

News and Views from the Political Science Department

Volume XII, Issue III

Spring 2016

FROM DEPARTMENT CHAIR MICHELE ANGRIST

It is with mixed emotions that I announce that we will be saying goodbye to Professor Dell'Aera at the end of this year. In the fall he will begin a tenure-track position at Worcester State University in Worcester, Massachusetts. Professor Dell'Aera has been an incredibly hardworking and dedicated colleague here in the department over the past four years, teaching Introduction to American Politics and a popular array of electives. Students have consistently sought him out as an academic adviser and as a thesis adviser. He has contributed much to our curriculum, and has been a kind and generous colleague. Professor Dell'Aera will be sorely missed -- but we congratulate him on his new position and wish him all the best going forward!

As is our common practice, this spring newsletter provides you not only with information about our fall course offerings, but also about the plan for winter and spring 2017. In Professor Dell'Aera's place, we are thrilled to welcome back Professor Terry Weiner, former chair of the department, for several courses. He is an experienced, master teacher and will be a big hit in the classroom. You should also know that four professors have partial sabbatical leave next year -- Angrist, Cidam, Dallas, and Hislope -- and therefore will have a reduced presence on the schedule. This spring and summer we will be identifying adjunct professors to offer electives in Comparative Politics, International Relations, U.S. Politics, and Political Theory in the winter trimester. Though you will no doubt miss some of our "regulars" next year, this is an opportunity to welcome new faculty, ideas, courses, and personalities to the curriculum in 2016-2017.

So enjoy the spring. We wish the very best to our graduating seniors. And we will look forward to welcoming everyone else back to campus in September.

LIKE US ON FACEBOOK!



To keep up to date on all events, talks, requirements, deadlines, etc., please "like" our new Facebook Page, which you can find at <https://www.facebook.com/UnionCPoliticalScience>

TERM IN WASHINGTON D.C. INTEREST MEETING

Thursday May 12 -- Common Lunch Hour

Lippman 101

The Union Banner

The Banner is Union College's student's Political Newsletter. Every other week The Banner publishes five articles to be printed and dispersed throughout campus as well as published online (at www.muse.union.edu/banner). The articles are contributed by students, providing a platform to express opinions regarding political theories, current events, and issues.

Email articles to unionbanner@union.edu to contribute.

STEINMETZ SYMPOSIUM

The Steinmetz Symposium is Friday, May 6th. Many, many Political Science majors are presenting that day. Juniors especially: **attend a panel or two.** Support your peers and get a stronger sense of what you can achieve with your Senior Thesis or Senior Project next year.

PROFESSORS SOUND OFF

Thoughts on the Supreme Court from Prof. Hays

The current crisis over the Supreme Court vacancy invites us to think beyond ordinary politics to our constitutional system. In the parlance of constitutionalism, a crisis exists when a constitution fails to provide a mechanism that can resolve a failing in the fundamental operations of the political system. At present, there seems to be no solution to the Republican opposition to filling the seat left vacant by Justice Scalia's death. The Republican majority in the Senate will certainly not vote on Judge Merrick Garland, President Obama's nominee to fill the vacancy, before the election. They are unlikely to do so after the election unless, perhaps they lose control of the Senate. But, should they continue to control the Senate, it is unclear why they would change their position and take up a vote since the incentives that have lead them to their opposition will not have changed. In short, it is possible that this continues for years.

Accounts of this gridlock tend to point to its politics. The Court is an important decision-making body and the new justice, once confirmed, will quite possibly become the median voter—the all-important fifth vote that creates a majority. Liberals who have been in the minority for decades will finally enjoy the chance to be the majority, which will likely alter our constitutional jurisprudence on everything from gun rights to voting rights to free speech to reproductive rights, etc. Since the public is well aware of this, our polarized party system has responded in kind and Republicans are well aware that voting to place a liberal justice on the Court will likely result in upheaval in their home states, particularly within their party, which makes a primary challenge more likely.

This political account is certainly all true but it doesn't get to the core of the problem. Well-crafted constitutions create pathways for functionality and compromise even where there is ardent opposition. The degree to which the

United States Constitution fails to do this indicates a failing of our constitutional system—a failing to provide for the basic functionality of our governmental system. But why? First, the language of Article II, Section 2 that provides the president the authority to nominate justices to the Supreme Court upon advice and consent of the Senate is quite vague and creates no clear process or obligations. Keep in mind that a formal vote by the Senate is not explicit in the Constitution, it was created through *practice*. It would be equally consistent with the language of the Constitution for Obama to ask senators for their thoughts, appoint someone who immediately takes their position, and, if the Senate doesn't like it, vote their lack of consent. (Note how the default interpretation of congressional inaction need not be the absence of consent. The Court has recognized this in other constitutional areas in the past.) The US Constitution simply assumes that Senators will consider nominations but once that assumption breaks down, there is no mechanism for resolution. Greater clarity as to what must happen, would help avoid this crisis.

Second, life tenure for federal judges raises the stakes for a nomination significantly. Early in the nation's history, when being a justice of the Supreme Court was a less prestigious job and life expectancy wasn't nearly so high, there was sufficient rotation on the Court to make the guarantee of life tenure less of an issue. But today, it incentivizes presidents to find relatively young nominees (in their 50s or early 60s) who will be able to serve for decades. If Supreme Court justices served only for the next eight or ten years, it would dramatically alter the political calculus surrounding judicial appointments. (It is worth noting here that almost no other constitutional democracy has adopted life tenure for judges and this particular feature of our system is looked on with curiosity internationally.) What was supposed to help create judicial independence is threatening to create judicial maladministration.

Third, because our constitutional system creates a fragmented legislative process loaded with veto points, legislators find it useful to turn to other

decision-making bodies to accomplish what they are either unable or unwilling to do. Courts have benefitted from this arrangement. Congress has actively deferred to courts on a wide variety of issues, which has elevated the importance of judicial authority in the United States. The ideological balance of the Court matters so much, in part, because political elites have become so invested in the exercise of judicial power. Political systems that have more functional legislative processes often have weaker judicial systems. The fault, dear readers, is not just judicial, but legislative.

All of this is to say that it is useful to think beyond ordinary politics when we see a crisis emerging and think about the deeper institutional pathways created by our constitutional system. Often, it allows us to see more fundamental problems, which invites us to think about our Constitution differently than before and perhaps consider certain reforms. As Thomas Jefferson, who retains all the authority and prestige of someone deemed worthy to have their face on the \$2 bill, wrote in 1801, "We have always a right to correct ancient errors and to establish what is more conformable to reason and convenience." Perhaps the current crisis makes it worth considering whether we would benefit from exercising such a right.

Right-Wing Politics in Turkey and Beyond by Professor Cidam

When Turkey's Justice and Development Party (Adalet ve Kalkinma Partisi, hereafter AKP), which claimed to have modeled itself after the Christian Democratic Parties in Europe, came to power in 2002 after a major election victory, many scholars began to consider this new phase in the history of the Turkish Republic as a test case for the compatibility of democracy and moderate Islamist political movements. Today, as Turkey is devolving into an increasingly authoritarian rule after fourteen years long AKP dominance in Turkish politics, for many, the question of Islam's compatibility with democracy has gained renewed significance. I consider this limiting framing of the issue deeply

PSC Major Foreign Experience Requirement

All PSC majors, including ID-PSC majors, need to fulfill the foreign experience requirement. There are two ways to fulfill this requirement:

1. Complete a three-course language sequence (only two courses are required if the sequence is begun beyond the first introductory course in the language).
2. Complete a full-length term abroad (miniterms do not qualify).

Please plan carefully to fulfill this requirement: for many languages, the introductory course is only offered in the Fall Term, so you cannot necessarily begin your language study any time in the year.

PSC Major Research Requirement

All PSC majors are required to take two research-focused courses:

- An R course (the R indicates that the course is research-intensive)
- Either a 2nd R course, a seminar, or a research methods course (PSC 220, 222 or 223)

[Note: Normally, students must have a GPA of at least 3.0 to gain entrance into a seminar.]

PSC Interdepartmental (ID) majors must take one R course to fulfill the research requirement. Students are strongly recommended to complete this requirement before the end of their junior year, as preparation for their senior thesis.

problematic. We miss a great deal if we try to understand the recent developments in Turkey with reference to a notion of inherent problems of political Islam. What is going on in Turkey today is less about Islam and more about right wing populism and its tense relation with democracy. As such, the political developments in Turkey offer valuable lessons not only to various democratizing countries with Muslim

populations but also, and perhaps more importantly, to many Western democratic states, including the United States, where we see the emergence of new populist movements with xenophobic undertones. Let me elaborate these points with a brief history of the AKP rule in Turkey.

After gaining an absolute majority in the parliament in 2002, contrary to the fears of the staunchly secularist and nationalist establishment, AKP did not attempt to change the constitution to undermine its secular basis. Instead, to the great surprise of many, this self-identified Islamist conservative party turned its attention to the negotiations with the European Union so as to ensure the accession of Turkey into the EU. These negotiations resulted in numerous reform packages, many of which focused on improving Turkey's dismal human rights record. As EU backed reforms continued to be implemented, AKP's economic policies, which rested on vast privatizations of formerly state owned sectors, such as that of the health care, and a boom in housing markets, achieved enormous short-term success, lowering inflation levels to single digits for the first time in decades. Not surprisingly, in 2007 general elections, the party increased its votes. Increasing popular support enabled AKP to tackle the thorny issue of the role of military in Turkish politics. Turkey has a history of military coups; the most recent example of these took place in February 28, 1997. Although the military did not take control of the government at that time, its ultimatum resulted in the immediate resignation of the popularly elected government and the subsequent closure of the Welfare Party (one of the many precursors to AKP) by the Constitutional Court. Through a series of legal changes, AKP curtailed the military's role in civilian politics. Shortly after this major political success, a number of former military personnel were indicted for planning to overthrow the civilian government. While the court cases were seen as a major blow to, what came to be known as the "deep state," many journalists began to voice concerns about the legality of the evidence that was being used by

Senior Thesis Submission Information

Seniors: If you are working on a Winter-Spring thesis, your finished work is due on the last day of classes, Friday June 3rd, in the Political Science office (Lippman 117) by 4:00 pm. Do not submit your thesis directly to your advisor – it must be submitted to the departmental office. You need to submit one hard copy, and it must be bound in some *secure* way (any type of binding is fine other than a staple or paper clip). If you are working on an ID thesis and have two advisors, you should submit one copy to each department. No special cover page is necessary. When you turn in your thesis, Ms. Fortsch will require you to fill out an evaluation of the senior thesis experience as a condition of your submission, so be sure to allow 10-15 minutes to complete this in the Political Science office. The college administration requires that we collect these evaluations.

the prosecution. That many of those who were indicted were kept in custody during the trial process also raised wide-ranging criticism from the opposition who claimed that the government was undermining the impartiality of the justice system by way of appointing their own supporters into key positions.

In the midst of all these developments, AKP came out of the 2011 general elections by increasing its votes yet again. Following the election, in which one of every two voters voted for AKP, the government took another major step in Turkish politics and, through a set of secret meetings, started a peace process with the Kurdish resistance movement in 2012. The Kurdish minority in Turkey suffered from discrimination and military oppression since the establishment of the Turkish Republic. For many years, the Turkish state denied the existence of a Kurdish problem in Turkey. When PKK (Kurdish Worker's Party) started its military campaign in 1984, the Turkish government responded with increasing levels of oppression, insisting that since the problem at hand is one of terrorism, the only effective solution could be

one of military response. During the 1990s, the war in the Southeastern region of Turkey, where most of Turkey's Kurdish population resides, claimed thousands of lives; it also resulted in the forced migration of hundreds of thousands of Kurds. In light of this painful history, the significance of the peace process cannot be underestimated. While it was clear that election calculations played a crucial role in AKP's willingness to participate in the peace process, many people in the Southeast of Turkey supported both AKP and Kurdish politicians who were involved in the peace negotiations. Not only did the peace process open the door to a prolonged ceasefire between the Kurdish militia and Turkish military, it also led the state to officially acknowledge that Turkey has a significant Kurdish minority.

As the peace process continued, however, AKP, under the leadership of Recep Tayyip Erdogan, who steadily increased his control over the party since 2002, also began to turn its conservative convictions into policy decisions. Here are a couple of examples: To the great dismay of women's rights activists, Erdogan began to talk about the necessity of passing laws restricting women's right to abortion; many AKP governed municipalities issued ordinances banning the selling of alcoholic drinks after 10 pm; television channels were required to block any images of alcohol or tobacco consumption during their broadcasts; the government began to provide financial aid for families with more than three children in line with Prime Minister Erdogan's insistent calls to young couples to have "at least three kids." Perhaps more ominously, the government took control of a number of media conglomerates, claiming that they engaged in tax evasion. Following the government take-over, many journalists, who were critical of the government and who worked in the newspapers associated with these media companies, lost their jobs. The increase in the direct, in some cases indirect, government censor on media outlets took place at a time when the government's economic policy, which solely relied on the construction industry, began to take social and environmental tolls. Newly emerging protest

movements highlighted the human and environmental costs of numerous projects made possible by the legal maneuvering of the government.

All of this discontent reached a boiling point in June 2013, when Taksim's Gezi Park, one of the few remaining public parks in Istanbul, housed perhaps the most significant democratic protest of the Turkish Republic's history. What started out as a symbolic act by a small group of environmentalist activists who camped out in Gezi Park to prevent the government agencies from bulldozing it to open up space for a shopping mall, turned into a mass protest within a matter of a few days. While this incredibly diverse and democratically organized protest movement was crushed by the police forces by late June, it became a crucial symbol of the vulnerability of AKP's unquestioned and seemingly unquestionable dominance over Turkish politics, raising the hopes of many young citizens of Turkey for a more democratic and liberal society.

Two years after those momentous events, following several unexpected twists and turns, Turkey's political realities have taken a much darker tone. The general election that took place in June 2015 resulted in a huge success for Peoples' Democratic Party (hereafter HDP), a leftist party with close ties to the Kurdish minority. By crossing the ten percent threshold, first created by the military junta after the 1980 coup to keep minorities out of the parliament, HDP put an end to the 13 year long single party rule of AKP. In response, rather than forming a coalition government, AKP called for a snap election in November, stopped the ongoing peace process with the Kurdish resistance movement and started to court the ultra-nationalist vote with increasingly jingoistic rhetoric and practice. The gamble worked. AKP managed to win back its parliamentary majority in November 2015.

Today, as the violent altercations between the Turkish military and Kurdish forces continue, the death toll rises. Every day, social media is flooded with news of numerous human rights

violations, images of ruined towns and mutilated bodies coming from the Southeast of Turkey. Listening to Erdogan's speeches, which call for the immediate arrest of anyone who is against the government's way of dealing the Kurdish problem, one cannot be but appalled by the radical shift in official policy of the government that took place within the short span of a couple of months. What is beyond question is that AKP managed to galvanize a very significant portion of the population to support its new military policy. And although such widespread support for the authoritarian policies of an increasingly draconian government is disheartening for those of us who hope and struggle to create a more democratic Turkey, it is also extremely instructive as it brings to light the risks that right wing populist movements pose to democracy.

As a populist movement, AKP has always claimed to stand by the downtrodden and disadvantaged. What it was successful in doing after the June 2015 elections was to use the inherent racism of the ethnically Turkish population to direct its discontent and resentment towards an internal enemy in the image of the Kurdish political movement. Surely, re-starting a civil war is a risky move, which, despite its short-term success, may end up undermining the legitimacy of the government as a whole in the long run. As such it is difficult to say if this is a success story on the part of AKP. What is clear in light of Turkey's experience with AKP government is that democracy is not reducible to free, multi-party elections and that populist movements which play into people's fears and vulnerabilities carry with them the risk of increasing authoritarianism due to their lack of patience with "formalities" such as due process and human rights. And in an election cycle where presidential candidates are talking about universal ban on torture as something that should be thrown out of the window under "certain" circumstances, that lesson is a significant one that U.S. might want to learn from Turkey.

Pi Sigma Alpha's Annual Essay Contest Open to All Students

1 st Place:	\$100
2 nd Place:	\$75
3 rd Place:	\$50

Address one of the following topics in 750 words or less:

1. Upcoming Election 2016. In the presidential primary of 2016, Trump and Clinton have been the frontrunners of the race, stirring up pressure and tension on both sides of the parties. To your judgement and prediction, who will be the next U.S. President? Will the next president be loved or hated? Will the polarization of political parties and ideologies generate a more divided nation in the future? Feel free to discuss other major implications of the upcoming elections or emerging candidates.

2. European Security Issues. In light of the Middle East refugee crisis, this January, *The Guardian* reported that national leaders and top E.U. officials warned "that Europe's passport free travel zone could crumble within weeks, risking the dissolution of the union." Given the escalating tensions across Europe, what should the response be from the United States? Should United States feel responsible for tackling the refugee crisis? In your answer, please address the main forces driving the security issues in Europe and the major tensions in the Middle East by incorporating social, political, historical, and racial implications.

3. Why does Democracy Matter? Throughout American history, the issue of democracy has always been on the center stage. The concept of democracy, however, manifests in various shapes and forms across the globe. Contemporary debates about this issue concern about not just politics, but also unique cultural, social and historical circumstances within each nation. With authoritarian regimes such as China and Russia on the stellar rise, an increasingly polarized American political system, and a

fragile Middle East, we ask the following questions: Should democratic principles be universal, or should they be tailored to match with each nation's political climate? Why does democracy matter after all? Please provide specific examples across the globe to either support or refute these questions. You may also include political, economic, or theoretical arguments into your answer.

Contest Details:

-This essay contest is open to all Union College Students.

-The essays are due in the Political Science Department (Lippman Hall, Room 117), by 12pm on Thursday, May 12th.

-Essays will be graded by a panel of students and faculty on originality, clarity, creativity and precision.

-The winners will be honored at the annual Pi Sigma Alpha award dinner, Wednesday, May 18th.

-Each winner will provide a short description of his or her essay at the dinner.

-The essay contest is sponsored by Zeta Upsilon, Union College's chapter of Pi Sigma Alpha.

MODEL UNITED NATIONS

Congratulations to this year's Model United Nations delegation on a job well done! They traveled to New York City over Spring Break, and, as delegates, participated in the work of eight different UN system committees, with topics ranging from nuclear non-proliferation, to financing international development, to corruption and the environment, to women's rights. Delegates from 7 out of 8 committees won Outstanding Position Paper Awards, meaning that committee chairs found their work to be in the top 10% of submissions. And the delegation as a whole earned a coveted Distinguished Delegation Award for their collective participation in committee work. Next year Union will represent a Middle Eastern country. So if you are interested in Middle East affairs, or foreign policy, or diplomacy and international relations -- and you think you might

want to consider Model UN as a winter trimester course -- contact Professor Angrist.



2016 Model United Nations Delegates

ALUMNI INTERVIEWS

Andrew Churchill

What is your current professional title?

First-Year Associate at Sullivan & Cromwell, NY.



What Does the Work Involve?

As a first-year litigation associate at a law firm, my tasks range from writing briefs to reviewing documents. At any given time, I am on four to five different teams/projects. There are also opportunities to travel. I have already spent considerable time on-site at a client's office in Delaware, but some of my co-workers have gone to far more exotic places.

In terms of subject matter, I have focused on criminal defense and investigations. My pro bono work has focused on education law issues.

How did my time at Union prepare me?

The small class sizes at Union taught me to take ownership over my work and required adequate preparation. The numerous extracurricular activities at Union, including those offered through the political science department, taught me to budget my time. Honing these skills allowed me to succeed in law school, which increased my options after graduation.

What is your fondest recollection of majoring in

Political Science?

My fondest recollections of majoring in political science include the trimester I spent in Washington D.C. interning for my congresswoman as part of Union's D.C. program and participating on Union's Model United Nations team during my junior and senior years. Going to D.C. gave me valuable work experience, access to think tanks and government agencies, as well as access to all of the city's cultural offerings. Participating on Union's Model U.N. team made me a better public speaker and introduced me to issues in international politics that I had not focused on in my other political science classes.

What advice would you have for life after Union?

Unless you are 100% sure of your career choice, try to seek a path that provides you with various options. For example, I followed Professor Hays' advice to attend a law school that offered me a scholarship, instead of a more expensive school. Fortunately, this choice will allow me to make career decisions that are based on factors other than student debt.

Also, whether you choose to attend another school after Union or join the workforce, I encourage you to listen to those around you—especially those you do not agree with. You often learn more from a perspective that differs from your own.

Kelsey Mulvihill

What is your current professional title (or academic program if you are in graduate school)?



Associate Account Strategist, SMB Sales, Google

What does the work (professional or academic) involve, and how did your time at Union prepare you for it?

My work at Google involves partnering with

small businesses advertising through Google AdWords to provide strategic advice and share performance-enhancing suggestions to improve their return on investment. My time at Union prepared me for the work that I am doing now by exposing me to various disciplines captured under the liberal arts umbrella. Although I did not major in advertising or sales, I developed both my written and oral communication skills and studied a wide variety of unrelated subjects through my First Year Preceptorial and Sophomore Research Seminar, Math and Science classes, and the English, History, Sociology, French, and Political Science classes that were definitely more in my comfort zone. I am extremely grateful for the opportunity to have had such a breadth of knowledge and experience shared with me during my time at Union from professors and students across all disciplines.

What is your fondest recollection of majoring in Political Science at Union?

My fondest memory of majoring in Political Science at Union was being able to work with Professor Oxley on research that she was conducting for a book that she was co-authoring. Her work on gender in politics inspired me to write my thesis on women in judicial elections and become involved in the judicial campaign of a local woman running to be the first woman elected in her judicial district (she won).

What advice would you have for current Political Science majors as they think about life after Union?

Don't be afraid if you don't know what you want to be when you grow up. I'm already on my second profession and I'm not even sure yet.

But really...

Write down a list of 10 things that you care about and start brainstorming ways that you can incorporate these things into your daily life, both personally and professionally. This list may change over the years, but focus on things that make you truly happy and you'll enjoy going to work each day.

Fall 2016 POLITICAL SCIENCE COURSES

Introductory

- PSC 111: Introduction to American Politics
(Weiner) MWF 8:00 - 9:05AM
- PSC 112: Introduction to Global Politics
(Lobe) TTh 1:55-3:40PM
- PSC 113: Introduction to Political Theory
(Cidam) MWF 11:45-12:50PM

Political Theory

- PSC 237: Music and Politics
(Hislope) TTh 1:55-3:40PM
- PSC 336: Prudence
(Seri) MW 3:05-4:45PM
- PSC 339: Seminar: Political Theory
(Marso) TTh 9:00-10:45AM

Comparative Politics

- PSC 216 Politics in Africa
(Angrist) MWF 1:50-2:55PM
- PSC 341R: Genocide
(Lobe) MW 3:05-4:45PM

International Politics

- PSC 351: Global Organized Crime
(Hislope) TTh 10:55 - 12:40PM
- PSC 354: Human Rights & Immigration
(Cidam) TTh 7:00PM - 8:45PM

U.S. Politics

- PSC 160: Presidential Election of 2016
(Oxley/Brown) TTh 10:55-12:40PM
- PSC 370: Constitutional Law
(Hays) TTh 9:00-10:45AM

Internships

- PSC 277: Capital Region Political Internships
(Brown)

UPPER-LEVEL COURSE DESCRIPTIONS FOR FALL TERM

PSC 160: Presidential Election of 2016

This course will be offered every four years, in the fall term of U.S. presidential election years. The course will consist of an in-depth examination of the presidential election. Candidates, developments, and events of that year will be analyzed, as well as placed within their broader historical and conceptual contexts.

PSC 216: Politics in Africa

This course is designed to introduce students to the essential political history and political dynamics of contemporary Sub-Saharan Africa. By the end of the term, students will have developed an understanding of the process through which the states of contemporary Sub-Saharan Africa emerged; the types of political systems that have evolved in these states; ethnicity and ethnic conflict in Africa; inter and intra-state wars on the continent and their impact; the challenges of economic development and securing prosperity for Africa; and gender and politics, religion and politics, and the politics of terrorism in Africa.

PSC 237: Music and Politics

This class explores the multiple relationships between music and politics with a specific focus on the following dimensions: (1) the use of music as a lens to perceive the world, to frame injustices, to inform political discourse, to raise consciousness, and to mobilize public opinion; (2) the political context in which critically significant music is produced; (3) biographical details of artists that bring understanding to the art they produce; (4) the impact of class, race, ethnicity, and gender on music; (5) the interpretation of political messages found in music; and (6) the intentional and unintentional political consequences of popular music.

PSC 277: Capital Region Political Internships

This class enables students to become politically

active and/or gain political experience by working for elected officials, government agencies, election campaigns, interest groups, non-profit organizations, lobby firms, etc. Students draw on their internship experience and related academic work to reach a better understanding of the complexities and dynamics of politics at the state or local level. Students are permitted to enroll in this course twice, although the course will count toward the Political Science major only once. Prerequisite(s): Sophomore standing and permission of the instructor. Note: This course does not count towards the PSC portion of an ID major.

PSC 336: Prudence

Why do we praise Socrates for choosing to obey the law at the cost of his own life, and Mohandas Gandhi and Martin Luther King for engaging in civil disobedience? How do we know when disobeying the government is the right thing to do? If the political involves making decisions that define the fate of entire communities, where and how can we learn to judge, decide, and act wisely? In his *Nicomachean Ethics*, Aristotle defines *phronēsis*, commonly translated as practical wisdom or prudence, as the eminently political virtue of producing "right judgments about what is to be done" in concrete, unique, and unrepeatable circumstances with a view of the common good. Necessary to govern well and key in advancing the good life, prudence is contextual. It cannot be reduced to principles of simple transmission nor disciplined by science. Instead, its cultivation calls for experience and deliberation and, after Cicero, also for good public speaking. Crediting rhetoric with transmitting practical wisdom, the tradition would then encompass the study of the lives and speeches of heroes and leaders. Prudential concerns informed the education of statesmen and princes for centuries afterwards. Because of its association with princely matters and its conflicting relation with and irreducibility to universal laws and science, modern political philosophers distrusted *phronēsis*. Still, the

instrumental excesses of modern rationality leading to environmental degradation, totalitarianism, or nuclear catastrophes have favored an ongoing "revival" of prudence. It seems more and more clear that democratic life in hard times demands prudent leaders and the cultivation of prudential citizenship. Taking inspiration in old traditions but with a contemporary edge, in this class we will critically revisit and assess the possibilities of prudence—both in its classical and postmodern versions—to inform our own political puzzles as well as the epistemological bases for an interpretive political science. The format of the class should facilitate the deliberation and related discursive practices required by prudential reasoning.

PSC 339: Seminar: Political Theory

In this seminar, we will explore the legacy of Malcolm X for Black radical politics and the Black Lives Matter movement today. We will dissect and compare Malcolm's vision with other Black radicals that draw on and depart from his. Reading Manning Marable's controversial biography alongside *The Autobiography of Malcolm X* and the website developed by Marable and his students, we will first explore Malcolm's history and legacy to see how class politics, ideological differences, and perspectives on sex and gender within the Black community impact how Malcolm is described, remembered, and lionized. We will also consider Malcolm's legacy through an internationalist lens, one of Manning Marable's contributions. Finally, we will discover how Black nationalists and Muslims the world over have claimed Malcolm as their own, with their own emphases and nuanced narratives.

Underlying questions throughout our discussions will be: What are the politics of memory? What is at stake in how we frame, celebrate, or critique a figure like Malcolm X? When we focus on sexuality and gender, does the vision of what is radical change, and if so, how and why? To explore these questions and others that arise, our seminar will also view

Malcolm in comparative perspective vis-à-vis women activists and thinkers such as Ella Baker, and other Black Radical thinkers such as James Baldwin. Prompted by films and contemporary writings, we will also discuss how Malcolm is viewed today. Ultimately, we want to uncover the political stakes in constructing these very different legacies. In the final few weeks of the seminar we will read some contemporary work in the tradition of Black radicalism with Malcolm's legacy in mind.

PSC 341: Genocide

Genocide is humanity's greatest and most enduring scourge. After the horrific Holocaust, the world's leaders cried out, "Never Again." Sadly, genocide has occurred, again and again, wherein mass murders, ethnic cleansing, mass rape and pillaging, has taken place in countless places and times since World War II. This course examines examples, causes and motives, position of the perpetrators, victims and bystanders. We shall also look at proposals for avoiding or preventing genocide, perhaps through some form of international humanitarian intervention, or "responsibility to protect."

PSC 351: Global Organized Crime

This course will focus on the emergence of new transnational criminal networks in the age of globalization, and the sources and patterns of political corruption in a comparative perspective. Specific issues to be explored include: trafficking zones, weak states, economic underdevelopment, the western consumer demand for illegal commodities, international anti-corruption discourse, US drug policy, comparative analysis of mafia organizations, and how private money corrupts democracies.

PSC 354: Human Rights and Immigration

We are living in an age of human rights. In contemporary discussions, there is hardly any disagreement that we, as human beings, are entitled to a certain set of rights by the mere

face of being human. The almost universal acceptance of human rights has changed the world in which we live in dramatic ways. Following the aftermath of World War II, we have seen the emergence of innumerable international and non-governmental organizations that are specifically devoted to the protection of human rights. And yet, despite all these developments, human rights abuses, in different guises, rage on all over the world, including the developed countries of the West. This is especially true when it comes to migrants who are particularly vulnerable to human rights abuses. The issue becomes even more significant when we take into account the fact that around 200 million people are estimated to be living outside their country of birth. What renders non-citizens so vulnerable to various forms of violence, discrimination, and abuse? To what extent can these problems be addressed and remedied by appeals to human rights? In what ways does the contemporary condition of non-citizens reveal the limits, paradoxes, and promises of human rights?

In this upper level political science course, we will address these challenging, intriguing, and the somewhat disconcerting questions through an interdisciplinary inquiry.

PSC 370: Constitutional Law

An examination of the Constitutional tradition in the United States, focusing upon the structure and powers of the federal government. Topics and themes include the power of the courts to interpret the laws and the Constitution, the power of the federal government and the significance of "states' rights," federal government intervention in matters of "commerce" or economics, and the nature and expansion of executive power, especially in the area of national security. The course proceeds mainly through close examination of Supreme Court cases, considered in their political, historical and legal context.

***Tentative* Plan for WINTER and SPRING 2017**

Winter 2017	Spring 2017
PSC 111 Intro to American Politics (Hays)	PSC 111 Intro to American Politics (Weiner)
PSC 112 Intro to Global Politics (Brown)	PSC 112 Intro to Global Politics (Hislope)
PSC 113 Intro to Political Theory (Marso)	PSC 113 Intro to Political Theory (Seri)
PSC 277 Capital Region Political Internships (Brown)	PSC 277 Capital Region Political Internships (Brown)
<i>Political Theory Elective (tbd)</i>	PSC 434 Feminist Film (Marso)
PSC 231 Theories of Peace and War (Seri)	PSC 332 American Political Thought to WWII (Brown)
PSC 256 Model United Nations (Angrist)	PSC 251 American Foreign Policy (Brown)
<i>International Relations Elective (tbd)</i>	PSC 253 International Relations of East Asia (Dallas)
PSC 261 Public Opinion (Oxley)	PSC 361R Political Psychology (Oxley)
PSC 288R American Constitutional Theory (Hays)	PSC 285 Law, Society and the Wire (Hays)
<i>US Politics Elective</i>	PSC 281 Issues in American Education (Weiner)
PSC 342R Challenges of Democratization in Latin America (Seri)	PSC 248R Politics of the New Europe (Hislope)
<i>Comparative Politics Elective (tbd)</i>	PSC 247 Human Insecurity (Seri)
PSC 359 International Relations Seminar (Lobe)	PSC 349 Comparative Politics Seminar (Dallas)
PSC 220 Social Data Analysis (Oxley)	