively while others keep their budgets in balance? Why do some countries pay unemployment benefits indefinitely, while others barely pay such benefits at all? This course answers such questions by exploring the nature of social conflicts surrounding policy-making, the differences in national policymaking institutions, changing ideas about the desirable goals and best types of policies and the influence of the international economic and political environment on national policy-making.

The first third of the course covers the broad theoretical approaches to why policies differ across time and nations. The rest of the course uses different policy areas to see how well the different theories can explain policy variation. The last three weeks are devoted to presenting students' own research about important policy problems.

Undergraduate students who have taken RPOS350 Comparative Public Policy should not take this course.

Course objectives

By the end of the course, students should

- have a good understanding of the variation of policy choices across prosperous developed countries in several policy areas;
- be familiar with the main theoretical approaches to why variation is so great across democracies at similar levels of development;
- be able to think critically about the strengths and weaknesses of each approach and use their knowledge to make informed arguments about cross-national variation in different policy areas.

The course is also aimed at developing students' presentation, writing and research skills.

Teaching method

This course relies mostly on discussion. Students are expected to hold presentations and participate in class discussions. They are expected to have done the assigned readings before coming to class in order to enable them to participate actively in group-work and to ask informed questions and express opinions on current policy issues in the US and elsewhere.

Assessment

The final grade for the course will be based on the following components:

- attendance and participation in class discussions 10%
- reading response papers 20%
- literature review 20%
- final paper 40%
- presentation 10%

Grading

The grading scale will be as follows:

A= 93-100,
A- = 90-92,
B+ = 87-89,
B = 83-86,
B- = 80-82,
C+ = 77-79,
C = 73-76,
C- = 70-72,
D+ = 67-69,
D = 63-66,
D- = 60-62,
E=below 60.

If you feel you have been awarded an unfair grade, you may contest it. However, if you want to do so, it must be done in writing and no sooner than 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

Reading response papers

For each week, students should hand in a reading response of no more than 300 words, briefly responding to questions regarding the readings assigned for that week. Questions can be found both on Blackboard and in the syllabus. Reading responses are due each Monday by midnight. Unexcused late submissions of the response papers will not be accepted, and missed response papers cannot be made up later.

Literature review

By the end of week 6, students are expected to write a literature review of no more than 1000 words to summarize the gist of the major theoretical approaches discussed in the first third of the course. Literature reviews are due latest by midnight February 26.

Paper

Throughout the rest of the course, students will work on a scaffolded writing exercise, the end product of which will be an individual paper (of up to 3000 words) that explains an instance of policy variation between two countries of the student's choice in a policy area of the student's choice.

A paper proposal of maximum one page is February 20. The proposal should explain which countries and what policy area the student will be examining, describe the policies chosen by each country and propose hypotheses that the student wishes to investigate. Students will briefly present their proposed topics in class on February 23. They will receive feedback from their fellow students and the professor and are expected to incorporate the feedback in their subsequent paper.

The first draft of the paper is due on April 2. Students will receive a grade as well as detailed feedback on this draft and will have the opportunity to rework their drafts and incorporate the feedback also in their presentations.

The second draft of the paper is due latest by midnight on April 23. Please note that the second draft will be made available to all the students of the class to comment and ask questions on.

The final draft of the paper is due May 8.

The last two weeks will be set aside for presentations, in which students explain to their fellow classmates their research and their findings. Students will also comment on each other's projects and recommend ways to improve the project.

Accommodations

“Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. (For further information, please visit <http://www.albany.edu/studentlife/dss/Accommodation.html>).” If you wish to discuss academic accommodations for this course please also inform the instructor as soon as possible. In addition, the instructor will make every effort to accommodate difficulties arising from religious observance. You are asked to bring any possible conflicts to the instructor's attention as soon as possible. “Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately (Harwood 2003).”

Plagiarism

Please make sure to know and follow the rules. If you are involved in plagiarism the penalty will be failure in the course and you will be reported to judicial affairs. Every Student is expected to go through the following tutorial <http://library.albany.edu/usered/plagiarism/index.html>. All papers will be judged with the knowledge that you have taken the online tutorial.

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Weekly outline

Wk	Topic	Tuesday	Thursday	Assignment due
1.	Introduction	<p>January 24</p>	<p>January 26</p> <ul style="list-style-type: none"> • Baldwin (2009) The Narcissism of Minor Differences. Oxford University Press (excerpts available on 1. http://www.theglobalist.com/how-americaand-europe-are-alike/ 2. http://www.theglobalist.com/social-policyhow-wide-a-transatlantic-gap/ 3. http://www.theglobalist.com/europe-vsamerica-some-inconvenient-environmentaltruths/ 4. http://www.theglobalist.com/astonishingtransatlantic-cultural-comparisons/ 5. http://www.theglobalist.com/why-atransatlantic-chasm/) 	None
2.	Who makes policies?	<p>January 31</p> <p>The state</p> <ul style="list-style-type: none"> • Fukuyama (2004). State Building: Governance and World Order in the 21st Century (Ch1) 	<p>February 2</p> <p>Society</p> <ul style="list-style-type: none"> • Migdal, J. (2001). State in Society: Studying How States and Societies Transform and Constitute One Another (Ch1) Cambridge University Press 	<p>Response paper 1:</p> <p>What does the state (government) do according to Fukuyama and what are the limits of state action according to Migdal?</p>
3.	Explanations for policy variation 1.	<p>February 7</p> <p>Interests</p> <ul style="list-style-type: none"> • Frieden (1991). Debt, Development and Democracy, Princeton University Press (Ch1) 	<p>February 9</p> <p>Institutions</p> <ul style="list-style-type: none"> • Lijphart, A. (1999). Patterns of Democracy. New Haven and London, Yale University Press. (Ch 1-3. and 17) 	<p>Response paper 2:</p> <p>What types of institutions matter according to Lijphart and why?</p>
4.	Explanations for policy variation 2.	<p>February 14</p> <p>Ideas</p> <ul style="list-style-type: none"> • Blyth (2002). Great transformations: 	<p>February 16</p> <p>The International</p> <ul style="list-style-type: none"> • Garrett and Lange (1995) Internationalization, 	<p>Response paper 3:</p> <p>How do ideas determine how countries react to crises according to Blyth?</p>

		economic ideas and institutional	institutions, and political change. International	
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		change in the twentieth century, Cambridge University Press, Ch 2	Organization	
5.	Battle of theories	February 21 Which of the four sets of explanations is most convincing for you? Review of the first third of the course <ul style="list-style-type: none"> Hall, P. A. (1997). The Role of Interests, Institutions, and Ideas in the Comparative Political Economy of the Industrialized Nations, Cambridge University Press. 	February 23 Present your research proposal	Research proposal due by midnight on Sunday, February 20
6.	Education policy	February 28 Higher education <ul style="list-style-type: none"> Ansell, B.W. (2008). University Challenges: Explaining Institutional Change in Higher Education, World Politics 60(2) 	March 2 Public schools <ul style="list-style-type: none"> Hochschild and Scovronick (2004) The American Dream and the Public Schools. Oxford University Press (Introduction and Chapter 8) 	Response paper 4: Why is higher education mostly private in the US according to Ansell? Literature Review due latest by midnight February 26
7.	Health policy	March 7 Diversity in Europe <ul style="list-style-type: none"> Immergut, E. (1992) Health Politics: Interests and Institutions in Western Europe, Cambridge University Press 	March 9 American exceptionalism <ul style="list-style-type: none"> Quadagno (2005). One nation, uninsured. Oxford University Press (Introduction and Chapter 8.) 	Response paper 5: Why is the American health care system so different from its European counterparts?
8.	No class – Spring break	March 14	March 16	

9.	Project clinic	March 21 How to write-up your research results + individual feedback	March 23 How to present your research results + individual feedback	First draft of project paper due latest by 12 midnight March 19
10.	Social Policy	March 28 Varieties of welfare states • Esping Andersen (1990). The Three	March 30 Why Doesn't the US Have a European-Style Welfare System?	Response paper 6: What are the main differences among welfare systems

		Worlds of Welfare Capitalism. Princeton University Press (Introduction and Chapter 1)	<ul style="list-style-type: none"> Alesina, A., Glaeser, E, and Sacerdote, B. (2001). Why Doesn't the US Have a European-Style Welfare System? NBER Working Paper No. 8524 http://www.nber.org/papers/w8524.pdf?new_window=1 	according to Esping-Andersen? Which type does the US fit?
11.	Trade policy	April 4 Trade policy and institutions • Ehrlich, S. D. (2007) Access to Protection: Domestic Institutions and Trade Policy in Democracies, International Organization, 61(3)	April 6 American trade policy at the time of the Great Depression • Hiscox, M. J. (1999). The Magic Bullet? The RTAA, Institutional Reform, and Trade Liberalization, International Organization 53(4)	Response paper 7: Do institutions matter for trade policy?
12.	Public debt	April 11 Why do some countries get disastrously indebted when others don't? • Barta (2017). In the Red. (Ch1)	April 13 What is fiscal governance and what does it depend on? • Hallerberg et. al (2009.) Fiscal Governance in Europe, Cambridge University Press (Chs. 1 and 2)	Response paper 8: What makes some countries more prone to debt than others?

13.	Immigration	April 18 Controlling immigration flows <ul style="list-style-type: none"> !#"\$(%&'())*&+,"-\$.%&-/&012"\$132.-134& 055.6\$32.-1&7-4.8#9:;&;-5<3\$32.="&:134#%.%>&012"\$132.-134&!6\$32.-1&?"="."@& AB'B* 	April 20 :%%.5.432.-1&9&CD84E%.-1& <ul style="list-style-type: none"> ;3%24"%&'())*&;2.F"1%,<&31G&!6\$32.-1H& 14-J34.F32.-1&31G&2,"&7-4.2.8%&-/&K"4-16.16&;&A 	Response paper 9: Which of the theories offered in this week's reading best explains the current attitude towards immigration
14.	Project presentations	April 25	April 27	Response paper 10a: Read project papers on Blackboard and ask each author a question that is relevant to his/her topic, but her research
14.	Project presentations	April 25	April 27	Response paper 10a: Read project papers on Blackboard and ask each author a question that is relevant to his/her topic, but her research paper does not answer. Second draft of project paper due latest by midnight April 23
15.	Project presentations	May 2	May 4	Response paper 10b: Read project papers on Blackboard and ask each author

&

a question that is relevant to

Laura V. Gonzalez-Murphy
Assistant Research Professor
518 961 0330
Office Hours: After class

Political Science 474
T, Th 5:45pm - 7:05pm
ES 108 gonmurph@aol.com

RPOS 474Z-POLITICS OF INTERNATIONAL MIGRATION
Preliminary syllabus
3 credits

This upper level undergraduate seminar examines the domestic and international politics of migration. International migration has become an increasingly salient political issue not only in the United States but around the world. As immigration to the United States in the 1990s reached levels rivaling that of the peak years before WWI and as growing flows of skilled and unskilled workers fueled the US economy, political candidates increasingly compete for votes in immigrant communities and call for immigration policy reform. In the rest of the world, East German communism disintegrates as thousands of young East Germans leave their country via Czechoslovakia and Hungary. After examining the historical and demographic context of international migration, we will consider the politics of U.S. immigration policy and immigration reform. Comparative analysis of labor migration to advanced industrial states, the question of state control over migratory flows, increasing human smuggling and trafficking and the politics of inclusion and exclusion of migrants in host countries will then be the major focus. We will then examine the impact of migration on international politics with particular emphasis on the growing influence of civil society on political change in home countries, refugee policies and the potential for international cooperation on migration. For this latter focus, we will use Mexico, Spain and Italy as case studies.

Prerequisites:

A background of POS 101 Introduction to American Politics and POS 102 Introduction to Comparative and International Politics is assumed, however, the courses are not strict prerequisites.

By the end of this course, students should be able to:

1. Identify key concepts in readings and critically evaluate them in class discussions.
2. Articulate major arguments in the migration studies literature
3. Relate those arguments to major theories of international politics
4. Critically evaluate common readings in discussions with instructor and fellow students

Textbooks:

Stephen Castles, Hein de Haas and Mark J. Miller, *The Age of Migration, International Population Movements in the Modern World* 5th edition (The Guilford Press 2014) ISBN: 9781462513116

Daniel Tichenor, *Dividing Lines: The Politics of Immigration Control in America* (Princeton University Press 2002) paperback ed. ISBN: 0691088055

Additional required readings: Additional readings not in the above books or below, will be journal articles and policy reports that will be provided to you via email. Unless noted, all required articles can also be accessed on-line at a under “e-journals” or through Lexis/Nexis.

Requirements:

In a addition to a midterm, students will write a policy advocacy brief (first paper) and an analytical paper (final paper).

Students are expected to complete all assigned readings in advance of class and be prepared to discuss them. The base line grade for class participation is a D. Routine attendance with minimal participation will earn a C. Regular contributions to class discussion that are appropriate and draw on readings will earn a B. Students who are consistently well-prepared to discuss the assigned readings nearly every class and actively participate in discussions will receive As for class participation. Attendance directly influences your ability to participate but is being graded separately.

First paper (1,500 words)	25%
Midterm	25%
Final paper (2,000 words)	30%
Class participation	10%
Attendance	10%

Final Grading:

The grading scale that will be used in the course is as follows: A= 93-100, A-= 90-92, B+ = 87-89, B = 83-86, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Late paper policy:

Late papers will be accepted provided that documentation of illness, death in the family, etc. is provided to the Dean of Students and to the instructor. Students should ask the instructor for an extension as soon as possible and must do so no later than 24 hours after the paper is due. In the case of unexcused late submissions, a penalty of one half letter grade will be assessed per day.

Policy on academic integrity:

Students must properly reference all sources, including assigned readings. Plagiarism and cheating will not be tolerated. Students should refer to the academic integrity policies in the Undergraduate Catalogue for details on examples violations and corresponding penalties.

Part I Introduction and background

1/22 Introduction and overview of course

1/27-29 Migration theories, history and demography

Castles, Haas & Miller (CHM), chs. 1-3

D.S. Massey et. al. "Theories of International Migration: A Review and Appraisal"

http://cis.uchicago.edu/outreach/summerinstitute/2011/documents/sti2011-parkstheories_of_international_migration.pdf

Skim UN Population Division, "The International Migration Report 2013"

<http://www.un.org/en/development/desa/population/publications/migration/migration-report2013.shtml>

Read "Executive Summary," *International Migration Outlook 2013* (OECD Publishing, 2013): pp. 11-13, at:

http://dx.doi.org/10.1787/migr_outlook-2013-en.

Part II Immigration to the United States

2/03 U.S. Immigration Politics Before 1900

Tichenor, chs. 1-4

From chapter 3 on keep the following in mind: Immigration policy making is influenced by four interlocked processes: Institutional changes in the nation-state and party system, Left-Right coalitions, historical policy responses and international crisis.

2/05 The Rise of the National Origin Quota System and Two Tiered Implementation Tichenor, chs. 5-6

2/12 Cold War and Rights Revolution

Tichenor, chs. 7-8

02/17 Contemporary Politics

Tichenor, chs. 9-10

M.S. Teitelbaum, "Right Versus Right: Immigration and Refugee Policy in the United States," Chart for Major Immigration Legislation Pending in Congress

<http://www.immigrationpolicy.org/just-facts/what%E2%80%99s-menu-immigration-bills-pendinghouse-representatives-2014>

Vernon M. Briggs, Jr., "Real Immigration Reform: The Path to Credibility," Statement Before the Subcommittee on Immigration of the Judiciary Committee of the U.S. House of Representatives, May 3, 2007

<http://www.cis.org/articles/2007/briggstestimony050307.html>

Muzaffar Chisti and Charles Kamaskai, 2014 "IRCA in Retrospect: Guideposts for Today's Immigration Reform" <http://www.migrationpolicy.org/research/irca-retrospect-immigration-reform>

Michael Jones-Correa and Els de Graauw, "Looking Back to See Ahead: Unanticipated Changes in Immigration from 1986 to the Present and Their Implications for American Politics Today," *Annual Review of Political Science* Vol. 16 (May 2013): 209-230.

Ruth Ellen Wasem, "Brief History of Comprehensive Immigration Reform Efforts in the 109th and 110th Congresses to Inform Policy Discussions in the 113th Congress, Congressional Research Service, February 27, 2013

<http://fas.org/sgp/crs/homesecc/R42980.pdf>

02/19 Legal immigration

Surf US Citizenship and Immigration Services (USCIS) website: <http://www.uscis.gov/> U.S.

Legal Permanent Residents: Annual Flow Report 2013 at:

http://www.dhs.gov/sites/default/files/publications/ois_lpr_fr_2013.pdf

Susan Martin, "US Employment-Based Admissions: Permanent and Temporary, Policy Brief, Migration Policy Institute, No. 15, January 2006. http://www.migrationpolicy.org/ITFIAF/PB_15_1.06.pdf USCIS Strategic Plan at:

http://www.uscis.gov/sites/default/files/USCIS/About%20Us/Budget%2C%20Planning%20and%20Performance/USCIS_Strategic_Plan_2008-2012.pdf

(read pp. 1-16, skim rest)

02/24 High-skilled migration – The Debate

George Borjas, "The Case for Choosing More Skilled Immigrants," *The American Enterprise*, December 2000, pp. 30-31. http://ksghome.harvard.edu/~GBorjas/Papers/AEI_2001.pdf Brookings

Even Piecemeal Immigration Reform Could Boost the U.S. Economy

<http://www.brookings.edu/research/opinions/2014/11/20-even-piecemeal-immigration-reformboost-economy-litan-hathaway>

http://www.brookings.edu/~media/research/files/papers/2011/6/immigrants%20singer/06_immigrant_skills_media_memo.pdf

Neil Ruiz, <http://www.brookings.edu/blogs/the-avenue/posts/2014/11/20-immigration-executive-action-stemruiz>

Audrey Singer and Camille Galdes, <http://www.brookings.edu/research/reports/2014/02/05-eb-5investor-visa-program-singer-galdes/>

02/26 Continuation of High Skilled Migration

B. Lindsay Lowell, Micah Bump, Susan F. Martin, "Foreign Students Coming to Arica: The Impact of Policy, Procedures and Economic Competition" Institute for the Study of International Migration, February, 2007.

<http://isim.georgetown.edu/Publications/SloanMaterials/Foreign%20Students%20Coming%20to%20America.pdf>

"Who Pays? Foreign Students Do Not Help with the Balance of Payments," Center for Immigration Studies, June 2008 <http://www.cis.org/articles/2008/back608.pdf>

03/03-05 Illegal Migration

Jeffrey S. Passel and D'Vera Cohn, *Unauthorized Immigrant Totals Rise in 7 States, Fall in 14: Decline in Those From Mexico Fuels Most State Decreases*, Pew Hispanic Center Nov. 18, 2014

<http://www.pewhispanic.org/2014/11/18/unauthorized-immigrant-totals-rise-in-7-states-fall-in-14/>

Peter Brownell, "The Declining Enforcement of Employer Sanctions" Migration Policy Institute, September, 2005

<http://www.migrationpolicy.org/article/declining-enforcement-employer-sanctions>

Practical Measures to Reduce Irregular Migration, European Migration Network, October 2012, Executive Summary, Sections 1-7 (pp. 7-64)

http://ec.europa.eu/dgs/home-affairs/what-wedo/networks/european_migration_network/reports/docs/emn-studies/irregularmigration/0a_emn_synthesis_report_irregular_migration_publication_april_2013_en.pdf

Yoav H. Duman, "Reducing the Fog? Immigrant Regularization and the State," *Politics and Policy*, Volume 42, No. 2 (2014): 187-220.

Film: Border War or Farmingville TBD

03/10 Comprehensive Immigration Reform Proposal 2013 vs Executive Actions

FIRST PAPER DUE

Watch: "The President Speaks on Fixing America's Broken Immigration System"

https://www.youtube.com/watch?v=6Q_Xk66gsRU

Executive Action 2014: <http://www.uscis.gov/immigrationaction>

Read: Fixing Our Broken Immigration System Through Executive Action - Key Facts

[http://www.dhs.gov/immigration-](http://www.dhs.gov/immigration-action?utm_source=hp_feature&utm_medium=web&utm_campaign=dhs_hp)

[action?utm_source=hp_feature&utm_medium=web&utm_campaign=dhs_hp](http://www.dhs.gov/immigration-action?utm_source=hp_feature&utm_medium=web&utm_campaign=dhs_hp)

Read following executive memos posted on this webpage (others if you wish): [Strengthen Border Security](#)

[Revise Removal Priorities](#)

[Expand Deferred Action for Childhood Arrivals \(DACA\) Program](#)

[Extend Deferred Action to Parents of U.S. Citizens and Lawful Permanent Residents](#)

[Promote the Naturalization Process](#)

[Support High-skilled Business and Workers](#)

Ashley Parker, "Boehner Says Obama's Immigration Action Damages Presidency," *New York Times*, Nov. 21, 2014

Migration Policy Institute, Nov. 20, 2014 "As Many as 3.7 Million Unauthorized Immigrants Could Get Relief from Deportation under Anticipated New Deferred Action Program,"

<http://migrationpolicy.org/news/mpi-many-37-million-unauthorized-immigrants-could-get-reliefdeportation-under-anticipated-new>

Migration Policy Institute Multimedia "Digging Deeper into Executive Action" December 3, 2014

<http://www.migrationpolicy.org/multimedia/digging-deeper-executive-action-further-examinationimpacts>

Rosenblum and Hipsman, 1/13/2015 "Normalization of Relations with Cuba may Portend Changes to US Immigration Policy. <http://www.migrationpolicy.org/article/normalization-relations-cuba-may-portend-changes-usimmigration-policy>

3/12 Border Security

Surf: US Customs and Border Protection (CBP) website: <http://www.cbp.gov/xp/cgov/home.xml> Jena

Baker McNeill 15 Steps to Better Border Security: Reducing America's Southern Exposure

<http://www.heritage.org/research/reports/2009/03/15-steps-to-better-border-security-reducingamericas-southern-exposure>

"National Border Patrol Strategy," US Customs and Border Protection, at: Cecilia

Munoz, Even Broken Laws Have to be Enforced 2011

<http://www.pbs.org/wgbh/pages/frontline/race-multicultural/lost-in-detention/cecilia-munoz-evenbroken-laws-have-to-be-enforced/>

T. Faist, "International Migration and Security Before and After 11 September 2001," in Messina and Lahav

Susan Martin and Phillip Martin "International Migration and Terrorism: Prevention, Prosecution and Protection," *Georgetown Immigration Law Journal*, 18/2, Winter 2004, 329-44.

Rey Koslowski, *The Evolution of Border Controls as a Mechanism to Prevent Illegal Immigration* (Migration Policy Institute and European University Institute, February 2011) posted at:
<http://www.migrationpolicy.org/pubs/bordercontrols-koslowski.pdf>

Film: Lost in Detention <http://www.pbs.org/wgbh/pages/frontline/lost-in-detention/>

03/14 to 3/20 SPRING BREAK

3/24

Immigrant Nation (About the contemporary immigrant US mobilizations)
<http://www.immigrantnationfilm.com/>

Part III: Immigration Politics in Comparative Perspective

03/26 Migration to Industrialized Countries

CHM pp. 89-100 (Pre1914) ch. 6 126-129, 133-135, conclusion 144-145

C. Joppke, "Why Liberal States Accept Unwanted Immigration," Migration Policy Institute, "The Top Ten Migration Issues of 2014"

<http://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues2014>

Gary P. Freeman, "Modes of Immigration Politics in Liberal Democratic Societies," *International Migration Review* Vol. 29, No. 4 (1995): 881-902.

Wayne Cornelius, "Controlling 'Unwanted' Immigration: Lessons from the United States 1993-2004." *Journal of Ethnic and Migration Studies*, Vol. 31, No. 4 (2005): 775-794.

03/31 Migration in the Asia-Pacific Region, Africa and Middle-East, Latin America CHM,
pp 129-133, 135-144

CHM chs 7,8

"Argentina: A New Era of Migration and Migration Policy" Migration Policy Institute, Feb 2006

<http://www.migrationinformation.org/feature/display.cfm?ID=374>

La Bestia (Migrants from Central America face xenophobia in Mexico on their trip to US)

<http://www.youtube.com/watch?v=YgHR1-5HptA>

04/02 The Question of State Control CHM,
ch. 10.

J.F. Hollifield, "Migration, Trade, and the Nation-State,"

Kamal Sadiq, "When States Prefer Non-Citizens Over Citizens," *International Studies Quarterly* (2005)

04/7 Screening of "Dying to Leave"

04/9 Human Smuggling

Look at *recent Trafficking in Persons Report* US State Dept.

Icli, Sever and Sever, 2015 A Survey Study on the Profile of Human Smugglers in Turkey

<http://www.scirp.org/journal/PaperInformation.aspx?PaperID=52988>

04/14-16 Immigrant Integration and the New Immigration Federalism

CHM Ch. 12

Sarah Spencer, "The Challenges of Integration for the EU," Migration Policy Institute

<http://www.migrationinformation.org/Feature/display.cfm?ID=170>

Migration Policy Institute Multimedia <http://www.migrationpolicy.org/multimedia/role-nationalgovernments-promoting-immigrant-integration>

Colleen Thouez, "Working with Cities on Mobility, Diversity and Prosperity"

<http://www.iom.int/cms/en/sites/iom/home/what-we-do/migration-policy-and-research/migration-policy-1/migration-policy-practice/issues/april-june-2014/working-with-cities-onmobility.html>

Robert Suro, "California Dreaming: The New Dynamism in Immigration Federalism and Opportunities for Inclusion on a Variegated Landscape", *Journal on Migration and Human Security* (January 8 2015)

<http://cmsny.org/jmhs-article-california-dreaming-the-new-dynamism-in-immigration-federalism/>

04/21 Immigrants and Politics

CHM, ch. 13

Jesse Richman and David Earnest, "Could Non-Citizens Decide the November Election" *Washington Post*, October 214, 2014.

<http://www.washingtonpost.com/blogs/monkeycage/wp/2014/10/24/could-non-citizens-decide-the-november-election/>

Rebecca Burgess, "D.C. Considers Allowing Non-Citizens to Vote," *The Weekly Standard*, January 22,

2015. http://www.weeklystandard.com/blogs/dc-considers-allowing-non-citizens-vote_824243.html

4/23 -4/30 Case Study on Civil Society and Immigration Policy – Mexico vs Italy and Spain

Gonzalez-Murphy, All

5/5 International Cooperation on a Global Basis (Final paper due)

CHM, pp. 320-323

"Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children"

http://www.uncjin.org/Documents/Conventions/dcatoc/final_documents_2/convention_%20traff_e ng.pdf

Surf website of US State Dept. Office to Monitor and Combat Trafficking in Persons at:

<http://www.state.gov/g/tip/>

Arthur C. Helton, "Unpleasant surprises await: new forms of international cooperation will be needed to address the myriad problems that arise when vast numbers of humans migrate." *Bulletin of the Atomic Scientists*, 58: no 6 N/D 2002, pp. 94-100.

Review mandate of the Global Commission on International Migration at: <http://www.gcim.org/>

Rey Koslowski, "Possible Steps Towards an International Regime for Mobility and Security", Research Paper Series of the Global Commission on International Migration: *Global Migration Perspectives*, No 8

(October 2004) at: http://www.childtrafficking.com/Docs/possiblestepstowards_1007.pdf

Prof. Gregory P. Nowell
Dept. of Political Science, Richardson 284
135 Western Ave - SUNY
Albany NY 12222
518 442 5267
gnowell@albany.edu

POS 479z Class No . 8917 Tu-Thur 2:45 to 4:05 in BB0137
3 credits

Topics course: US Banking and the Financial Crisis

Uptown office hours 1:15 to 2:15 Tuesdays and Thursdays

♯ Book orders have been placed exclusively at Mary Jane Books, Quail & Western
☞ **Consult the Syllabus for Paper Due Dates** ☞

Final Exam date: Saturday December 17th 10:30 a.m. to 12:30 p.m.

*The academic objectives of this course include some of the most difficult theme in finance: credit, capitalization, leverage, demand, price levels, employment, etc., as a function of institutional arrangements in markets. We will study primarily American credit crises. The guiding principle is the notion of *equilibrium* as it might be implied in different contexts. An economics background is not required, and there will be no complex equations or diagrams required of the student. We will cover a bit of that stuff but it is not expected in the course assignments. Since the repercussions of the 08 financial crisis are on-going, we will experiment with introducing current events into the curriculum. Doing so necessarily involves some flexibility on the weekly content. Part of a day a week will cover topics in the Wall Street Journal.*

Learning objectives. Students who complete this course should

1. Be familiar with half a dozen financial crises from Adam Smith's time through 2008.
2. Master foundational finance vocabulary such as, but not limited to: leverage, interest rate risk, default risk, yield curve, market shorting, mark-to-market, shareholder equity, bank capitalization, etc.
3. Understand endogenous credit creation
4. Understand the broad outlines of the crisis of 2008
5. Understand the economic impacts of a credit collapse (employment, price levels, etc.)
6. Understand the various regulatory mechanisms that have been advanced as a means to control banking and credit crises.
7. Understand the role of central banks in the management of credit crises.

Course Books: Are for the major part, on line, for free. Some have been ordered at Mary Jane Books, at the corner of Quail and Western. Generally this will be your least expensive alternative. You may also order books via Internet, and prices vary considerably by vendor.

Used books can be had at www.abebooks.com and other sources. Some packet materials will also be available there. A certain number of articles will be on the class web site and/or JSTOR.

BOOKS YOU CAN BUY

Hacker, Diana (1997). *A Writer's Reference*. 3rd ed. Boston: Bedford Books, isbn 0312172168 or MOST CURRENT EDITION.

Keynes, J.M. (1963;1936) *General Theory of Employment Interest and Money*. NY: Macmillan (on line full texts are available usually without page numbers)

Lewis, Michael (2010) *The Big Short: A True Story*. NY: Penguin Books. “movie tie in” and “doomsday machine” variations of this book are OK.

List, Friedrich (1999;1840). *National System of Political Economy: The Theory*. (v. 2) San Francisco: Dry Bones Press. ISBN 188393852X. (also available on google books for free)

Smith, Adam (1977;1776) *An Inquiry into the Nature and Causes of the Wealth of Nations*. Cannan, ed. Chicago: University of Chicago Press, isbn 0-226-7634-9. (on line version is Seligman, see week-by-week syllabus for links)

Wall Street Journal: on line, \$15 for one semester, wsj.com

Work to be completed:

- ⇒ one paragraph weekly essays, about 150 words, will be expected about once a week and be part of the participation evaluation. These topics will ALL be drawn from the Wall Street Journal.
- ⇒ Two ten to twelve page papers, each submitted in two drafts
- ⇒ Final exam

Course grading. The course grade will be based on two papers, 12-13 pages each, (nominally 30% of the grade each) and one final (nominally 40% of the grade plus adjustments due to attendance (see below) and subjective appreciation of such factors as class participation. The papers are due on the dates stated in the syllabus. You will receive comments and editing suggestions on your first draft, but no grade. Then you rewrite the paper. This almost always leads to a substantially improved paper and a better final draft. The rewritten paper must be turned in on the date indicated.

Letter grades scale. Individual assignment and overall course grading are on a 400 point scale where 385 to 400 = A, 350 to 384 = A- , to 316 to 349 = B+, 285 to 315 = B, 250 to 284 = B-, 216 to 249 = C+, 185 to 215 = C, 150 to 185=C-, 115 to 149 = D+ to 85 to 114 = D, 50 to 84 = D-, and 0 to 49 = E. These ranges are for determining final letter grades for the course, after averaging and weighting of all grades for the entire semester. The numeric grades assigned to

exams and essays will be limited to the following range of values: A= 400, A- =370, B+ = 330, B = 300, B- =270, C+ =230, C=200, C- = 170, D+ =130, D = 100, D-=70, E+ = 30, and E = zero.

While I think it's a good idea, the idea of a first draft, receiving criticism, and then a chance to rewrite is a required element of university "Z" courses (in other words, not invented by your prof to make you unhappy). Your first draft papers must meet the bar of a credible effort to meet these requirements: your first draft is supposed to be as good as you can make it. For example, you can't turn in a three page paper with the idea that you'll "fix it" for the rewritten version because only the final grade will "count"—gamesmanship like that will result in a severe hit to your grade for the entire assignment. Your rewritten paper is due exactly one week after it is handed back.

Late paper policy. Making the cycle of draft-critique-rewrite work requires a high degree of coordination compared to non-Z courses. Papers are due on the day specified. A penalty of one half grade per paper per day will be imposed for late papers. That is, an A- will be reduced to a B+, a B+ to a B, and so on, down to zero credit. This penalty will run over weekends and holidays: If a paper is due on Friday and I don't get it till Tuesday, it will be docked for four days, or 2 full grades. Valid medical excuses for late papers are to be cleared through the Dean's office not through me.

Minimum completion: You cannot pass the course by punting any of the paper first drafts, the second drafts, or the final exam. That is, if you do the first paper, skip the second, take the final exam, and believe that you the average will get a grade of C- in the course, that isn't going to happen.

Safe Assign and hard copies. All papers must be uploaded to safe assign. The copy that you hand in for a grade is due IN CLASS in HARD COPY.

Plagiarism. In cases of plagiarism, the offender will be strongly encouraged to leave the class, and/or failed. Referrals to academic affairs or to the dean's office are possible.

Disabilities: As with all classes, students requiring special accommodations must do so in a timely manner. That means at the beginning of the semester.

Week-by-week schedule

Week 1 – Tuesday 30 August, Thursday September 1

Tuesday Class Introduction and Organization.

Thursday Smith edition v. I <https://archive.org/details/wealthofnations01smituoft>

I. "Of the Division of Labor," p. 4-11, II. Of the Principle which gives occasion to the Division of Labor," pp. 12-14. III. "That the Division of Labor is Limited by the Extent of the Market." PP. 15-18. IV. "Of the Origin and Use of Money," pp. 19-25. V. "Of the Real and Nominal Price of Commodities, or their Price in Labor, and their Price in Money," pp. 26-40

Matthew 25:14-30 parable of the three servants. Hoarding.

Week 2 Adam Smith's credit crunch

<https://archive.org/details/wealthofnations01smituoft> Volume One, Book II, Chapter 2, pp. 257-281

Tuesday August 30,
Thursday September 1st,

<https://archive.org/details/thewealthofnatio00smituoft> Book V, chapter III “Of Public Debts” pp. 389-430.

Week 3 Tuesday September 6th,
Thursday September 8th,

List 1st half (about pp. 97 to 165 archive.org edition; first half of printed “The Theory”)

Archive.org edition (Lloyd translation, **avoid** earlier translation by Matile, pagination is wildly different)

<http://tinyurl.com/List-Lloyd-translation> List 1st half (about pp. 97 to 165 archive.org edition; first half of printed “The Theory”)

Week 4
Tuesday 13 September
Thursday September 15th,

List 2nd half (through to p. 242 of archive.org’s Lloyd translation, second half of printed “The Theory”)

<http://tinyurl.com/List-Lloyd-translation>

Week 5 Tuesday 20 September, Stabilizing an unstable economy.
Thursday September 22nd

Concepts: methods of spreading risks; taking short positions; financial innovation; social consequences

Reading: “The Big Short,” pp. 1-135

Nowell hands out paper topics on Tuesday

Week 6 Tuesday 27 September, Thursday 29 September, Stabilizing an unstable economy.

Showing of “Big Short” in class.

Reading: “The Big Short,” pp. 136-270.

Week 7 Tuesday 4 October,
Thursday 6 October,

Bloomberg: Saudi Arabian holdings of U.S. Debt <http://bloom.bg/1O04ymn>

China’s Mountain of debt: <http://www.bloomberg.com/news/articles/2016-08-28/digging-into-china-s-growing-mountain-of-debt>

China debt problem: <http://www.bloomberg.com/news/articles/2016-05-23/-massive-bailout-needed-in-debt-saddled-china-analyst-chu-says>

1st paper, 1st draft, returned with comments on Tuesday

Week 8

Tuesday 11 October NO CLASS

Thursday October 13th

Lester, Richard A. (1935). "Is Inflation Possible?" The North American Review, Vol. 239, No. 1 (Jan., 1935), pp. 14-18. Stable URL: <http://www.jstor.org/stable/25114560>

Wirth, Max (1896). "German Banks of Issue," pp. 1-57, especially 1-12 on land banks in History of Banking, v. 4. <http://archive.org/stream/cu31924092584220#page/n13/mode/2up>

Bordo, Michael D., and Eugene N. White (1991). "A Tale of Two Currencies: British and French Finance During the Napoleonic Wars," The Journal of Economic History, Vol. 51, No. 2 (June), pp. 303-316. Stable URL: <http://www.jstor.org/stable/2122576>

Second draft of first paper due on Tuesday

Week 9 Tuesday 18 October, Thursday October 20

Sprague, Crisis of 1873, pp. 1-107 <http://tinyurl.com/sprague-on-crises>

Return of graded first papers

Week 10 Tuesday 25 October, Thursday October 27th

Read Sprague, pp. 218-316 (on crisis of 1907). Sprague <http://tinyurl.com/sprague-on-crises>

Week 11 Tuesday 1 November, Thursday November 3

Keynes chapter 22 of the General Theory

Nowell hands out paper topics - Tuesday

Week 12 Tuesday 8 November, Thursday November 10th

Keynes chapter 22 of the General Theory

2nd papers due, 1st draft - Tuesday

Week 13 Tuesday 15 November, Thursday November 17

Read Bernanke paper http://www.princeton.edu/~pkrugman/bernanke_paralysis.pdf

2nd papers handed back – Tuesday

Week 14 Tuesday 22 November,
Thursday November 24th \ NO CLASS

Tuesday: Catch up day, review

Week 15 Tuesday 29 November, Thursday December 1st

Financial Crisis Inquiry Report: link <http://www.gpo.gov/fdsys/pkg/GPO-FCIC/pdf/GPO-FCIC.pdf> Chapters 6, 7, 8, 9, pp. 83-187

Tuesday: Second draft of second papers due

Week 16 Tuesday Dec 6th, Thursday December 8th

LAST DAY OF CLASS

Review of final exam

Final Exam date: Saturday December 17th 10:30 a.m. to 12:30 p.m.

Books that have been used in various versions of this class

Hacker, Diana (1997). *A Writer's Reference*. 3rd ed. Boston: Bedford Books, isbn 0312172168 or MOST CURRENT EDITION.

Hobson, J.A. (1902;1965). *Imperialism: A Study*. Ann Arbor, MI: University of Michigan Press. Call no. JN 276 H 1965; Isbn [Hobson Imperialism](#)

Keynes, J.M. (1963;1936) *General Theory of Employment Interest and Money*. NY: Macmillan.

Hilferding, Rudolf (2006; 1910). *Finance Capital*. NY: Routledge. ISBN13: 978-0-415-43664-9

Kula, Witold (1976;1962) *Economic Theory of the Feudal System: Towards a Model of the Polish Economy*. NY: Verso Books, isbn 0860918513

List, Friedrich (1916; 1840). *National System of Political Economy*, trans. Sampson S. Lloyd, NY: Longmans, Green and Co., 1916.

List, Friedrich (1999;1840). *National System of Political Economy: The History*. (v. 1) San Francisco: Dry Bones Press. ISBN 1883938511. (in print)

List, Friedrich (1999;1840). *National System of Political Economy: The Theory*. (v. 2) San Francisco: Dry Bones Press. ISBN 188393852X. (Corresponds to pp. 97-242 of 1916 edition on archive.org. Chapter XXIII is especially important.) (in print)

List, Friedrich (1999;1840). *National System of Political Economy: The Systems, the Politics*. (v. 3) San Francisco: Dry Bones Press. ISBN 1883938538.

Marx, Karl (1967;1867). *Capital: A Critique of Political Economy*. 3 vols. N.Y.: International Publishers. ISBN 0717806219

McNally, David (1990) *Political Economy and the Rise of Capitalism: A Reinterpretation*. Berkeley, CA: University of California Press. ISBN 0520071921

Smith, Adam (1977;1776) *An Inquiry into the Nature and Causes of the Wealth of Nations*. Cannan, ed. Chicago: University of Chicago Press, isbn 0-226-7634-9.

USGPO (2011). *The Financial Crisis Inquiry Report: Final Report of the National Commission on the Causes of the Financial and Economic Crisis in the United States*.
<http://www.gpo.gov/fdsys/pkg/GPO-FCIC/pdf/GPO-FCIC.pdf>

Ventelou, Bruno (2005). *Millennial Keynes*, NY: M.E. Sharpe. ISBN 0765615169

Wallerstein, Immanuel (1980). *The Modern World System II: Mercantilism and the Consolidation of the European World-Economy, 1600-1750*. NY: Academic Press, isbn 0127859241.

Weber, Max (1998;1896). *Agrarian Sociology of Ancient Civilizations*. NY: Verso, isbn 1859842755

Wirth, Max (1896). German Banks of Issue pp. 1-57, especially 1-12 on land banks in *History of Banking*, v. 4. <http://archive.org/stream/cu31924092584220#page/n13/mode/2up>

Check Off List for Paper Requirements for All Courses for Prof. Nowell. Papers not adhering to these requirements are subject to grade penalties. Additional copies of this form may be printed from class web site.

1. This page stapled on cover of paper, and signed by you. Reason: Too many students ignore requirements otherwise. Check here _____
2. Title page, including your name, my name, my department, course number, date. Reasons: This information, often omitted, allows me to see what paper I'm grading for what course. If the paper is misplaced by you or me, it increases the chances that someone will return it to me or you. Check here _____
3. Title of paper. Titles, often omitted, are required. Check here _____
4. Text double-spaced. So I can make comments and notations between lines. Check _____.
5. Margins 1" on all sides. Use 11 or 12 point type. Standardizes assigned length, gives me room for comments. Check here _____
6. Every page has a page number. So they can be put back when out of sequence, so comments can be made referring to specific pages. _____
7. Every page has your last name on it. Allows scattered sheets to be reunited with the right paper. Check here _____
8. No binders or plastic covers for papers less than 30 pages. They're heavy, they fall apart, they tear other papers. Check here _____
9. No paper clips. They don't work in a large mass of similar papers. Check here _____
10. All papers STAPLED in upper left corner. It's cheap, it's easy, it's light weight, it works. Check here _____
11. No use of contractions. No "don't" "isn't" and similar forms. 1) They do not belong in formal presentations. 2) It eliminates, in theory, the possibility of confusing "it's" (=it is) and "its" (belonging to it). _____
12. Citations mandatory. Footnotes or endnotes. Hacker's Writer's Reference required. _____
13. Bibliography mandatory. Even if it contains only one book. _____
14. Proofread manuscript. For content, grammar, spelling. _____
15. Back-up copy mandatory. Electronic or hard copy. If for any reason papers in my possession are lost or stolen you must be able to produce another copy. _____

Your signature here _____

RPOS 479Z: Weapons of Mass Destruction and International Security

Professor: Bryan R. Early

Semester: Spring 2015

Class Times: MWF 9:20-10:15 AM

Room: LC 12

Credits: 3

Email: bearly@albany.edu

Office Hours: Uptown, Humanities Building B16 – Monday, 10:20 AM -11:30AM; Additional times by appointment

Course Description

This course provides an overview of the threats posed to national and international security by chemical, biological, radiological, and nuclear weapons. Students will learn why these weapons should not all be considered “weapons of mass destruction” through exploring the risks and consequences of their use by state and non-state actors. The course will do this by delving into the technical and policy challenges related to these weapons’ construction. It will further address how CBRN weapons shape countries’ national security strategies and regional security dynamics. Efforts at the international level to restrict the use and proliferation of these weapons will also be explored. Students will be given three writing assignments throughout the semester, including a major research paper on a related topic of their choice.

Expectations

This is a reading intensive course. Students are expected to attend every class having done the assigned reading and prepared to discuss the assigned texts. Attendance is mandatory and will be incorporated into students’ participation grades. Students will be expected to turn in assigned work on time. Late work will face significant deductions.

Course Objectives

By the end of the semester,

- Students will be able to describe the major technical challenges involved in the construction of chemical, biological, radiological, and nuclear (CBRN) weapons
- Students can identify what makes certain types of CBRN weapons more effective for state actors and what makes certain types more effective for non-state actors
- Students can explain the major issues surrounding the proliferation of nuclear weapons and the role they play in international security
- Student will be able to explain the nature of the threat posed by CBRN terrorism

- Students should be able to discuss the regional security issues posed by nuclear weapons and the international efforts to prevent proliferation
- Students can apply their knowledge of CBRN issues to understanding contemporary events

Grading

The grading scale uses a 100-point system that is converted into A-E grades. The thresholds for each grade are provided below. At the thresholds between grades, the instructor will assign the higher value grade. For example, a 92.5 will be considered an “A-“.

A= 92.5-100, A-= 90-92.5, B+ = 87.5-90, B = 82.5-87.5, B-= 80-82.5, C+ = 77.5-80, C = 72.5-77.5, C- = 70-72.5, D+ = 67.5-70, D = 62.5-67.5, D- = 60-62.5, E=below 60.

Participation – 20%

Participation will be evaluated based upon the quality and regularity of students’ contributions to course discussions and the class debates. The instructor reserves the right to give pop quizzes that will factor into the participation grade if deemed necessary. Attendance will be factored into this grade.

Getting the Bomb Paper – 10%

Students will write a 4-6 page paper on the major obstacles that states must overcome to acquire a military nuclear program capable of producing atomic bombs. Students should write this paper from a contemporary perspective. The paper should address the technical challenges, domestic political issues, and international political issues that may serve as obstacles for states’ efforts to acquire atomic bombs. The use of real-world examples is encouraged. Due: 3/4.

Pick Your Poison Brief – 10%

Students will write a 3-4 page brief paper on a chemical or biological weapons agent. This brief should be considered a primer for high-level policymakers on the particular agent, providing them with a summary description of the agent, the military and terrorism threat it poses, and the preparations the government should undertake to redress that threat. Due: 4/1.

Research Paper – 35%

Students will write a 15-20 page research paper on a topic related to CBRN weapons, CBRN terrorism, international arms control or nonproliferation efforts, or regional security involving CBRN weapons. Students will submit their topics to the instructor for initial feedback and a rough draft of their papers to receive comments from a peer in class. Students will be expected to

incorporate this feedback within their projects. The final draft will be evaluated by the instructor on its quality and the depth of the improvement made by the student from his or her initial draft.

Topic Selected: Due: 2/25

Rough Draft (5%): Due: 4/17

Peer Review (5%): Due: 4/24

Final Draft (25%): Due: 5/4

Final Exam – 25%

This will be a cumulative exam that will cover the entire semester's course material. It will be very difficult to pass for students that do not keep up with the readings and attend lectures. Students should take detailed notes throughout the semester on their readings and during their lectures. Building a running study guide throughout the semester is also suggested.

Grading Policy

Tests and papers will be graded blind by the instructor and/or teaching assistant. If a student wishes to challenge how his or her exam or paper was graded, the student must submit a written statement describing what part of their assignment was improperly evaluated and why they think that was the case. This must be done within five days of having the assignment returned. Both the instructor and his graduate assistant will re-grade the entire project, compare their assessments, and mutually decide on a final grade. This grade may be higher or lower than the original grade given and will be final. Any clear mistakes or errors made by the instructor will be promptly corrected.

Policy on Academic Honesty

Please familiarize yourself with the undergraduate bulletin's descriptions of cheating and plagiarism. If you are involved in plagiarism or cheating, the penalty will be failure in the course and you will be reported to judicial affairs. If you are not sure if something violates standards – feel free to ask ahead of time. In general, it's always better to err on the side of citing too much than too little in your research papers. Information on the university's policies can be found at: <http://www.albany.edu/studentconduct/appendix-c.php>.

Accommodations

“Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). The office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.” For the University's policy, see: <http://www.albany.edu/disability/resource.shtml>. If you wish to discuss academic accommodations for this class please inform the instructor as soon as possible.

Resources

This course will be very reading intensive. The readings come from a mixture of required texts, readings posted on Blackboard, and articles that students will be required to look up themselves using the university's electronic library resources.

Required Texts

Scott Sagan and Kenneth Waltz. 2002. *The Spread of Nuclear Weapons: A Debate Renewed, Second Edition*. New York: W.W. Norton & Co.

Fuhrmann, Matthew. 2012. *Atomic Assistance: How "Atoms for Peace" Programs Cause Nuclear Insecurity*. Ithaca: Cornell University Press.

Frank Barnaby. 2004. *How to Build a Nuclear Bomb: And Other Weapons of Mass Destruction*. New York: Nation Books.

Course Schedule

Introduction

Day 1 - 1/21

- Discuss Syllabus, Course Organization, Grading, and Class Policies

Day 2 - 1/23: Critiquing the WMD Concept

- Wolfgang K. H. Panofsky. 1998. "Dismantling the Concept of Weapons of Mass Destruction" *Arms Control Today* (April). Access at: http://www.armscontrol.org/act/1998_04/wkhp98
- George Perkovich. 2006. "Deconflating 'WMD.'" WMD Commission. Access at: <http://www.blixassociates.com/wp-content/uploads/2011/03/No17.pdf>.
- Bryan R. Early, Kathleen Deloughery, and Erika Martin. 2013. "The Boston Marathon Bombings and the Case for Redefining Weapons of Mass Destruction Terrorism." Unpublished Manuscript.

Day 3 - 1/26: A Global Overview of Proliferation

- Paul Kerr. 2008. "Nuclear, Biological, and Chemical Weapons and Missiles: Status and Trends." *Congressional Research Service* (February 20). Access at: <http://www.fas.org/sgp/crs/nuke/RL30699.pdf>.

- Joseph Cirincione, Jon Wolfsthal, and Miriam Rajkumar. 2005. "Chapter 1 and Maps." In *Deadly Arsenals*. Access at: <http://carnegieendowment.org/2005/07/10/deadlyarsenals-nuclear-biological-and-chemical-threats-second-edition-revised-andexpanded/4ry?reloadFlag=1>
- Hans Kristensen and Robert Norris. 2013. "Global Nuclear Weapons Inventories, 1945-2013." *Bulletin of the Atomic Scientists* 69(5): 75-81.

Nuclear Weapons

Day 4 - 1/28: History of Nuclear Weapons Development

- Sarah Diehl and James Clay Moltz. 2002. "History of Nuclear Weapons and Nonproliferation." *Nuclear Weapons and Nonproliferation*. Santa Barbara: ABC-CLIO, 1-25.
- Atomic Archives. 2008. "The Manhattan Project: Making the Atomic Bomb." Access at: <http://www.atomicarchive.com/History/mp/index.shtml>
- Joseph Cirincione. 2002. "Excerpt." *Bomb Scare: The History and Future of Nuclear Weapons*. New York: Columbia University Press.

Day 5 - 1/30: How Nuclear Weapons Work and the Consequences of Their Use - Frank Barnaby. 2004. "Nuclear Weapons." *How to Build a Nuclear Bomb*, 15-39.

- John Mueller. 2010. "Overstating the Effects." *Atomic Obsession: Nuclear Alarmism from Hiroshima to Al-Qaeda*. Oxford: Oxford University Press, 17-28.
- Alex Wellerstein. 2013. "Nukemap." Access at: <http://nuclearsecrecy.com/nukemap/>
- Natural Resources Defense Council. 2002. "The Consequences of Nuclear Conflict between India and Pakistan." Access at: <http://www.nrdc.org/nuclear/southasia.asp>

Day 6 - 2/2: Why States Acquire Nuclear Weapons

- Scott Sagan. 1996/1997. "Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb." *International Security* 21(3): 54-86.
- Jacques Hymans. 2002. "Why Do States Acquire Nuclear Weapons? Comparing the Cases of India and France." In D.R. SarDesai and Raju Thomas's *Nuclear India in the Twenty-First Century*. New York: Palgrave Macmillan.

Day 7 - 2/4: Explaining Nuclear Restraint

- Ariel Levite. 2002/2003. "Never Say Never Again: Nuclear Reversal Revisited." *International Security* 27(3): 59-88.
- Jacques Hymans. 2001. "Of Gauchos and Gringos: Why Argentina Never Wanted the Bomb, and Why the United States Thought It Did." *Security Studies* 10(3): 153-185.

Day 8 - 2/6: Nuclear Opacity and Hedging / Case Studies: Israel and South Africa

- "Israel: Nuclear Overview." 2014. Nuclear Threat Initiative. Access at: <http://www.nti.org/country-profiles/israel/nuclear/>

- Avner Cohen and William Burr. 2006. "Israel Crosses the Threshold." *Bulletin of the Atomic Scientists* (May/June): 22-30.
- David Albright. 1994. "South Africa and the Affordable Bomb." *Bulletin of the Atomic Scientists* (July/August): 37-47.

Day 9 - 2/9: How to Make Nuclear Weapons

- Frank Barnaby. 2004. "What Does It Take to Make a WMD?" *How to Build a Nuclear Bomb*, 63-88.
- Matthew Bunn and Anthony Wier. 2006. "Terrorist Nuclear Weapon Construction: How Difficult?" *The Annals of the American Academy of Political and Social Science* 607(September): 133-149.

Day 10 - 2/11: Foreign Nuclear Assistance: Sensitive Assistance

- Matthew Kroenig. 2009. "Importing the Bomb Sensitive Nuclear Assistance and Nuclear Proliferation," *Journal of Conflict Resolution* 53 (April): 161-180.
- Matthew Kroenig. 2009. "Exporting the Bomb: Why States Provide Sensitive Nuclear Assistance," *American Political Science Review* 103(1):113-133

Day 11 - 2/13: Foreign Nuclear Assistance: Peaceful Nuclear Assistance

- Matthew Fuhrmann. 2012. "Select Chapters." *Atomic Assistance: How "Atoms for Peace" Programs Cause Nuclear Insecurity*. Ithaca: Cornell University Press.

Day 12 - 2/16: Foreign Nuclear Assistance: Peaceful Nuclear Assistance

- Matthew Fuhrmann. 2012. "Select Chapters." *Atomic Assistance: How "Atoms for Peace" Programs Cause Nuclear Insecurity*. Ithaca: Cornell University Press.

Day 13 - 2/18: Foreign Nuclear Assistance: Illicit Nuclear Black Markets

- Alexander Montgomery. 2005. "Ringing in Proliferation." *International Security* 30(2): 153-187
- David Albright and Corey Hinderstein. 2005. "Unraveling the A. Q. Khan and Future Proliferation Networks." *The Washington Quarterly* 28(Spring): 111-128.

Day 14 - 2/20: Nuclear Deterrence

- Thomas Schelling. 1966. "The Art of Commitment." *Arms and Influence*. New Haven: Yale University Press, 35-91.
- Keith Payne. 1996. "Introduction." *Deterrence in the Second Nuclear Age*. Lexington: University of Kentucky Press, 1-16.
- Jeffrey Lewis. "Minimum Deterrence." *Bulletin of the Atomic Scientists* 64(3): 38-41.

Day 15 - 2/23: Nuclear Compellence / Blackmail

- Richard Betts. 1987. "Chapter 1: Risks, Threats, and Rationales." *Nuclear Blackmail and Nuclear Balance*. Washington, DC: Brookings Institute.

- Matthew Kroenig. 2013. "Nuclear Superiority and the Balance of Resolve: Explaining Nuclear Crisis Outcomes," *International Organization* 67(1): 141-171.
- Todd Sechser and Matthew Fuhrmann. 2013. "Crisis Bargaining and Nuclear Blackmail." *International Organization* 67: 173-195.

Day 16: 2/25: Nuclear Weapons and International Conflict, Pt. I

- Scott Sagan and Kenneth Waltz. 2003. "Chapters 1-2." *The Spread of Nuclear Weapons*

Day 17 - 2/27 - Nuclear Weapons and International Conflict, Pt. II

- Scott Sagan and Kenneth Waltz. 2003. "Chapters 3-5." *The Spread of Nuclear Weapons*.

Day 18 - 3/2: Nuclear Weapons and International Security, Conflict, Pt. III

- Snyder, Glenn. 1965. "The Balance of Power and the Balance of Terror." In *Balance of power*, ed. Paul Seabury. San Francisco: Chandler.
- Sobek, David, Dennis M. Foster, and Samuel B. Robison. "Conventional Wisdom? The Effect of Nuclear Proliferation on Armed Conflict, 1945–2001." *International Studies Quarterly* 56.1 (2012): 149-162.
- Bryan R. Early and Victor Asal. 2015. "Minutes to Midnight? Nuclear Weapons, Existential Threats, and International Conflict." *Working Paper*.

Nuclear Nonproliferation Efforts

Day 19 - 3/4: The Nuclear Nonproliferation Treaty and IAEA

- *The Treaty on the Non-Proliferation of Nuclear Weapons*. Full Text Available at: <http://www.un.org/disarmament/WMD/Nuclear/NPT.shtml>
- Jean du Preez. 2006. "Half Full or Half Empty? Realizing the Promise of the Nuclear Nonproliferation Treaty." *Arms Control Today* (December): 6-12.
- Nuclear Threat Initiative. 2013. "The Treaty on the Non-Proliferation of Nuclear Weapons." Access at: <http://www.nti.org/treaties-and-regimes/treaty-on-the-nonproliferation-of-nuclear-weapons/>

Day 20 - 3/6: Other Nuclear Arms Control Treaties

- Arms Control Association. 2014. "U.S.-Russia Arms Control Agreements at a Glance." Access at: <http://www.armscontrol.org/factsheets/USRussiaNuclearAgreementsMarch2010>
- Amy Wolf. 2014. "The New START Treaty: Central Limits and Key Provisions." *Congressional Research Service*. Available at: <http://www.fas.org/sgp/crs/nuke/R41219.pdf>.
- Tom Z. Collina with Daryl G. Kimball. 2010. "Now More Than Ever: The Case for the Comprehensive Nuclear Test Ban Treaty." *Arms Control Association Briefing Book*. Available at: http://www.armscontrol.org/system/files/ACA_CTBBriefingBook.pdf

Day 21 - 3/9: National Export Controls and Multilateral Export Control (10/12)

- Michael D. Beck and Seema Gahlaut. 2004. "Introduction to Nonproliferation Export Controls." In Michael Beck, Richard Cupitt, Seema Gahlaut, and Scott Jones', eds., *To Supply or Deny: Comparing Nonproliferation Export Controls in Five Key Countries*. New York: Kluwer Law International.
- James Goodby and Fred McGoldrick. 2009. "Reducing the Risks of Nuclear Power's Global Spread." *Bulletin of the Atomic Scientists* (May/June): 40-47.

Day 22 - 3/11: UNSCR 1540 and the Multilateral Export Control Regimes -

Nuclear Suppliers Group. 2014. Official Website. Access at:

<http://www.nuclearsuppliersgroup.org/en/>

- Douglas Stinnett, Bryan Early, Cale Horne, and Johannes Karreth. 2011. "Complying by Denying: Explaining Why States Develop Nonproliferation Export Controls." *International Studies Perspectives* 12(3): 308-326.
- "Nuclear Suppliers Group at a Glance." 2006. Arms Control Association. Access at: <http://www.armscontrol.org/system/files/NSG.pdf>

Day 23 - 3/13: Counter-Proliferation Efforts

- Sarah E. Kreps and Matthew Fuhrmann. 2011. "Attacking the Atom: Does Bombing Nuclear Facilities Affect Proliferation?" *Journal of Strategic Studies* 34 (2): 161-187.

Malfrid Braut-Hegghammer. 2011. "Revisiting Osirak: Preventive Attacks and Nuclear Proliferation Risks." *International Security* 36(1): 101-132.

Day 24 - 3/16 – No Class

Day 25 - 3/18 – No Class

Day 26 - 3/20 – No Class

Biological and Chemical Weapons

Day 27 – 3/23: Biological Weapons

- Frank Barnaby. 2004. "Biological Weapons." *How to Build a Nuclear Bomb*, 41-53.
- Federation of American Scientists. 2010. "Biological Threat Agents Information." Access at: <http://www.fas.org/programs/ssp/bio/resource/agents.html#rvf>

Day 28 - 3/25: Chemical Weapons

- Frank Barnaby. 2004. "Chemical Weapons." *How to Build a Nuclear Bomb*, 55-64.
- Federation of American Scientists. 2010. "Types of Chemical Agents." Access at: <http://www.fas.org/programs/bio/chemweapons/cwagents.html>

Day 29 - 3/27: Chemical and Biological Weapons and the Dual-Use Dilemma

- Jonathan B. Tucker. 1994. "Dilemmas of a Dual-Use Technology: Toxins in Medicine and Warfare." *Politics and Life Sciences* 13(1): 51-62.
- Kathleen Vogel. 2006. "Bioweapons Proliferation: Where Science Studies and Public Policy Collide." *Social Studies of Science* 36(5): 659-690.

Day 30 - 3/30: Why States Want Chemical and Biological Weapons

- Richard Price. 1995. "A Genealogy of the Chemical Weapons Taboo." *International Organization* 49(1): 73-103.
- Gregory Koblenz. 2004. "Pathogens as Weapons: The International Security Implications of Biological Warfare." *International Security* 28(3): 84-122.
- Michael Horowitz and Neil Narang. 2013. "Poor Man's Atomic Bomb? Exploring the Relationship between 'Weapons of Mass Destruction.'" *Journal of Conflict Resolution* (Web-First).

Day 31 - 4/1: International Arms Control Efforts

- "Australia Group at a Glance. 2012. Arms Control Association. Access at: <http://www.armscontrol.org/factsheets/australiagroup>
- WMD Commission. 2006. "Chapter 4: Biological and Toxin Weapons." *Weapons of Terror: Freeing the World of Nuclear, Biological and Chemical Arms*. Stockholm: WMD Commission.

WMD Commission. 2006. "Chapter 5: Chemical Weapons." *Weapons of Terror: Freeing the World of Nuclear, Biological and Chemical Arms*. Stockholm: WMD Commission.

Ballistic Missiles

Day 32 - 4/3: Ballistic Missiles: Strategic Significance and Proliferation Issues

- WMD Commission. 2006. "Chapter 6: Delivery Means, Missile Defences, and Weapons in Space." *Weapons of Terror: Freeing the World of Nuclear, Biological and Chemical Arms*. Stockholm: WMD Commission.
- Gormley, Dennis. 2010. "Select Chapter." *Missile Contagion: Cruise Missile Proliferation and the Threat to International Security*. Annapolis: Naval Institute Press.

Day 33 - 4/6: No Class

Day 34 - 4/8: Ballistic Missile Proliferation

- Aaron Karp. 1996. "Select Chapter." *Ballistic Missile Proliferation: The Politics and Technics*. Oxford: Oxford University Press.
- Dinshaw Mistry. 2003. "Building a Comprehensive Regime to Contain Ballistic Missile Proliferation." *International Security* 27(4): 119-149.
- Missile Technology Control Regime. 2014. Official Website. Access at: <http://www.mtcr.info/english/>

CBRN Terrorism

Day 35 - 4/10: Nuclear and Radiological Terrorism: Part I

- Charles Ferguson and William Potter. 2004. "Chapters 1-2." *Four Faces of Nuclear Terrorism*. Monterey: Monterey Institute Center for Nonproliferation Studies.
- Michael Levi and Henry Kelly. 2002. "Weapons of Mass Disruption." *Scientific American* (November). Access at: <http://www.fas.org/ssp/docs/021000-sciam.pdf>

Day 36 - 4/13: Nuclear and Radiological Terrorism: Part II

- Matt Bunn and Susan Martin. 2010. "Is Nuclear Terrorism a Real Threat?" In Stuart Gottlieb's *Debating Terrorism and Counterterrorism*. Washington, DC: CQ Press, 166200.
- Keir Lieber and Daryl Press. 2013. "Why States Won't Give Nuclear Weapons to Terrorists." *International Security* 38(1): 80-104.

Day 37 - 4/15: Chemical Terrorism

- Jonathon Tucker. 2008. "Chemical Terrorism: Assessing Threats and Responses." In Russell Howard and James Forest's *Weapons of Mass Destruction and Terrorism*. New York: McGraw Hill, 212-226.
- Mark Juergensmeyer. 2003. "Armageddon in Tokyo Subway." *Terror in the Mind of God: the Global Rise of religious Violence*. Berkley: University of California Press, 106120.

Day 38 - 4/17: Bioterrorism

- Gary Ackerman and Kevin Moran. 2006. "Bioterrorism and Threat Assessment." WMD Commission. Access at: <http://www.un.org/disarmament/education/wmdcommission/files/No22.pdf>
- Malcom Dando. 2005. "The Bioterrorist Cookbook." *Bulletin of the Atomic Scientist* (November/December).

Day 39 - 4/20: National Security and the Prevention of CBRN Terrorism

- Matthew Bunn and Andrew Newman. 2008. "Preventing Nuclear Terrorism: An Agenda for the Next President." Cambridge: Harvard University's Belfer Center for Science and International Affairs. Access at: http://www.nti.org/e_research/Preventing_Nuclear_Terrorism-An_Agenda.pdf
- Gene Aloise. 2009. "Preliminary Observations on Preparedness to Recover from Possible Attacks Using Radiological or Nuclear Threats." U.S. Government Accountability Office (September 29). Access at: <http://www.gao.gov/new.items/d09996t.pdf>

Cases Analyses of WMD Security and Proliferation Issues

Day 40 - 4/22: The United States

- Nuclear Threat Initiative. 2014. "United States Country Profile." Access at: <http://www.nti.org/country-profiles/united-states/>
- Amy Woolf. 2008. "Nuclear Weapons in U.S. National Security Policy: Past, Present, and Prospects." *Congressional Research Service* (December 30). Access at: <http://www.fas.org/sgp/crs/nuke/RL34226.pdf>
- Amy Woolf. 2013. "U.S. Strategic Nuclear Forces: Background, Developments, and Issues." *Congressional Research Service* (October 22). Access at: <http://www.fas.org/sgp/crs/nuke/RL33640.pdf>
- Jon Wolfsthal, Jeffrey Lewis, and Marc Quint. 2014. "The Trillion Dollar Triad." James Martin Center for Nonproliferation Studies. Available at: http://cns.miis.edu/opapers/pdfs/140107_trillion_dollar_nuclear_triad.pdf

Day 41 - 4/24: Russia

- Nuclear Threat Initiative. 2014. "Russia Country Profile." Access at: <http://www.nti.org/country-profiles/russia/nuclear/>
- Jeffrey M. Bale. 2004. "The Chechen Resistance and Radiological Terrorism." *Nuclear Threat Initiative*. Access at: http://www.nti.org/e_research/e3_47a.html
- Anatoly Diakov, Eugene Miasnikov, and Timur Kadyshev. 2011. "Nuclear Reductions After New START: Obstacles and Opportunities." *Arms Control Today* (May). Access at: http://www.armscontrol.org/act/2011_05/Miasnikov.

Day 42 - 4/27: Pakistan

- Nuclear Threat Initiative. 2014. "Pakistan Country Profile." Access at: <http://www.nti.org/country-profiles/pakistan/nuclear/>
- Jeffrey Goldberg and Marc Ambinder. 2011. "Ally from Hell." *The Atlantic* (Oct. 28). Access at: <http://www.theatlantic.com/magazine/archive/2011/12/the-ally-fromhell/308730/>
- Naeem Salik and Kenneth N. Luongo. 2013. "Challenges for Pakistan's Nuclear Security." *Arms Control Today* (March). Access at: http://www.armscontrol.org/act/2013_03/Challenges-for-Pakistans-Nuclear-Security
- Victor Asal and Bryan Early. 2012. "Are We Focusing on the Wrong Nuclear Threat?" *Foreign Policy Online*. Access at: http://www.foreignpolicy.com/articles/2012/05/24/are_we_focusing_on_the_wrong_nuclear_threat

Day 43 - 4/29: North Korea

- Nuclear Threat Initiative. 2014. "North Korea Country Profile." Access at: <http://www.nti.org/country-profiles/north-korea/>
- Jacques E. C. Hymans. 2007. "North Korea's Neurosis." *Bulletin of the Atomic Scientists* 63(3): 44-49, 74.
- Larry Niksch. 2010. "North Korea's Nuclear Weapons Development and Diplomacy." *Congressional Research Service* (May 27). Access at: <https://www.fas.org/sgp/crs/nuke/RL33590.pdf>
- Joshua Pollack. 2011. "Ballistic Trajectory: The Evolution of North Korea's Ballistic Missile Market." *Nonproliferation Review* 18(2): 411-429.

Day 44 - 5/1: Iran

- Nuclear Threat Initiative. 2014. "Iran Country Profile." Access at: <http://www.nti.org/country-profiles/iran/>
- Jacques Hymans and M.S. Gratias. 2013. "Iran and the Nuclear Threshold: Where is the Line?" *Nonproliferation Review* 20 (1): 13-38.

- *Other Readings TBD*

Day 45 - 5/4: China

- Nuclear Threat Initiative. 2014. "China Country Profile." Access at: <http://www.nti.org/country-profiles/china/>
- Shirley Kan. 2014. "China and Proliferation of Weapons of Mass Destruction and Missiles: Policy Issues." *Congressional Research Service* (Jan. 3). Access at: <http://www.fas.org/sgp/crs/nuke/RL31555.pdf>

Day 46 - 5/6: Conclusion

Laura V. Gonzalez-Murphy
Assistant Research Professor
518 961 0330
Office Hours: After class

Political Science 479 -10570
T, Th 5:45pm - 7:05pm
ES 108 gonmurph@aol.com

POLITICS OF INTERNATIONAL MIGRATION
Preliminary syllabus
3 credits

This upper level undergraduate seminar examines the domestic and international politics of migration. International migration has become an increasingly salient political issue not only in the United States but around the world. As immigration to the United States in the 1990s reached levels rivaling that of the peak years before WWI and as growing flows of skilled and unskilled workers fueled the US economy, political candidates increasingly compete for votes in immigrant communities and call for immigration policy reform. In the rest of the world, East German communism disintegrates as thousands of young East Germans leave their country via Czechoslovakia and Hungary. After examining the historical and demographic context of international migration, we will consider the politics of U.S. immigration policy and immigration reform. Comparative analysis of labor migration to advanced industrial states, the question of state control over migratory flows, increasing human smuggling and trafficking and the politics of inclusion and exclusion of migrants in host countries will then be the major focus. We will then examine the impact of migration on international politics with particular emphasis on the growing influence of civil society on political change in home countries, refugee policies and the potential for international cooperation on migration. For this latter focus, we will use Mexico, Spain and Italy as case studies.

Prerequisites:

A background of POS 101 Introduction to American Politics and POS 102 Introduction to Comparative and International Politics is assumed, however, the courses are not strict prerequisites.

By the end of this course, students should be able to:

1. Identify key concepts in readings and critically evaluate them in class discussions.
2. Articulate major arguments in the migration studies literature
3. Relate those arguments to major theories of international politics
4. Critically evaluate common readings in discussions with instructor and fellow students

Textbooks:

Stephen Castles, Hein de Haas and Mark J. Miller, *The Age of Migration, International Population Movements in the Modern World* 5th edition (The Guilford Press 2014) ISBN: 9781462513116

Daniel Tichenor, *Dividing Lines: The Politics of Immigration Control in America* (Princeton University Press 2002) paperback ed. ISBN: 0691088055

Gonzalez-Murphy, Laura V. *Protecting Immigrant Rights in Mexico: Understanding the State-Civil Society Nexus* (Routledge 2013) ISBN: 978041564383

Additional required readings: Additional readings not in the above books or below, will be journal articles and policy reports that will be provided to you via email. Unless noted, all required articles can also be accessed on-line at a under “e-journals” or through Lexis/Nexis.

Requirements:

In a addition to a midterm, students will write a policy advocacy brief (first paper) and an analytical paper (final paper).

Students are expected to complete all assigned readings in advance of class and be prepared to discuss them. The base line grade for class participation is a D. Routine attendance with minimal participation will earn a C. Regular contributions to class discussion that are appropriate and draw on readings will earn a B. Students who are consistently well-prepared to discuss the assigned readings nearly every class and actively participate in discussions will receive As for class participation. Attendance directly influences your ability to participate but is being graded separately.

First paper (1,500 words)	25%
Midterm	25%
Final paper (2,000 words)	30%
Class participation	10%
Attendance	10%

Final Grading:

The grading scale that will be used in the course is as follows: A= 93-100, A-= 90-92, B+ = 87-89, B = 83-86, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Late paper policy:

Late papers will be accepted provided that documentation of illness, death in the family, etc. is provided to the Dean of Students and to the instructor. Students should ask the instructor for an extension as soon as possible and must do so no later than 24 hours after the paper is due. In the case of unexcused late submissions, a penalty of one half letter grade will be assessed per day.

Policy on academic integrity:

Students must properly reference all sources, including assigned readings. Plagiarism and cheating will not be tolerated. Students should refer to the academic integrity policies in the Undergraduate Catalogue for details on examples violations and corresponding penalties.

Part I Introduction and background

1/22 Introduction and overview of course

1/27-29 Migration theories, history and demography

Castles, Haas & Miller (CHM), chs. 1-3

D.S. Massey et. al. "Theories of International Migration: A Review and Appraisal"

http://cis.uchicago.edu/outreach/summerinstitute/2011/documents/sti2011-parkstheories_of_international_migration.pdf

Skim UN Population Division, "The International Migration Report 2013"

<http://www.un.org/en/development/desa/population/publications/migration/migration-report2013.shtml>

Read "Executive Summary," *International Migration Outlook 2013* (OECD Publishing, 2013): pp. 11-13, at:

http://dx.doi.org/10.1787/migr_outlook-2013-en.

Part II Immigration to the United States

2/03 U.S. Immigration Politics Before 1900

Tichenor, chs. 1-4

From chapter 3 on keep the following in mind: Immigration policy making is influenced by four interlocked processes: Institutional changes in the nation-state and party system, Left-Right coalitions, historical policy responses and international crisis.

2/05 The Rise of the National Origin Quota System and Two Tiered Implementation Tichenor, chs. 5-6

2/12 Cold War and Rights Revolution

Tichenor, chs. 7-8

02/17 Contemporary Politics

Tichenor, chs. 9-10

M.S. Teitelbaum, "Right Versus Right: Immigration and Refugee Policy in the United States," Chart for Major Immigration Legislation Pending in Congress

<http://www.immigrationpolicy.org/just-facts/what%E2%80%99s-menu-immigration-bills-pendinghouse-representatives-2014>

Vernon M. Briggs, Jr., "Real Immigration Reform: The Path to Credibility," Statement Before the Subcommittee on Immigration of the Judiciary Committee of the U.S. House of Representatives, May 3, 2007

<http://www.cis.org/articles/2007/briggstestimony050307.html>

Muzaffar Chisti and Charles Kamaskai, 2014 "IRCA in Retrospect: Guideposts for Today's Immigration Reform" <http://www.migrationpolicy.org/research/irca-retrospect-immigration-reform>

Michael Jones-Correa and Els de Graauw, "Looking Back to See Ahead: Unanticipated Changes in Immigration from 1986 to the Present and Their Implications for American Politics Today," *Annual Review of Political Science* Vol. 16 (May 2013): 209-230.

Ruth Ellen Wasem, "Brief History of Comprehensive Immigration Reform Efforts in the 109th and 110th Congresses to Inform Policy Discussions in the 113th Congress, Congressional Research Service, February 27, 2013
<http://fas.org/sqp/crs/homesecc/R42980.pdf>

02/19 Legal immigration

Surf US Citizenship and Immigration Services (USCIS) website: <http://www.uscis.gov/> U.S.

Legal Permanent Residents: Annual Flow Report 2013 at:

http://www.dhs.gov/sites/default/files/publications/ois_lpr_fr_2013.pdf

Susan Martin, "US Employment-Based Admissions: Permanent and Temporary, Policy Brief, Migration Policy Institute, No. 15, January 2006. http://www.migrationpolicy.org/ITFIAF/PB_15_1.06.pdf USCIS Strategic Plan at:

http://www.uscis.gov/sites/default/files/USCIS/About%20Us/Budget%2C%20Planning%20and%20Performance/USCIS_Strategic_Plan_2008-2012.pdf

(read pp. 1-16, skim rest)

02/24 High-skilled migration – The Debate

George Borjas, "The Case for Choosing More Skilled Immigrants," *The American Enterprise*, December 2000, pp. 30-31. http://ksghome.harvard.edu/~GBorjas/Papers/AEI_2001.pdf Brookings

Even Piecemeal Immigration Reform Could Boost the U.S. Economy

<http://www.brookings.edu/research/opinions/2014/11/20-even-piecemeal-immigration-reformboost-economy-litan-hathaway>

http://www.brookings.edu/~media/research/files/papers/2011/6/immigrants%20singer/06_immigrant_skills_media_memo.pdf

Neil Ruiz, <http://www.brookings.edu/blogs/the-avenue/posts/2014/11/20-immigration-executive-action-stemruiz>

Audrey Singer and Camille Galdes, <http://www.brookings.edu/research/reports/2014/02/05-eb-5investor-visa-program-singer-galdes/>

02/26 Continuation of High Skilled Migration

B. Lindsay Lowell, Micah Bump, Susan F. Martin, "Foreign Students Coming to Arica: The Impact of Policy, Procedures and Economic Competition" Institute for the Study of International Migration, February, 2007.

<http://isim.georgetown.edu/Publications/SloanMaterials/Foreign%20Students%20Coming%20to%20America.pdf>

"Who Pays? Foreign Students Do Not Help with the Balance of Payments," Center for Immigration Studies, June 2008 <http://www.cis.org/articles/2008/back608.pdf>

03/03-05 Illegal Migration

Jeffrey S. Passel and D'Vera Cohn, *Unauthorized Immigrant Totals Rise in 7 States, Fall in 14: Decline in Those From Mexico Fuels Most State Decreases*, Pew Hispanic Center Nov. 18, 2014

<http://www.pewhispanic.org/2014/11/18/unauthorized-immigrant-totals-rise-in-7-states-fall-in-14/>

Peter Brownell, "The Declining Enforcement of Employer Sanctions" Migration Policy Institute, September, 2005

<http://www.migrationpolicy.org/article/declining-enforcement-employer-sanctions>

Practical Measures to Reduce Irregular Migration, European Migration Network, October 2012, Executive Summary, Sections 1-7 (pp. 7-64)

http://ec.europa.eu/dgs/home-affairs/what-wedo/networks/european_migration_network/reports/docs/emn-studies/irregularmigration/0a_emn_synthesis_report_irregular_migration_publication_april_2013_en.pdf Yoav H. Duman, "Reducing the Fog? Immigrant Regularization and the State," *Politics and Policy*, Volume 42, No. 2 (2014): 187-220.

Film: Border War or Farmingville TBD

03/10 Comprehensive Immigration Reform Proposal 2013 vs Executive Actions FIRST PAPER DUE

Watch: "The President Speaks on Fixing America's Broken Immigration System"

https://www.youtube.com/watch?v=6Q_Xk66gsRU

Executive Action 2014: <http://www.uscis.gov/immigrationaction>

Read: Fixing Our Broken Immigration System Through Executive Action - Key Facts

http://www.dhs.gov/immigration-action?utm_source=hp_feature&utm_medium=web&utm_campaign=dhs_hp

Read following executive memos posted on this webpage (others if you wish): [Strengthen Border Security](#)

[Revise Removal Priorities](#)

[Expand Deferred Action for Childhood Arrivals \(DACA\) Program](#)

[Extend Deferred Action to Parents of U.S. Citizens and Lawful Permanent Residents](#)

[Promote the Naturalization Process](#)

[Support High-skilled Business and Workers](#)

Ashley Parker, "Boehner Says Obama's Immigration Action Damages Presidency," *New York Times*, Nov. 21, 2014

Migration Policy Institute, Nov. 20, 2014 "As Many as 3.7 Million Unauthorized Immigrants Could Get Relief from Deportation under Anticipated New Deferred Action Program,"

<http://migrationpolicy.org/news/mpi-many-37-million-unauthorized-immigrants-could-get-reliefdeportation-under-anticipated-new>

Migration Policy Institute Multimedia "Digging Deeper into Executive Action" December 3, 2014

<http://www.migrationpolicy.org/multimedia/digging-deeper-executive-action-further-examinationimpacts>

Rosenblum and Hipsman, 1/13/2015 "Normalization of Relations with Cuba may Portend Changes to US Immigration Policy. <http://www.migrationpolicy.org/article/normalization-relations-cuba-may-portend-changes-usimmigration-policy>

3/12 Border Security

Surf: US Customs and Border Protection (CBP) website: <http://www.cbp.gov/xp/cgov/home.xml> Jena

Baker McNeill 15 Steps to Better Border Security: Reducing America's Southern Exposure

<http://www.heritage.org/research/reports/2009/03/15-steps-to-better-border-security-reducingamericas-southern-exposure>

"National Border Patrol Strategy," US Customs and Border Protection, at: Cecilia

Munoz, Even Broken Laws Have to be Enforced 2011

<http://www.pbs.org/wgbh/pages/frontline/race-multicultural/lost-in-detention/cecilia-munoz-evenbroken-laws-have-to-be-enforced/>

T. Faist, "International Migration and Security Before and After 11 September 2001," in Messina and Lahav

Susan Martin and Phillip Martin "International Migration and Terrorism: Prevention, Prosecution and Protection," *Georgetown Immigration Law Journal*, 18/2, Winter 2004, 329-44.

Rey Koslowski, *The Evolution of Border Controls as a Mechanism to Prevent Illegal Immigration* (Migration Policy Institute and European University Institute, February 2011) posted at:

<http://www.migrationpolicy.org/pubs/bordercontrols-koslowski.pdf>

Film: Lost in Detention <http://www.pbs.org/wgbh/pages/frontline/lost-in-detention/>

03/14 to 3/20 SPRING BREAK

3/24

Immigrant Nation (About the contemporary immigrant US mobilizations)

<http://www.immigrantnationfilm.com/>

Part III: Immigration Politics in Comparative Perspective

03/26 Migration to Industrialized Countries

CHM pp. 89-100 (Pre1914) ch. 6 126-129, 133-135, conclusion 144-145

C. Joppke, "Why Liberal States Accept Unwanted Immigration," Migration Policy Institute, "The Top Ten Migration Issues of 2014"

<http://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues2014>

Gary P. Freeman, "Modes of Immigration Politics in Liberal Democratic Societies," *International Migration Review* Vol. 29, No. 4 (1995): 881-902.

Wayne Cornelius, "Controlling 'Unwanted' Immigration: Lessons from the United States 1993-2004." *Journal of Ethnic and Migration Studies*, Vol. 31, No. 4 (2005): 775-794.

03/31 Migration in the Asia-Pacific Region, Africa and Middle-East, Latin America CHM, pp 129-133, 135-144

CHM chs 7,8

"Argentina: A New Era of Migration and Migration Policy" Migration Policy Institute, Feb 2006

<http://www.migrationinformation.org/feature/display.cfm?ID=374>

La Bestia (Migrants from Central America face xenophobia in Mexico on their trip to US)

<http://www.youtube.com/watch?v=YgHR1-5HptA>

04/02 The Question of State Control CHM, ch. 10.

J.F. Hollifield, "Migration, Trade, and the Nation-State,"

Kamal Sadiq, "When States Prefer Non-Citizens Over Citizens," *International Studies Quarterly* (2005)

04/7 Screening of "Dying to Leave"

04/9 Human Smuggling

Look at recent *Trafficking in Persons Report* US State Dept.

Icli, Sever and Sever, 2015 A Survey Study on the Profile of Human Smugglers in Turkey

<http://www.scirp.org/journal/PaperInformation.aspx?PaperID=52988>

04/14-16 Immigrant Integration and the New Immigration Federalism

CHM Ch. 12

Sarah Spencer, "The Challenges of Integration for the EU," Migration Policy Institute

<http://www.migrationinformation.org/Feature/display.cfm?ID=170>

Migration Policy Institute Multimedia <http://www.migrationpolicy.org/multimedia/role-nationalgovernments-promoting-immigrant-integration>

Colleen Thouez, "Working with Cities on Mobility, Diversity and Prosperity"

<http://www.iom.int/cms/en/sites/iom/home/what-we-do/migration-policy-and-research/migration-policy-1/migration-policy-practice/issues/april-june-2014/working-with-cities-onmobility.html>

Robert Suro, "California Dreaming: The New Dynamism in Immigration Federalism and Opportunities for Inclusion on a Variegated Landscape", *Journal on Migration and Human Security* (January 8 2015)

<http://cmsny.org/jmhs-article-california-dreaming-the-new-dynamism-in-immigration-federalism/>

04/21 Immigrants and Politics

CHM, ch. 13

Jesse Richman and David Earnest, "Could Non-Citizens Decide the November Election" *Washington Post*, October 214, 2014.

<http://www.washingtonpost.com/blogs/monkeycage/wp/2014/10/24/could-non-citizens-decide-the-november-election/>

Rebecca Burgess, "D.C. Considers Allowing Non-Citizens to Vote," *The Weekly Standard*, January 22,

2015. http://www.weeklystandard.com/blogs/dc-considers-allowing-non-citizens-vote_824243.html

4/23 -4/30 Case Study on Civil Society and Immigration Policy - Mexico vs Italy and Spain

Gonzalez-Murphy, All

5/5 International Cooperation on a Global Basis (Final paper due)

CHM, pp. 320-323

"Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children"

http://www.uncjin.org/Documents/Conventions/dcatoc/final_documents_2/convention_%20trafficking.pdf

Surf website of US State Dept. Office to Monitor and Combat Trafficking in Persons at:

<http://www.state.gov/g/tip/>

Arthur C. Helton, "Unpleasant surprises await: new forms of international cooperation will be needed to address the myriad problems that arise when vast numbers of humans migrate." *Bulletin of the Atomic Scientists*, 58: no 6 N/D 2002, pp. 94-100.

Review mandate of the Global Commission on International Migration at: <http://www.gcim.org/>

Rey Koslowski, "Possible Steps Towards an International Regime for Mobility and Security", Research Paper Series of the Global Commission on International Migration: *Global Migration Perspectives*, No 8

(October 2004) at: http://www.childtrafficking.com/Docs/poossiblestepstowards_1007.pdf

RPOS 484 American Foreign Policy Formulation and Implementation

3 credits

Class Meeting Location: Husted 302 Class Meeting Time:

Wednesday, 5:45-8:25 pm

Office Hours: Tuesday, 9:30-11:30 am (Uptown Campus, Humanities B-16 Contact Office)

By Appointment (Downtown Campus, Milne 220)

Prerequisite: Junior or Senior standing

Course Description

The United States is the most powerful country in the world. Since the end of World War II, the United States has fought wars against or conducted major military operations in at least sixteen different countries. The United States spends three to four times as much on its military as China, the next biggest spender. While a tiny part of the U.S. budget, the United States is the largest provider of foreign aid globally. U.S. decisions in international trade and climate negotiations have global effects. As a result, we should all try to better understand how the United States behaves in international politics, how it has behaved in the past, why it behaves that way, and how it should behave. This writing-intensive course will introduce students to theories of foreign policy that may explain U.S. behavior, along with more detailed case studies of important episodes in U.S. diplomatic and military history and reviews of contemporary U.S. foreign policy challenges. Students will leave the course with a greater knowledge of historical and contemporary U.S. foreign policy as well as a theoretical toolkit they can employ to understand international politics more broadly.

Learning Objectives:

By the end of the course, all students should be able to

1. Identify key concepts in readings and describe the steps of an argument
2. Critically evaluate common readings in discussions with instructor and fellow students
3. Ask incisive questions of texts as well as of fellow students
4. Speak and write effectively about course topics in formats appropriate to career goals

Accommodations:

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please go here <http://www.albany.edu/disability/current.shtml> and arrange for an academic accommodation letter to be sent to me. If you wish to discuss academic accommodations for this course, please also inform me as soon as possible.

Academic Integrity:

Don't do unethical stuff, or your grade could suffer catastrophically. For a good survey of potential dangers, see http://www.albany.edu/eltl/academic_integrity.php.

Assignments and Grading:

The course will be assessed on a typical A-E scale (100-93% A, 92.9-90% A-, 89.9-87% B+, 86.9-83% B, 82.9-80% B-, 79.9-77% C+, 76.9-73% C, 72.9-70% C-, 69.9-67% D+, 66.9-63% D, 62.9-60% D-, 59.9-0% E).

Participation: 20%

As a discussion-based course, active participation is a crucial component of the grade. This includes both regular attendance in class and contribution to class discussion. Students should therefore complete all readings before attending class.

Reading Notes: 10%

Each week students are responsible for selecting a passage from the readings (as short as a sentence but no longer than a paragraph) which they find particularly compelling. The excerpt must be emailed to me (cclary@albany.edu) by Tuesday evening each week, followed by a 3-5 sentences reflection by the student.

Memos: 20%

Over the course of the semester, students will prepare two types of documents commonly featured in the U.S. national security bureaucracy. An information memorandum summarizes new information that a more senior policymaker may need. An action memorandum prompts a more senior policymaker to take a specific action by offering the official at least two alternatives (one of which is always to continue with present policy, i.e. “do nothing”) and recommending an action to the policymaker for his/her acceptance or rejection. Writing prompts will be distributed in class during the semester for both memoranda. Hard copies of the information memoranda are due on **October 5**. Hard copies of the action memoranda are due on **November 30**.

Research paper: 50%

The research paper is the most important component of the final grade, so students should begin work on this as early as possible. Papers should be between 20 and 30 double-spaced pages and can be on any topic related to American foreign policy. The papers must include (1) a brief literature review, (2) a clearly stated argument or hypothesis (derived from the readings, another source, or an original argument), (3) a description of how the argument/hypothesis will be evaluated empirically, and (4) an evaluation of the argument using evidence from at least one historical case. While students are encouraged to evaluate an argument advanced in the course readings, they cannot use the same case(s) to evaluate the argument as are used in the readings.

In week 5 (**September 28**), students are required to submit a research paper proposal (1-2 pages) that identifies the argument/hypothesis to be tested and the case(s) that will be examined. In week 9 (**October 26**), students are required to submit a progress report updating and expanding the research proposal, along with enumerating and describing major theoretical, empirical, and/or historical works from which the student intends to draw. I will provide written feedback to both the research paper proposal and the progress report.

Students are **permitted** to submit and receive feedback on **one rough draft**, but this must be submitted electronically **no later than November 16**. I will provide comments within two weeks of receiving a rough draft. Students are also encouraged to consult with university-wide resources for writing assistance, such as the Writing Center (HU 140), or meet me during office hours or by appointment to discuss the paper. **The final draft of the paper is due electronically on December 15**. Failure to turn in the paper on time will result in substantial penalties.

Required Text:

John Lewis Gaddis, *Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War* (New York: Oxford University Press, 2005).

Course Schedule:

*** Signifies Readings for Graduate Students Only ***

Week 1 – Introduction [August 31]

Week 2 – What is Grand Strategy? [99 pages + 48 pages] [September 7]

Jack Snyder, “One World, Rival Theories,” *Foreign Policy*, October 26, 2009.

U.S. Department of Defense, *Sustaining U.S. Global Leadership: Priorities for the 21st Century* (Washington, DC: U.S. Government Printing Office, January 2012).

Jeffrey Goldberg, “The Obama Doctrine,” *The Atlantic Monthly*, April 2016.

*** Barry R. Posen and Andrew L. Ross, “Competing Visions for U.S. Grand Strategy,” *International Security* 21, no. 3 (Winter 1996-1997): 5-53. ***

Week 3 – Cold War/Containment [100 pages + 24 pages] [September 14]

John Lewis Gaddis, *Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War* (New York: Oxford University Press, 2005), 24-124.

*** Robert Jervis, “Was the Cold War a Security Dilemma?” *Journal of Cold War Studies* 3, no. 1 (Winter 2001): 36-60. ***

Week 4 – Cuban Missile Crisis / Bureaucratic Politics [115 + 34 pages] [September 21]

Graham T. Allison, “Conceptual Models and the Cuban Missile Crisis,” *American Political Science Review* 63, no. 3 (September 1969): 689-718.

Michael Dobbs, *One Minute to Midnight: Kennedy, Khrushchev, and Castro on the Brink of Nuclear War* (New York: Alfred A. Knopf, 2008), 3-57.

Aleksandr Fursenko and Timothy Naftali, “One Hell of a Gamble”: *Khrushchev, Castro, and Kennedy, 1958-64* (New York: W.W. Norton, 1997), 257-289.

*** Thomas Blanton, “The Cuban Missile Crisis Just Isn’t What It Used to Be.” in *The Global Cuban Missile Crisis at 50: New Evidence from Behind the Iron, Bamboo, and Sugarcane Curtains, and*

Beyond, James G. Hershberg and Christian F. Ostermann, eds., *The Cold War International History Project Bulletin*, no. 17/18 (Fall 2012): 11-18. ***

*** Robert Jervis, *Perception and Misperception in International Politics* (Princeton: Princeton University Press, 1976), 58-84. ***

Week 5 – Vietnam/Escalation [102 + 38 pages] [September 28]

John Lewis Gaddis, *Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War* (New York: Oxford University Press, 2005), 235-271. [36]

LCDR Pat Paterson, “The Truth about Tonkin,” *Naval History Magazine* 22, no. 1 (2008). [7]

Leslie Gelb and Richard K. Betts, *The Irony of Vietnam: The System Worked* (Washington, DC: The Brookings Institution, 2016), 9-25.

James C. Thomson, “How Could Vietnam Happen? An Autopsy,” *The Atlantic Monthly* (April 1968). [15]

Irving L. Janis, “Escalation of the Vietnam War: How Could it Happen?” in *American Foreign Policy: Theoretical Essays*, ed. G. John Ikenberry, 4th ed (New York: Longman, 2001), 544-572.

*** Jonathan Caverley, “The Myth of Military Myopia: Democracy, Small Wars, and Vietnam,” *International Security* 34, no. 3 (2009-2010): 119-157. ***

RESEARCH PROPOSAL DUE IN CLASS.
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Week 6 – Reagan/Generational Turnover [91 + 42 pages] [October 5]

Michael Roskin, “From Pearl Harbor to Vietnam: Shifting Generational Paradigms and Foreign Policy,” *Political Science Quarterly* 89, no. 3 (Autumn 1974): 563-588.

Ronald Reagan, “Address to the Veterans of Foreign Wars Convention in Chicago,” August 18, 1980, <http://www.presidency.ucsb.edu/ws/?pid=85202>.

Robert Timberg, *The Nightingale’s Song* (New York: Simon and Schuster, 1995), 13-22.

Frances Fitzgerald, *Way Out There in the Blue: Reagan, Star Wars, and the End of the Cold War* (New York: Simon and Schuster, 2000), 72-113.

Amanda Cox, “How Birth Year Influences Political Views,” *New York Times*, July 7, 2014, http://www.nytimes.com/interactive/2014/07/08/upshot/how-the-year-you-were-born-influences-your-politics.html?_r=0.

Casper Weinberger, "The Uses of Military Power," National Press Club, Washington, DC, November 28, 1984,
<http://www.pbs.org/wgbh/pages/frontline/shows/military/force/weinberger.html>.

*** Elizabeth Saunders, "Transformative Choices: Leaders and the Origins of Intervention Strategy," *International Security* 34, no. 2 (Fall 2009): 119-161. ***

INFORMATION MEMORANDUM DUE IN CLASS.

Week 7 – NO CLASS (Yom Kippur) [October 12]

Week 8 – Rwanda/Moral Hazard/CNN Effect [117 + 44 pages] [October 19]

Warren P. Strobel, "The CNN Effect," *American Journalism Review* (May 1996): 32-34.

Steven Livingston, *Clarifying the CNN Effect* (Cambridge, MA: John F. Kennedy School of Government (June 1997), 1-18.

Samantha Power, "*A Problem from Hell*": *America and the Age of Genocide* (New York: Basic Books, 2013), 329-390.

Alan J. Kuperman, "Rwanda in Retrospect," *Foreign Affairs* 79, no. 1 (2000): 94-118.

*** Gary Bass, *Freedom's Battle: The Origins of Humanitarian Intervention* (New York: Random House, 2008), 1-44. ***

Week 9 – Trade/Sanctions/Two-level Games [95 + 25 pages] [October 26]

Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," *International Organization* 42, no. 3 (summer 1988): 427-460.

Robert Pape, "Why Economic Sanctions Do Not Work," *International Security* 22, no. 2 (Autumn 1997): 90-136.

Daniel Drezner, "The Hidden Hand of Economic Coercion," *International Organization* 57, no. 3 (2003): 643-659.

*** Michael J. Hiscox, "Through a Glass Darkly: Attitudes toward International Trade and the Curious Effects of Issue Framing," *International Organization* 60, no. 3 (2006): 755-780. ***

RESEARCH PAPER PROGRESS REPORT DUE IN CLASS.

Week 10 – Nuclear Nonproliferation/Norms and Selection Effects [93 + 31 pages] [November 2]

Francis J. Gavin, "Blasts from the Past: Proliferation Lessons from the 1960s," *International Security* 29, no. 3 (Winter 2004-2005): 100-135.

Nicholas Miller, "Nuclear Dominoes: A Self-Defeating Prophecy?" *Security Studies* 23, no. 1 (2014): 33-73.

Daryl Press, Scott Sagan, and Ben Valentino, "Atomic Aversion: Experimental Evidence on Taboos, Traditions, and the Non-Use of Nuclear Weapons," *American Political Science Review* 107, no. 1 (2013): 188-206.

*** Nicholas Miller, "The Secret Success of Nonproliferation Sanctions," *International Organization* 68, no. 4 (Fall 2014): 913-944. ***

Week 11 – 9/11/Intelligence Failures [132 pages] [November 9]

The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks upon the United States (Washington, DC: GPO, 2004), 145-277.

Week 12 – Iraq War 2/Threat Inflation and "Oversell" [94 + 50 pages] [November 16]

Joshua Rovner, *Fixing the Facts: National Security and the Politics of Intelligence* (Ithaca, NY: Cornell University Press, 2011), 1-48, 137-184.

*** Robert Jervis, "Hypotheses on Misperception," *World Politics* 20, no. 3 (April 1968): 454-479. ***

*** Daniel Kahneman and Jonathan Renshon, "Hawkish Biases," in *American Foreign Policy and the Politics of Fear: Threat Inflation since 9/11*, eds. Trevor Thrall and Jane Cramer (New York: Routledge, 2009), 79-96. ***

Week 13 – NO CLASS (Thanksgiving) [November 23]

Week 14 – Drones/Secrecy [88 + 17 pages] [November 30]

Lynn E. Davis, et al, *Armed and Dangerous? UAVs and U.S. Security* (Santa Monica, CA: RAND Corporation, 2014). [32]

Jane Mayer, "The Predator War: What are the Risks of the CIA's Covert Drone Program?" *The New Yorker*, October 26, 2009. [18]

Adam Entous and Devlin Barrett, "Emails in Clinton Probe Dealt with Planned Drone Strikes," *Wall Street Journal*, June 9, 2016. [6]

Steve Coll, "The Unblinking Stare: The Drone War in Pakistan," *The New Yorker*, November 24, 2014. [25]

Karen DeYoung and Greg Miller, "White House Releases its Count of Civilian Deaths in Counterterrorism Operations under Obama," *Washington Post*, July 1, 2016. [4]

Aqil Shah, "Drone Blowback in Pakistan is a Myth. Here's Why," *Washingtonpost.com*, May 17, 2016. [3]

*** Patrick B. Johnston and Anoop K. Sarbahi, "The Impact of U.S. Drone Strikes on Terrorism in Pakistan," *International Studies Quarterly* 60, no. 2 (2016): 203-219. [17]

*** Julia Macdonald and Jacquelyn Schneider, "Presidential Risk Orientation and Force Employment Decisions: The Case of Unmanned Weaponry," *Journal of Conflict Resolution* (forthcoming). ***

ACTION MEMORANDUM DUE IN CLASS.
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Week 15 – Non-governmental Organizations / Lobbying [89 + 30 pages] [December 7]

Jessica T. Mathews, "Power Shift," *Foreign Affairs* (January-February 1997): 50-66.

Richard Price, "Reversing the Gun Sights: Transnational Civil Society Targets Land Mines," *International Organization* 52, no. 3 (summer 1998): 613-44.

Franklin Foer, "The Quiet American," *Slate*, April 28, 2016. [16]

David A. Fahrenthold, et al, "The Inside Story of How the Clintons Built a \$2 Billion Global Empire," *Washington Post*, June 2, 2015. [12]

Jo Becker and Mike McIntire, "Cash Flowed to Clinton Foundation Amid Russian Uranium Deal," *New York Times*, April 23, 2015. [14]

*** Martha Finnemore and Kathryn Sikkink, "International Norm Dynamics and Political Change," *International Organization* 52, 4 (Autumn 1998): 887-917. ***

Finals Week [December 15]

RESEARCH PAPER TO BE SUBMITTED ELECTRONICALLY.

Course Title: Health and Human Rights: an Interdisciplinary Approach

Course #: Cross Listed/Shared Resource: HHPM 486/586 RPOS/RPAD 486/586

Course Credits: 3 credits

Term: Fall 2016

Day/Time: Wednesdays, 5:45 PM – 8:35 PM

Location: Lecture Center 3C (uptown campus)

Professor: Arash Alaei, MD; Kamiar Alaei, MS, MD, MPH

Co-Instructor: Alexandra Harrington, JD, LLM, DCL

Assistant: Vincent LaMantia; vlamantia@albany.edu

Contact: kalaei@albany.edu, aalaei@albany.edu,; (518) 442-2736, (518) 442-2735

Office Hours: Thursday, 4:00 – 5:00 PM in BA 365 (uptown campus); also available by appointment

COURSE DESCRIPTION

This course takes an interdisciplinary approach to health and human rights and the contemporary challenges and solutions associated with them. The course will be taught by physicians and human rights champions, with guest lectures from experts in public health, philosophy, social welfare, law, gender studies, and public administration, among others. Through lectures, discussion, and case studies, students will develop a broad theoretical understanding of health as a human right, become familiar with legal and policy frameworks to support public health, and acquire skills in the application of these concepts and the implementation and evaluation of solutions to our modern health challenges.

COURSE STRUCTURE AND DESCRIPTION

Students will be assigned readings in preparation for weekly lectures and will be expected to submit a short response to the readings. Each week there will be a one-hour lecture followed by a facilitated discussion. Students will then be assigned a relevant case study, where they will work in small groups to analyze the challenges of the case and develop applicable solutions. Students will present their findings to the class at the end of each meeting. There will also be two major evaluations, a midterm exam and a grant proposal, designed to assess understanding and application of course material. Near the start of the semester students will choose the topic of their grant proposal, and students will prepare this proposal throughout the semester through periodic planning assignments related to the skills presented in each class meeting.

Course Objectives:

Upon completion of this course, students should:

- Define and recognize the theoretical, moral, sociological, practical, and legal considerations that relate to promotion of public health as a human right;

- Have the skills to critically analyze public health challenges, and develop concrete, implementable, adaptable, evaluable solutions;
- Identify and describe how human rights law can be an important tool in addressing current global health challenges in specific contexts;
- Assess the right to health through other human rights, as framed by international treaties and covenants, in particular in the context of places of deprivation of liberty;
- Be familiar with contemporary domestic and international public health concerns;
- Appreciate and contribute to the importance of an interdisciplinary approach to public health;
- Have the skills to develop an effective health intervention and construct a persuasive grant proposal.

It will also prepare students with the following American Schools of Public Health (ASPH) Competencies:

Health Policy and Management:

- D. 2. Describe the legal and ethical bases for public health and health services.
- D. 3. Explain methods of ensuring community health safety and preparedness.
- D. 4. Discuss the policy process for improving the health status of populations.
- D. 5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
- D. 10. Demonstrate leadership skills for building partnerships

Social and Behavioral Sciences:

- E. 2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
- E. 3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- E. 4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- E. 5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- E. 9. Apply ethical principles to public health program planning, implementation and evaluation.

Diversity and Culture:

- G. 5. Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.
- G. 6. Apply the principles of community-based participatory research to improve health in diverse populations.
- G. 7. Differentiate among availability, acceptability, and accessibility of health care across diverse populations.
- G. 8. Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.
- G. 9. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
- G. 10. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

Leadership:

- H. 4. Engage in dialogue and learning from others to advance public health goals.
- H. 5. Demonstrate team building, negotiation, and conflict management skills.
- H. 8. Apply social justice and human rights principles when addressing community needs.
- H. 9. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.

Program Planning:

- K. 2. Describe the tasks necessary to assure that program implementation occurs as intended.
- K. 4. Explain the contribution of logic models in program development, implementation, and evaluation.
- K. 5. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.
- K. 6. Differentiate the purposes of formative, process, and outcome evaluation.
- K. 7. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.

GRADING

This course is A-E graded and the grades are determined based on the following criteria:

Undergraduate Students

Reading Response Essays	25.00%
Planning Assignments	10.00%
Attendance/Participation	10.00%
Midterm	25.00%
Grant Proposal	30.00%
	100.00%

Graduate Students

Reading Response Essays	25.00%
Case Study Presentations	10.00%
Attendance/Participation	10.00%
Midterm	15.00%
Grant Proposal	40.00%
	100.00%

Both graduate and undergraduate will have their final course grades will be determined using the following scale: A= 90-100, A-= 88-89, B+ = 85-87, B = 83-84, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60

ASSIGNMENTS

Reading Response Essays: In preparation for each lecture students will be expected to complete readings assigned by the lecturer and to write a short (250-500 word) response summarizing and reflecting upon the

readings. All readings will be posted on Blackboard, and any changes or additions to the readings will be posted at least one week before the response essay is due. Papers that are submitted through Blackboard at 5PM the evening before the class meeting will be graded on a scale of 0-2.5. Papers turned in after 5PM will automatically receive a grade of unsatisfactory (0). There will be 11 of these assignments total, worth 2.5 points each. The essay with the lowest grade will be dropped.

Case Studies: Each week students will receive a case study and a set of associated questions from the group facilitating the case study. Students will work together as a group to answer these questions, which will involve an assessment of the public health challenge and potential solutions. Active participation in these in-class case study group assignments will be factored into the participation grade.

Additional Requirements for Graduate Students: In pairs, graduate students will facilitate two case studies throughout the semester. Students will be responsible to be prepared for the case study by reading some additional material and being well versed in the subject matter prior to conducting the study. Students will be evaluated on the depth, effectiveness, and direction of the case study. Further instructions for the case study will be available on Blackboard.

Participation: Active reflection, sharing and defending of ideas, and intellectual collaboration are *essential* to the progress and development of health and human rights. As such, students are expected to engage with lecturers and fellow students, participate in discussion, work cooperatively in-group work, and orally present and defend their findings. This will be assessed by readiness and productivity, measured by in-class tasks, including the case studies. *At the end of the semester, students who have exceeded our expectations in terms of active participation may earn up to 2 points of extra credit on their final grade.*

Midterm: The midterm will be in-class, closed-book exam focused on the application of relevant material. Students will be expected to be familiar with general theories, concrete concepts from lectures and be able to meaningfully apply these concepts in a practical context.

Planning Assignments (Undergraduate): The skills developed throughout the course will be applied to the students' chosen public health intervention. Students will be asked to do planning assignments throughout the semester based on those skills acquired toward their grant proposal. There will be five (5) of these assignments throughout the semester worth 2 points each, graded 0-2. Students will receive comments and will have the opportunity to revise these sections for the final submission of the grant proposal.

Grant proposal: For the final assessment, students will be asked to work in pairs to write a grant proposal applying the concepts learned throughout the semester. Given that concise and persuasive writing is an essential skill used in writing grant proposals, and that most grant guidelines indicate a strict page limit, the total proposal (including citations and the appendix) may not exceed twenty pages. While there is no page limit minimum, if a proposal were less than fifteen pages it would be unlikely that sufficient information had been included. The grant proposal will be on a topic of the students' choice (some suggestions will be provided), and will follow standard grant proposal guidelines. Undergraduate students will work on a general grant proposal with guidelines that will be provided by the professors.

Additional Requirements for Graduate Students: Working individually, graduate students will choose one call for proposals by suggested grant making organizations with specific guidelines. They will be expected to research the organizations and the types of initiatives currently funded by them. Then, they will frame their proposal according to the criteria of the actual proposal guidelines. They will be graded on the content of their proposed intervention, and also on their ability to meet the expectations and priorities of the chosen funder in the final project. Graduate students should aim to write 10 pages, *not* including citations and the appendix.

The Grant Proposal will be submitted through Blackboard on **December 16, 2015**. Please note that the Grant Proposal is to be submitted in full, in one single document, as an attachment through Blackboard. The Logic Model, however, will be submitted as a separate attachment.

ATTENDANCE

Since this course is based heavily on discussion, in-class group work, and application of concepts to concrete case studies, good attendance is essential. We understand that things may come up that prevent students from attending class and so one absence is allowed, with prior notice, for any reason. Students are still expected to complete the readings and response essays on time. If more than one class is missed, or if the absence is not prearranged, student will lose 5 points from the participation grade for half class that they miss, up to two times. If there are any additional absences the student will fail the course. For documented illness (i.e. with doctor's note) students may miss class with no penalty, but are expected to catch up on missed work within a reasonable time frame.

DISABILITY POLICY

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

ACADEMIC DISHONESTY

Students are expected to comply with the University at Albany's Community Rights and Responsibilities. An incident of unethical conduct (e.g. cheating, plagiarism) or classroom disruption will result in a Fail and referral to the appropriate Departmental and University Committees. More information on academic integrity is available at the following website: http://www.albany.edu/reading/academic_integrity.php. Students will be asked to sign a statement of honor, promising to act with academic integrity.

Lecture Schedule:

8/31 First day: Introduction and Orientation

Unit 1: Theoretical Basis of Health as a Human Right

9/7 Introduction: Health as a Human Right

Global Institute for Health and Human Rights - Arash Alaei
(Triangular Clinics)

CASE STUDY 1 - Facilitated by Arash Alaei (7:10 PM - 8:35 PM)
(Mohammed and the Matchmaker)

9/14 Political Science Approach to the Protection of the Right to Health

Department of Political Science - Victor Asal

CASE STUDY 2 – Andrea & Fatima

9/21 Health Disparities and Public Policy

Department of Public Administration & Policy - Stephen Weinberg

CASE STUDY 3 – Chris and JiaCheng (7:10 PM - 8:35 PM)

Unit 2: Defining Goals and Objectives and Understanding the Target Group

9/28 Developing Project Ideas: Setting Goals, Objectives, and Defining the Target Group

Global Institute for Health and Human Rights - Kamiar Alaei

CASE STUDY 4 – Natasha and Salma (7:10 PM - 8:35 PM)

10/5 Public Health Disparities

Department of Women's Studies – Kristen Hessler

CASE STUDY 5 – Tre & Maria (7:10 PM - 8:35 PM)

10/12 Class suspended, Yom Kippur

10/19 Maternal Mortality as a Human Rights Issue

Department of Philosophy – Robert Miller

CASE STUDY 6 – Ololade and Jane (7:10 PM - 8:35 PM)

***MIDTERM EXAM* 10/26 IN-CLASS MIDTERM EXAM**

Unit 3: Design, Implementation, Evaluation, and Work in the Field

11/2 Application of Intervention Design, Programming, and Adaptation

Global Institute for Health and Human Rights - Arash Alaei

CASE STUDY 7 - Andrea & Fatima (7:10 PM - 8:35 PM)

11/9 HIV/AIDS and Public Health Resource Allocation

Department of Public Administration & Policy – TBA

CASE STUDY 8 – Chris and JiaCheng (7:10 PM - 8:35 PM)

11/16 Environmental Practices and Disproportionate Risks of Disease

Department of Environmental Health Sciences – Beth Feingold

CASE STUDY 9 - *Natasha and Salma* (7:10 PM - 8:35 PM)

***Thanksgiving Break* 11/25**

Unit 4: Legal Frameworks for the Promotion and Protection of Health as a Human Right

11/30 International Treaty and Organization Based Structures for Human Rights Protections

Global Institute for Health and Human Rights – Alexandra Harrington **CASE STUDY 10 - *Tre & Maria* (7:10 PM - 8:35 PM)**

12/7 Legal Defense of Human Rights

Albany Law School – Sarah Rogerson

CASE STUDY 11 - *Ololade and Jane* (7:10 PM - 8:35 PM)

12/16 Finals Due

Department of Political Science
Rockefeller College
University at Albany, SUNY

Semester in Washington
Spring 2017

RPOS 495z Research & Writing in Washington
Credits: 3
Professor Meredith Weiss

Contact: mweiss@albany.edu
202 725 4440 (emergencies only)
Office hours: after class each Friday, or by appointment

Course description

The overarching theme of the course is the process and structure of policymaking: how the policy apparatus is structured, what different government departments (or elsewhere, government ministries) and other policy-relevant agencies and organizations do, what key issues and organizations characterize specific policy domains, and how the scope and character of agendas and governance in those policy domains has changed over time. While our primary case study will be the US government, given our placement in Washington, DC, our actual ambit is global.

Equally important as a course objective is a focus on writing: over the course of the semester, students will build toward a substantial research paper on one policy arena. Particularly in the second half of the course, students will hone their ability to do case study research using a range of primary and secondary sources, draft a research paper that marshals appropriate evidence to support a thesis, learn how to refine the essence of a paper into a brief and understandable oral presentation, and practice the all-important skills of revision and rewriting.

Course objectives

Students will:

- Engage with assigned texts by participating actively in class discussions in the classroom and elsewhere (e.g., alumni offices).
- Practice and flaunt the ability to make and support sound arguments.
- Display an understanding of the policy process in their written work.
- Demonstrate the ability to find and utilize a range of scholarly and policy-related sources.
- Impress the professor with their polished analysis, careful editing, and excellent grammar.

Class times

Meetings for RPOS 341 and 495z will be back-to-back on Fridays, starting at 9:00am (unless otherwise notified), in the 1st floor classroom at the Woodley Park residence hall. Some classes will involve (or be supplanted by) field trips. Ending times will vary; students are expected to be available all day each Friday for required activities.

Books & readings

Wayne Booth, et al. *The Craft of Research*, 4th ed. (Chicago, 2016)

All other required readings will be available on Blackboard.

COURSE POLICIES RPOS 341, 342, & 495z

Attendance

Attendance and active participation in class is expected every week, barring legitimate medical excuses (following UAlbany guidelines). Any unexcused absence or lateness may result in a reduction in the student's final grade. Family visits are not acceptable reasons for missing class.

Internet and laptops

Students will need to conduct online research to complete the assignments in this course. Use of laptops for note-taking is permitted, and laptops may be used for some in-class group work. However, use of any electronic device during class (including laptops) for non-class-related purposes is prohibited, and may result in loss of classroom laptop privileges and/or temporary confiscation of the device in question.

Academic Honesty

Students are expected to adhere to the University at Albany's regulations concerning academic honesty: http://www.albany.edu/eltl/academic_integrity.php. *Read these guidelines carefully, make sure you understand all provisions, and follow them in all your courses.* Pay particular attention to the need for citations even when paraphrasing *or summarizing* material. Violation of these rules will result in severe penalty (usually failing the assignment and/or the course, depending on the violation) as well as referral to the appropriate academic authorities.

Read carefully the attached document, "When and Why to Cite Sources" (available also at <http://library.albany.edu/infolit/citesources>).

Papers & assignments

Short papers for RPOS 495z should be **2-3 pages** each. The final paper should be **10-12 pages**. Lengths for other RPOS 495z writing assignments are as indicated. *Instructions for all papers are in the document, "Paper Guidelines" on Blackboard.*

*Those students completing their Political Science **honors thesis** in conjunction with RPOS 495z will register also for RPOS 400 (1 credit), meet with the professor as needed, then write a more substantial final paper (20-25 pages instead of 10-12 pages).

Papers must be double-spaced, with 1 inch margins, in 12-point Times New Roman (or closely comparable) font. The final paper must be submitted in MS Word. Proofread carefully. Given the professional orientation of this program, points may be deducted for sloppy work (poor grammar, typos, etc.), as noted in the Paper Guidelines on Blackboard; quality of writing will count for 20 percent of the grade for your final paper.

All papers and assignments are due (hard copy) on the date on which they are listed the syllabus, unless otherwise noted in class. **Late papers** will incur a penalty of $\frac{1}{3}$ grade (e.g., from a B+ to a B) per calendar day late.

Grading

RPOS 495z (3 credits)

- Plagiarism 101 tutorial 5%
- 2 short papers @ 10% each 20% total
- Paper:
 - Thesis questions & sources 5%
 - Draft of introduction & outline 10%
 - Oral presentation 10%
 - Final paper 40%
- Class preparation & participation 10%

Grading scale

- A: 93-100, A-: 90-92, B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76, C-: 70-72, D+: 67-69, D: 63-66, D-: 60-62, E: 0-59

COURSE SCHEDULE RPOS 495z

Readings and assignments/papers are *due* on the date for which they are listed.

Note that some extracts may include more than the required portion; students are welcome, but not required, to read further.

Details are subject to change!

Intro Week Move-in & professional development orientation

See RPOS 341/342 syllabus

Week 1 Introduction to Washington

23 January First day of internships

27 January **Tour of DC** (see RPOS 341/342 syllabus)

- **Practicing Academic Integrity tutorials:** Complete all the exercises at <http://library.albany.edu/infolit/integrity> before class; forward your email “receipts” to me (or print out and submit in class)

Week 2 Interest Groups, Advocacy, and Expertise & Research skills

3 February

- **Guest lecturer:** Andrew Rich, 10:00-11:30am
- Reading (Interest groups)
 - Nownes, *Interest Groups in American Politics*, ch. 5
 - Rich, *Think Tanks, Public Policy, and the Politics of Expertise*, ch. 6
 - Carpenter, et al., *Explaining the Advocacy Agenda*
- **Library of Congress visit** and research orientation class, 12:30-2:00pm
 - **Note:** You will be expected to do extensive library as well as internet research for this course. This orientation to the LoC will show you how to use one of the world’s greatest libraries. Remember that the LoC has limited hours and is a closed-stack facility: you must request materials and wait. Plan your visits accordingly—and start early in the semester! As a backup, you *may* also be able

to use your SUNY ID to access the Gelman Library at George Washington University (2130 H St NW, 7am-midnight). Of course, you can readily access all the electronic journals and other online materials at the UAlbany library, as well.

- Meet at Madison building (entrance at C St and 1st St SE) for Reader Registration Cards; we will then walk underground to Jefferson Building
- Fill out online form for Reader Registration card *in advance*:
<http://www.loc.gov/rr/readerregistration.html>
- Reading (Research skills):
 - Booth, et al., *The Craft of Research*: chap. 3-5, 7
 - UW Tips & Techniques for Writing
 - For more details, review the “General Social Science Writing Help” files at <http://depts.washington.edu/pswrite/forstudents.html>
 - Taylor, Legislative History Research (skim)
- **Workshop on Communication & Leadership**, 3-4pm, alumna Laura Milstein

Week 3 The Legislature as a Policymaking Arena

9 February, 6-8pm: Welcome reception, Squire Patton Boggs, 2550 M Street NW

10 February

- **Guest lecturer:** Michael Malbin
- Reading:
 - Mann and Ornstein, *It's Even Worse Than It Looks*, Intro, pp. 42-67, Afterword
 - Pitney, Review of Mann and Ornstein
 - Lee, *Insecure Majorities*, pp. 18-28, 198-209
 - News articles TBD

Week 4 RPOS 341 Team Presentations

17 February

- **Martha's Table visit, 11-12:15**

Week 5 The Executive Branch as a Policymaking Arena

23 February Panel discussion on the new administration, 7-9pm

24 February

- **Capitol tour** with Michelle Mittler, 11:20am-1:20pm
- **Guest lecturer:** Bruce Miroff
- Reading
 - Miroff, *Presidents on Political Ground*: ch. 1 (recommended), 3-5 (required)

Week 6 Introduction to Public Policy Analysis

3 March

- **Guest lecturer:** Kat Slye
- Reading:
 - Kraft and Furlong, *Politics, Analysis, and Alternatives*: ch. 1, 3
- **Senator Gillibrand's office:** meeting with Jon Cardinal, 1:30-2:30

Week 7 Foreign Policy and Security

10 March

- **RPOS 341: Holocaust Museum visit**
- **Guest lecturer:** Gil Klinger (also Sharon Squassoni on 24 March)
- Reading (subject to amendment):
 - Rosati & DeWitt, The Department of State
 - Auger, The National Security Council
 - Fendrick, Diplomacy as an Instrument of National Power
 - Columbia Accident Investigation Board, ch. 9 and App. C (required), Executive Summary and ch. 5 (recommended)

17 March **No class**

Week 8 **RPOS 341 Team Presentations**

24 March

- **Alumni lunch (TBC)**, 12pm, Wilkinson Barker Knauer, LLP (1800 M St. NW #800N)
- **Guest lecturer:** Sharon Squassoni, 2:30-4:00 (CSIS, 1616 Rhode Island Ave.)
 - Squassoni, “The Incredible Shrinking Nuclear Offset to Climate Change”
 - Lovins, “Nuclear is Uneconomical”
 - Tabor, “An Atomic-Weapons Expert’s Worst-Case Scenario”

Week 9 **Labor and Trade Policy**

31 March

- **Guest lecturers:** Amy Cocuzza and Ian Clements
- Reading:
 - MacLaury, The Job Safety Law of 1970
 - CRS, US Trade Concepts, Performance, & Policy: pp. 1-36
 - Krueger, International Labor Standards and Trade
 - Clements:
 - US Department of Congress organizational chart
 - White House, Joint Statement by the United States and Singapore
 - USTR, 2017 Trade Policy Agenda: pp. 13-19
 - EWC, ASEAN Matters for America (skim)
 - Cocuzza:
 - O’Brien, “I Swear! From Shoptalk to Social Media: The Top 10 NLRB Profanity Cases” (read pp. 53-60, 98-108; skim the remainder)
- **OSAC visit:** Gregory Wahl, 12:30-2:30 (1810 N. Lynn St., Rosslyn, VA)

Week 10 **Health Policy**

5 April

Nancy Bosckor presentation, “Path to Public Service,” 6-8pm (WISH)

7 April

- **Guest lecturers:** Rich Hamburg and John Kaelin
- Reading:
 - CRS, ACA: A Brief Overview of the Law, Implementation, and Legal Challenges
 - Bronson, et al., Understanding Evidence-based Public Health Policy
 - Sparer, et al., Inching toward Incrementalism: Federalism, Devolution, and Health

- Policy in the US and the UK
- Hamburg:
 - TFAH, *Blueprint for a Healthier America 2016: Policy Priorities for the Next Administration and Congress*, <http://healthyamericans.org/assets/files/TFAH-2016-Blueprint-Fnl.pdf> (minimum: read Introduction and one section; skim the other two sections)
- Kaelin:
 - Morrissey, et al., Five-State Study of ACA Marketplace Competition

Week 11 **No class meeting** (Good Friday)

14 April

- **Thesis questions and sources due** (via email)
- Reading:
 - Booth, et al., *The Craft of Research*: ch. 12-14, 16
 - Powner, *Empirical Research & Writing*: p. 209-10

Week 12 **Pentagon tour (2:00-4:00pm) & Final Paper Consultations**

21 April

- Each student will sign up for a 10-minute consultation with Prof. Weiss. Come prepared with a *rough* draft of your introduction and outline, for discussion only. (Consultations may be scheduled prior to this date.)

Week 13 **RPOS 341 Team Presentations**

27 April Final day of internships

- End-of-semester gathering, 6:00-8:00pm, hosted by Arie Lipnick (800 P St NW)

28 April

- **Draft final paper introduction & outline due**
- **Supreme Court visit and briefing, 9:30-11:00**

Week 14 **RPOS 495 oral presentations**

5 May

Wednesday, 10 May, 7:00pm (last day of UA classes)

- **Final RPOS495z papers due**

When and Why to Cite Sources

Source: <http://library.albany.edu/infolit/citesources> (amended slightly)

What is Plagiarism?

Plagiarism is defined as “a piece of writing that has been copied from someone else and is presented as being your own work” or “taking someone's words or ideas as if they were your own.” [1]

Plagiarism is a serious issue in the academic community. While plagiarism sometimes does occur intentionally, it also occurs because the writer doesn't understand or does not know how to avoid it. The required online tutorial, [Plagiarism 101](#), offers an entertaining and interesting look at why people plagiarize and strategies to avoid it.

Plagiarism occurs when you use someone else's ideas and PRETEND they are your own. Avoiding plagiarism doesn't mean that you can never use other people's ideas. It's a widely known secret that in fact you CAN use other peoples' ideas and even their words. For many research papers you NEED to do this in order to prove your own points. So use their ideas! Use their words! Professors expect to see in your writing that you've done your research and understand what the experts think when you formed your own opinions. The trick is to acknowledge who these expert ideas really belong to by CITING them!

So let's assume you don't want to plagiarize and you've given yourself enough time to do it right, but you're still not sure about “putting things in your own words,” judging when to cite work, or how to cite it. Read on for more information and examples.

Why Acknowledge Sources

Doing research for a paper is an exploration and learning process. By acknowledging our sources we show our reader the path we took to come to our conclusions. Citing the authors we read shows how we tied others' research and ideas together and how we came to learn about and develop our own ideas and opinions.

Why should you cite your sources?

1. Citations reflect the careful and thorough work you have put into locating and exploring your sources.
2. Citations help readers understand the context of your argument and are a courtesy to the reader, who may share your interest in a particular area of study.
3. Citations allow you to acknowledge those authors who contributed to your learning and your work.
4. Citations, by illustrating your own learning process, also draw attention to the originality and legitimacy of your own ideas.
5. By citing sources you demonstrate your integrity and skill as a responsible student and participant in your field of study. [2]

When to Cite Sources

While professors and scholars may have specific requirements based on the needs of their discipline, there are cases where you should **always** cite your sources.

1. Direct quotes of more than one word. If the author's words are powerful or you need to be specific for your argument, the author's words can be used as a direct quote.
2. Paraphrasing or summarizing. If you want to use someone else's idea to help you make your point or to support your own ideas, you may "translate" the ideas into your own words.
3. Information which may be common knowledge but still unfamiliar to your reader. This would also include statistical information which may be familiar, but still requires confirmation.
4. Not just books or articles should be cited. Any source that you use for information can and should be cited, including interviews, websites, TV programs, etc.
5. Whenever you are not sure if something should be cited, err on the side of caution and cite sources.

Let's look at some examples ...

Direct quotes

How much you quote will determine how it appears in the body of your paper—set off a quote of more than 3-4 lines as a separate block of text—but whether it is one word or an entire paragraph, any direct quote needs to be cited.

Lappe's explanation of a "thin democracy" ^[3] addresses a number of basic flaws within our American society.

Global warming is being recognized as a major issue throughout the world and as Al Gore instructs, "it is time to make peace with our planet." ^[4]

Paraphrasing or Summarizing

Both these tools involve modes of translating or restating what you have read (or heard). *Paraphrasing* typically refers to putting an idea or passage into your own words. *Summarizing* involves capturing the main idea or reducing a detailed piece to a shorter and more general synopsis. *Both* require citation.

Here's an example:

"Instructors usually allow students to find their own topics for a major writing assignment; thus choose something of interest to you so you won't get bored after a few days. At the same time, your chosen topic will need a scholarly perspective."^[5]

Paraphrase: When students are permitted to select their own topic to write about they should choose one that is interesting to them. The topic should also be scholarly in nature so that

students will be able to find appropriate research and resources on the topic. [5]

Summary: Students should select writing topics that are interesting and also lend themselves to academic research. [5]

A summary generally addresses the overall theme of a passage, article, opinion, etc., while a paraphrase generally restates a more specific thought or idea. The difference between summarizing and paraphrasing is sometimes obvious and sometimes subtle—do you see the difference?

Common Knowledge? Or Not?

Some basic facts are common knowledge and easily confirmed from a variety of sources. Statistics should always be cited, as well as opinions and less familiar facts. Whether information is considered well-known within your field of study will also help determine if it is considered common or not. However, if you are not sure, cite it!

Example 1:

The University at Albany is located in Albany, New York and is part of the State University of New York.

This is common knowledge and easily confirmed in a multitude of sources.

Example 2:

The State University of New York was officially established in February of 1948 and currently consists of 64 institutions. The University at Albany is one of ten University Centers that are part of the SUNY system. [6]

While the SUNY system is well known and these facts are easily confirmed, specific historical information or statistics should be cited.

How to Cite?

We've talked about plagiarism as well as why and when to cite. The next question is "How?" There are *two things you need to know* from your professor.

The FIRST is how you will reference your sources within your paper. Generally you will use one of the following options:

- **In-text** citation is when your source author is included within the body of your paper. This acts as a reference to your Works Cited page. *We will use in-text parenthetical citations for RPOS 495z and RPOS 341.*
- **Endnotes** format is used in this document. The cited idea or quote is noted with a number and the source is listed at the end of the paper.
- **Footnotes** format is similar to endnotes; however, the citations are listed at the bottom of each page.

The SECOND thing you need to know is what Format and Style Guide to use. There are very specific rules about how to do this that are not included in this document. Your professor will tell you which s/he wants you to follow. The choices will typically be one of the following:

- **MLA** Format and Style Guide (Modern Language Association)
- **APA** Format and Style Guide (American Psychological Association)
- **CMS** (Chicago Manual of Style). *We will use CMS (author-date) for RPOS 495z and RPOS 341: see http://www.chicagomanualofstyle.org/tools_citationguide.html or the style guide on Blackboard for details.*

Please visit the University Libraries' Citation Tools webpage at <http://libguides.library.albany.edu/citationgenerators> for information and instructions on these style guides.

Endnotes

[1] "Plagiarism." *WordNet 3.0*. Princeton University. 03 Apr. 2008. *Dictionary.com*. <http://dictionary.reference.com/browse/plagiarism>.

[2] Adapted from "Sources and Citation at Dartmouth College." Dartmouth College. 1998. Retrieved 9 Feb 2009. <http://www.dartmouth.edu/~writing/sources/sources-citation.html>

[3] Lappe, Frances Moore. *Getting a Grip*. Cambridge, MA : Small Planet Media, 2007.

[4] Gore, Al. "Nobel Prize Acceptance Speech." *Al's Journal*. December 10, 2007. Retrieved April 10, 2008 http://blog.algore.com/2007/12/nobel_prize_acceptance_speech.html

[5] Lester, James D. & James D. Lester Jr. *Writing Research Papers: A Complete Guide, 11th Ed.* New York: Pearson Education, 2005.

[6] "Short History of SUNY." The State University of New York. 2008. Retrieved April 25, 2008. http://www.suny.edu/student/university_suny_history.cfm

**University at Albany
Program Revision Proposal
Political Science BA**

Appendix 2 Approved Seamless Transfer Waiver Request



June 5, 2015

James R. Stellar, Ph.D.
Sr. Vice President for Academic Affairs and Provost
State University of New York at Albany
1400 Washington Avenue, University Hall 308
Albany, NY 12222

Dear Vice President Stellar:

I am writing in response to your correspondence received requesting a waiver of one or more requirements in the following program:

Program Title	Award	SED Program Code	Waiver Type Requested	Waiver Status
Political Science	B.A.	06070	Transfer Path Course(s)	Approved

This request for a program waiver of credit requirements, SUNY-GER requirements, SUNY-GER requirement scheduling, or transfer path requirements has been carefully reviewed by the Office of the Provost waiver committee, comprised of campus reviewers and other system staff.

The committee reviews the proposed curriculum of the program, taking into consideration SUNY Board of Trustees policy, Regents Rules and Regulations of the Commissioner of Education, and requirements set forth for the licensed professions or teacher certification. The committee also accounts for applicable national accreditation and/or professional association standards; relevant New York State laws, rules and regulations; and industry expectations. The goal of seamless transfer is to enable students to complete their intended program of study on time, without unnecessary cost and/or duplication of effort.

I am happy to inform you that the Office of the Provost waiver committee has determined that there is a compelling justification for a waiver to be granted for the program curriculum as proposed. We wish you all the best with the ongoing success of this program. Please contact Linnea LoPresti if you have any question or concerns.

Sincerely,

Vice Provost for Academic Planning and Strategic Leadership
And Senior Associate Vice Chancellor

C: L. LoPresti



SUNY Seamless Transfer Requirements (STR): Waiver Request Form 9

This signed form should be submitted with a signed cover letter from the Chief Academic Officer (CAO) to the SUNY Provost at program.review@suny.edu.

- To request a waiver of STR for a **new program**, submit this form with a new program proposal.
- To request a waiver of STR for an **existing program that does not require re-registration** by the State Education Department (SED), submit only a signed cover letter and form.
- To request a waiver of STR for an **existing program that requires re-registration** by SED because of proposed (and/or cumulative) changes, submit this form with a program revision proposal. Conditions that require SED re-registration can be found in the [Guide to Academic Program Planning](#).

Section 1. General Information															
Item	Response <i>(type in the requested information)</i>														
a) Institutional Information	List each campus (and its 6-digit <u>SED Institution Code</u>) where the entire program will be offered: University at Albany 210500														
b) Proposed Program Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; border-bottom: 1px solid black;">Program Title:</td> <td style="border-bottom: 1px solid black;">Political Science</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Program Code and HEGIS Code (for existing programs)</td> <td style="border-bottom: 1px solid black;">Program Code [06070] HEGIS Code [2207]</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Award(s) (e.g., A.A.S., B.A.):</td> <td style="border-bottom: 1px solid black;">BA</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Number of Required Credits:</td> <td style="border-bottom: 1px solid black;">Minimum [120] If tracks or options, largest minimum []</td> </tr> <tr> <td colspan="2" style="padding: 5px;">If the program is accredited (or will be), list the accrediting agency and expected date when re-accreditation or original accreditation will be achieved:</td> </tr> <tr> <td colspan="2" style="padding: 5px;">If applicable, list the New York State certificate title(s) and type(s) to which the program leads:</td> </tr> <tr> <td colspan="2" style="padding: 5px;">If applicable, list the New York State professional licensure title(s) to which the program leads:</td> </tr> </table>	Program Title:	Political Science	Program Code and HEGIS Code (for existing programs)	Program Code [06070] HEGIS Code [2207]	Award(s) (e.g., A.A.S., B.A.):	BA	Number of Required Credits:	Minimum [120] If tracks or options, largest minimum []	If the program is accredited (or will be), list the accrediting agency and expected date when re-accreditation or original accreditation will be achieved:		If applicable, list the New York State certificate title(s) and type(s) to which the program leads:		If applicable, list the New York State professional licensure title(s) to which the program leads:	
Program Title:	Political Science														
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Number of Required Credits:	Minimum [120] If tracks or options, largest minimum []														
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If applicable, list the New York State certificate title(s) and type(s) to which the program leads:															
If applicable, list the New York State professional licensure title(s) to which the program leads:															
c) Contact Person for Proposal	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; border-bottom: 1px solid black;">Name and title:</td> <td colspan="2" style="border-bottom: 1px solid black;">Suzanne K Freed Asst Vice Provost for Undergraduate Education</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Telephone:</td> <td style="border-bottom: 1px solid black;">518-242-6046</td> <td style="border-bottom: 1px solid black;">E-mail: sfreed@albany.edu</td> </tr> </table>	Name and title:	Suzanne K Freed Asst Vice Provost for Undergraduate Education		Telephone:	518-242-6046	E-mail: sfreed@albany.edu								
Name and title:	Suzanne K Freed Asst Vice Provost for Undergraduate Education														
Telephone:	518-242-6046	E-mail: sfreed@albany.edu													
d) Chief Academic Officer	<p>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; border-bottom: 1px solid black;">Name and title:</td> <td colspan="2" style="border-bottom: 1px solid black;">Susan D. Phillips, Ph.D. Provost and Vice President for Academic Affairs</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Signature and date:</td> <td colspan="2" style="border-bottom: 1px solid black;"></td> </tr> </table> <p style="background-color: #cccccc; padding: 2px;">If the program or intended program will be offered jointly with one or more other institutions, provide the following information for each institution:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; border-bottom: 1px solid black;">Partner institution's name, <u>SED Institution Code</u>, CAO's name and title:</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Signature and date:</td> </tr> </table>	Name and title:	Susan D. Phillips, Ph.D. Provost and Vice President for Academic Affairs		Signature and date:			Partner institution's name, <u>SED Institution Code</u> , CAO's name and title:	Signature and date:						
Name and title:	Susan D. Phillips, Ph.D. Provost and Vice President for Academic Affairs														
Signature and date:															
Partner institution's name, <u>SED Institution Code</u> , CAO's name and title:															
Signature and date:															

Section 2. Waiver(s) Requested

Please check all waiver requests that apply.

- Credit Requirements (credit caps of 64 credits for associate degree programs; 126 for baccalaureate degree programs)
- SUNY-GER Requirements (30 credits in 7 of 10 categories, including math and basic communication)
- SUNY General Education Requirement Scheduling (satisfaction of SUNY-GER within the first two years of full-time study in the program, or 60 credits, whichever is greater)
- Transfer Path Requirements (the number and nature of courses in the major)

Section 3. Revision Summary

Please list the program revisions that have been made or are proposed to date in order to meet STR (e.g. 1. Transfer Path course (Calculus I) added to program requirements.) Expand the numbered list as needed. If no revisions have been made or proposed, check 'No Revisions.'

- No Revisions

1.

Section 4. Waiver Request Details

Please provide the details for each waiver request for all that apply.

a) Credit requirements Check here if not applicable. [x]

1. Indicate the number of excess credits above the credit cap that you seek to waive (e.g. If an associate program is at 67 credits, the excess credits equal 3).

- i) Associate degrees (64 credits): _____ excess credits
- ii) Baccalaureate degrees (126 credits): _____ excess credits

b) SUNY General Education Requirements Check here if not applicable. [x]

- 1. List the specific categories that you seek to waive.
- 2. Indicate the number credits of the 30 credit minimum that you seek to waive.
- 3. Other (please describe).

c) SUNY General Education Requirements Scheduling Check here if not applicable. [x]

- 1. List the specific general education courses and their corresponding categories that you seek to offer after the first 60 credits of the program sequence. Expand the table as needed.

Course Number and Title	SUNY-GER Category

d) Transfer Path Course Requirements Check here if not applicable. []

1. Indicate the minimum number of Transfer Path courses required for the program, as shown in the [Transfer Path Requirement Summary Table](#).

4 Required, 1 Recommended

2. List the Transfer Path courses you seek to waive.

**International Politics
Comparative Politics**

3. Identify the Transfer Path courses you seek to substitute (e.g. Introduction to Statistics for Calculus I). Expand the table as needed.

Transfer Path Course Name	Substitute Campus Course Information			
	Discipline (e.g. MAT)	Number (e.g. 200)	Course Title	Course Description
Calculus I (example)	MAT	200		

Section 5. Sample Program Schedule and Curriculum

Complete the **SUNY Undergraduate Program Schedule** to show how a typical student may progress through the existing program without the waiver. (i.e.: list the courses in the curriculum that currently registered students are following).

SUNY Transfer Path Name (if one exists)

Political Science

<---- Use Dropdown Arrow.

Use the table to show **how a typical student may progress through the program. Check all columns that apply to a course or enter credits where applicable.**

KEY Course Type: Required (R), Restricted Elective (RE), Free Elective (FE). Course Credits: Number of Credits for individual course (Enter number.) GER Area: SUNY General Education Requirement Area (Enter Area Abbreviation from the drop-down menu.) GER Credits: (Enter number of course credits.) LAS: Liberal Arts & Sciences Credits (Enter X if course is an LAS course.) Major: Major requirement (Enter X.) TPath: SUNY Transfer Path Major & Cognate Courses (Enter X.) Elective/Other: Electives or courses other than specified categories (Enter X.) Upper Div: Courses intended primarily for juniors and seniors outside of the major (Enter X.) Upper Div Major: Courses intended primarily for juniors and seniors within the major (Enter X.) New: new course (Enter X.) Co/Prerequisite(s): List co/prerequisite(s) for the noted courses. SUNY GER Area Abbreviations (the first five listed in order of their frequency of being required by SUNY campuses): Basic Communication (BC), Math (M), Natural Sciences (NS), Social Science (SS), Humanities (H), American History (AH), The Arts (AR), Other World Civilizations (OW), Western Civilization (WC), Foreign Language (FL).

Fall 1:											
Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite

POS 101 - American Politics - REQ	3	AH	3	X	X					x	
Natural Science Gen Ed- RE	3	NS	3	X							
Arts Gen Ed - RE	3	AR	3	X							
Elective - FE	3						X				
Liberal Arts Elective - RE	3			X							
Term Totals	15	3	9	12	3	3				1	(X)

Spring 1

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
POS 102 - Comparative and International Politics - REQ	3	SS	3	X	X						
UUNI 110 - Writing and Critical Inquiry - REQ	3	BC	3	X							
Elective - FE	3					X					
Elective - FE	3					X					
Elective - FE	3					X					
Term Totals	15	2	6	6	3	9					(X)

Fall 2

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
POS 103 - Political Theory	3	OW	3	X	X				x		
POS 103 - Political Theory - REQ		H									
Math Gen Ed - RE	3	M	3	X							
Foreign Language Gen Ed - RE	3	FL	3	X							
Minor course(Minor required, subject unrestricted)- RE	3					X					
Liberal Arts Elective - FE	3			X							

Term Totals	15	4	9	12	3	3			1		(X)

Spring 2

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
POS concentration course - RE	3			X	X		3	3			
POS elective - RE	3			X	X						
Gen Ed elective - RE	3		3	X							
Minor course - RE	3					X					
Liberal Arts Elective - RE	3			X							
Term Totals	15		3	12	6	3	3	3			(X)

Fall 3

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
POS Concentration Course - RE	3			X	X		X	X			
POS elective - RE	3			X	X						
Minor course - RE	3					X					
Gen Ed elective - RE	3		3	X							
Liberal Arts Elective - RE	3			X							
Term Totals	15		3	12	6	3	3	3			(X)

Spring 3

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
POS Concentration Course - RE	3			X	X		X	X			
POS elective - RE	3			X	X						
Minor course- RE	3						X				
Liberal Arts Elective - RE	3			X							
Upper level Liberal Arts Elective - RE	3			X			X				

Term Totals	15			12	6		9	3			(X)

Fall 4

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
POS Concentration Course - RE	3			X	X		X	X			
POS 400 level course - RE	3			X	X		X	X			
Minor course - RE	3						X				
Upper level Liberal Arts Elective - RE	3			X			X				
Upper level Liberal Arts Elective - RE	3			X			X				
Term Totals	15			12	6		15	6			(X)

Spring 4

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TP at h	New Course	Co/Prerequisite
POS upper level elective - RE	3			X	X		X	X			
Minor course - RE	3						X				
Upper level Liberal Arts Elective - RE	3			X			X				
Upper level Liberal Arts Elective - RE	3			X			X				
Upper level Liberal Arts Elective - RE	3			X			X				
Term Totals	15			12	3		15	3			(X)

Program Total Summary

Total Credits	SUNY GER Areas	SUNY GER Credits	Liberal Arts & Sciences Credits	Major Credits	Elective and Other Credits	Upper Division Credits	Upper Division Major Credits	Total TP at h Courses	New Courses
120	9	30	90	36	21	45	18	2	

GER Area Summary

Basic	1	The Arts	1
--------------	----------	-----------------	----------

Communication (BC)		(AR)	
Mathematics (M)	1	American History (AH)	1
Natural Sciences (NS)	1	Western Civilization (WC)	
Social Sciences (SS)	1	Other World Civilizations (OW)	1
Humanities (H)	1	Foreign Language (FL)	1

Section 6. Justification and Supporting Evidence

For each requirement in Section 3 for which you are requesting a waiver, please provide a compelling justification to support the request. Please include relevant supporting documentation as attachments, as applicable. Waivers are considered on a case-by-case basis.

The Transfer Path requires that students take both International Politics and Comparative Politics. Our major requires a course in Comparative and International Politics. This does not present an issue for students transferring TO UAlbany – their second course will also satisfy an elective within the Political Science major.

However, students transferring FROM UAlbany to another institution will bring only our combined Comparative and International Politics course. It is our understanding that this would not impede students from graduating in two years. We request a waiver from adding a separate course to our curriculum.

**University at Albany
Program Revision Proposal
Political Science BA**

Appendix 3 Albany Law Approval Letter



ALBA LAW SCHOOL

1400 NEW SCOTLAND AVENUE ALBANY, NEW YORK 12208
PHONE: 518-487-5885 FAX: 518-487-5885 WWW.ALBANYLAWSCHOOL.EDU

Alicia Ouellette
President and Dean
Professor of Law
aouellet@albanylaw.edu

April 17, 2017

Darrell P. Wheeler, Ph.D.
Interim Provost and Senior Vice President for Academic Affairs
University at Albany
University Hall #308
1400 Washington Avenue
Albany, NY 12222

Dear Dr. Wheeler:

This is to confirm Albany Law School's approval of the proposed changes to the Political Science B.A. degree as set forth in Form 3A, Program Revision Proposal: Changes to an Existing Program. Please contact me if you need additional information.

Sincerely,



Alicia Ouellette

