<table>
<thead>
<tr>
<th>Code</th>
<th>CRN</th>
<th>Course Title</th>
<th>Day and Time</th>
<th>Type</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>X471</td>
<td>4212</td>
<td>Course Title: Teaching Assistantship</td>
<td>ARR</td>
<td>DO Distance, Other</td>
<td>Spechler</td>
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<td>76% to 100% of the instruction is provided by synchronous live video instruction.</td>
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<td>X476</td>
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<td>X490</td>
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<td>Y100</td>
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<td>ARR</td>
<td>OA 100% of instruction in provided entirely through asynchronous online education in which the student is not bound by place or time-See CD below</td>
<td>Dalecki</td>
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<td>Y103</td>
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<td>TR 1:25PM-2:15PM</td>
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<td>Bianco</td>
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<td>Y105</td>
<td>3612</td>
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<td>MW 1:10-2:25PM</td>
<td>DO Distance, Other</td>
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<td>Y109</td>
<td>3614</td>
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<td>DO Distance, Other</td>
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<td>Y110</td>
<td>33695</td>
<td>Course Title: Mathematics and Politics</td>
<td>TR 4:00-5:15PM</td>
<td>DO Distance, Other</td>
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<td>Y200</td>
<td>12514</td>
<td>Contemporary Political Topics</td>
<td>MW 3:15-4:30PM</td>
<td>DO Distance, Other</td>
<td>Craiutu/PACE</td>
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<td>Y204</td>
<td>30744</td>
<td>Course Title: Institutional Analysis and Governance</td>
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| Course Title: Introduction to Law  
| Y211 5505  
| Dalecki  
| Day and Time: ARR  
| OA Online 100% -See below in CD  

| Course Title: Terrorism and Counterterrorism  
| Y300 11625  
| Ganguly  
| Day and Time: TR 3:15-4:30PM  
| DO Distance, Other: 76% to 100% of the instruction is provided by synchronous live video instruction-See below in CD  

| Course Title: Hamilton the Musical, what does Hamilton, The Musical Teach us?  
| Y300 30745  
| Barbour  
| Day and Time: TR 9:25-10:40AM  
| OA Online 100%  

| Course Title: Constitutional Rights and Liberties  
| Y305 3615  
| Failer  
| Day and Time: TR 11:30AM-12:45PM  
| DO Distance, Other: 76% to 100% of the instruction is provided by synchronous live video instruction- See below in CD  

| Course Title: Public Opinion and Participation  
| Y316 30747  
| Byrne  
| Day and Time: MW 1:10-2:25PM  
| HD Hybrid, Distance, 26% to 75% of the instruction in provided through asynchronous online education-See below in CD  

| Course Title: The United States Congress  
| Y319 10887  
| Byrne  
| Day and Time: MW 4:55PM-6:10PM  
| HD Hybrid, Distance, 26% to 75% of the instruction in provided through asynchronous online education- See below in CD  

| Course Title: Media and Politics  
| Y321 7999  
| Cruz Nichols  
| Day and Time: ARR  
| OA Online all: 100% of instruction is provided entirely through asynchronous online education in which the student is not bound by place or time-See below in CD  

| Course Title: African Politics  
| Y338 31661  
| MacLean  
| Day and Time: M 3:15-4:30PM  
| HY Hybrid, Distance 26 to 75% of the instruction is provided by synchronous live video instruction -see below in CD  

| Course Title: Human Rights  
| Y342 10928  
| Volker Schmitz  
| Day and Time: MW 3:15-4:30PM  
| P In-Person: Traditional Campus based face-to-face instruction-See below in CD  

| Course Title: Politics of Genocide  
| Y348 30749  
| Bielasiak  
| Day and Time: TR 1:10-2:25PM  
| HD Hybrid- See below in CD  

| Course Title: Policymaking around the Globe: Immigration, Health Care, and the Environment  
| Y349 30750  
| Hellwig  
| Day and Time: TR 3:15-4:30PM  
| HY Hybrid, Traditional -See below in CD  

| Course Title: Politics of the European Union  
| Y350 4794  
| Zajac  
| Day and Time: MW 11:30AM-12:45PM  
| HD Hybrid, Traditional 26% to 75% of the instruction is provided through asynchronous online or synchronous live video instruction- See below in CD  

| Course Title: Russian and Soviet Foreign Policy  
| Y368 7368  
| Spechler  
| Day and Time: TR 1:10PM-2:25PM  
| DO Distance, Other: 76%to100% of the instruction is provided by synchronous live video instruction-See below in CD  


| Course Title: War and International Conflict  
Day and Time: TR 9:25-10:40AM  
DO Distance, Other, 76% to 100% of the instruction is provided by synchronous live video instruction- See below in CD | Ganguly |
|---|---|
| Course Title: Intl Political Economy  
Day and Time: MW ARR  
OA Online All 100% of instruction is provided entirely through asynchronous online education in which the student is not bound by place or time- See below in CD | Winecoff |
| Course Title: Ethics and Public Policy  
Day and Time: TR 3:15-4:30PM  
DO Distance, Other, 76% to 100% of the instruction is provided by synchronous live video instruction.-See below in CD | Failer |
| Course Title: Modern Political thought  
Day and Time: ARR  
OA Online All 100% of instruction is provided entirely through asynchronous online education in which the student is not bound by place or time- See below in CD | Luo |
| Course Title: Developments in American Political Thought  
Day and Time: MW 3:15-4:30PM  
HD Hybrid, Distance, 26% to 75% of the instruction is provided through asynchronous online education- See below in CD | Isaac |
| Course Title: Politics of the UN  
Day and Time: ARR  
DO Distance, Other, 76% to 100% of the instruction is provided by synchronous live video instruction- See below in CD | Spechler |
| Course Title: Democracy and the Global Order  
Day and Time: MW 4:00-5:15PM  
HY | Scheuerman |
| Course Title:  
Day and Time: R 4:55-7:25PM  
HD Hybrid, Distance, 26% to 75% of the instruction is provided through asynchronous online education- See below in CD | Bielasiak |
| Course Title:  
Day and Time: 4:55-7:25PM  
DO Distance, Other, 76% to 100% of the instruction is provided by synchronous live video instruction.-See below in CD | Sinno |
| Course Title:  
Day and Time: ARR  
OA Online All 100% of instruction is provided entirely through asynchronous online education in which the student is not bound by place or time- See below in CD | Carmines |
Course Descriptions

POLS-X471
Instructor: Spechler
DO Distance, Other 76% to 100% of the instruction is provided by synchronous live video instruction. Some on-campus class meetings may be required.

Course Description:
Teaching Assistantships
Day and Time: ARR

POLS-X476
Instructor:

Course Description:
Model EU
Day and Time: ARR

POLS-477
Instructor: Craiutu

Course Description:
Field experience
Day and Time: ARR

POLS-X490
Instructor: Craiutu

Course Description
Undergraduate Readings
Day and Time: ARR

POLS-Y100
Instructor: Dalecki
OA Online All 100% of instruction is provided entirely through asynchronous online education in which the student is not bound by place or time. No on-campus meetings are required.

Course Description:
American Political Controversies
Day and Time: MW 4:00-5:15PM
This course examines several controversies that have permeated American politics, ranging from contentions over the essence of public policies through debates about civil rights and liberties and disagreements over how political information should be communicated. We will focus on what types of arguments have been used to endorse/reject specific views and how arguments in favor of/against these views have been produced. The goal of the course is thus two-fold: to examine key debates present in American politics and appreciate the art of making effective political arguments.
POLS-Y103  
Instructor: Bianco
HD Hybrid, Distance: 26% to 75% of the instruction is provided through asynchronous online or synchronous online education. The remainder of the instruction is provided by synchronous live video instruction. No campus meeting are required.

Course Description:
Introduction to American Politics
Day and Time: TR 1:25PM-2:15PM
This course is an introduction to American national politics. The central premise is that nothing in politics happens by accident everything you see is the result of the choices people make. The goal is to understand American politics by (a) explaining why people act as they do, and (b) understanding the consequences of these choices. The overriding assumption is that people are rational actors, meaning that they sensible reasons for preferring one choice over another.

The secondary emphasis is on facts, both to provide basic information about American politics and to demonstrate that there is evidence behind the theories and arguments presented in the class. The class will be ruthlessly contemporary, emphasizing the political issues, campaigns, and controversies that are part of our everyday life.

While the class covers both the science of politics and the politics of the real world, it does not put a partisan spin on events. The class will focus on explaining how politics works without taking a position on whether one set of opinions or preferences are better than another. You are expected to follow this rule in your class participation and assignments.

The sole text is American Politics Today (full sixth edition). There will be a total of four exams three during the semester and one in-class exam during finals week. Exam 1 counts for 10 percent of your grade, exams 2 and 3 each count for 15 percent of your grade, exam 4 counts for 20 percent, Inquisitive exercises count for 20 percent, and the final 20 percent of your grade is determined by class and section attendance.

POLS-Y105  
Instructor: Craiutu
DO Distance, Other 76% to 100% of the instruction is provided by synchronous live video instruction. Some on-campus class meetings may be required.

Course Description:
Intro to Political Theory
Day and Time: MW 1:10-2:25PM
The course will offer a broad framework for discussing topics that are central to politics and public life. The emphasis varies from year to year. This semester, we shall focus on the following four major topics: the virtues and limits of democracy; the ideal leader; power and constitutionalism; what does it mean to be free. We will pay attention to the context in which our authors wrote their works, the main concepts they used, and the implications of their ideas for contemporary debates. We will study these topics thematically rather than in chronological order and will have specially designated class and online debates on topics that are relevant to us today. We will read representative selections and themes from major works in political philosophy such as Thucydides’s History of the Peloponesian War, Cicero’s On Duties, Machiavelli’s The Prince, Hobbes’s Leviathan, Locke’s Second Treatise on Government, Rousseau’s Social Contract, Tocqueville’s Democracy in America, and Mill’s On Liberty.

The course carries IUB GenEd A&H credit; COLL (CASE) A&H Breadth of Inquiry credit
POLS-Y109
Instructor: Spechler
DO Distance, Other: 76% to 100% of the instruction is provided by synchronous live video instruction. Some on-campus class meetings may be required.

Course Description:
Intro to International Politics
Day and Time: TR 4:55PM-6:10PM
Poverty. Inequality. Scarce resources. Ethnic identity. Territorial ambitions. Ideology. Political aspirations. As we move farther into a new millennium, nearly every area of the world is beset by violent conflict arising from these and many other sources. This course will provide you with basic conceptual tools and information to help you understand some of the major problems in world politics in recent decades and think critically about possible solutions to those problems. The primary focus will be on the causes of conflict and war; the relative advantages and disadvantages of relying on military measures, economic instruments or diplomacy for achieving foreign policy goals; and ways of preventing or reducing the likelihood, severity and duration of war. The course will include a simulation of the United Nations General Assembly in which all students will participate as delegates, representing a country of their choice. Students taking the course for credit in an area studies program will be assigned a country from that area and will focus much of their work in the course on learning about their country and region.

POLS-Y110
Instructor: Razo
DO Distance, Other: 76% to 100% of the instruction is provided by synchronous live video instruction. Some on-campus class meetings may be required.

Course Description:
Mathematics and Politics
Day and Time: TR 4:00-5:15PM
We are very familiar with the notion of “democracy” as a system that reflects the will of the people. But how exactly can we figure out the “will of the people”? Does it matter which voting systems are used for group decisions? Does democracy guarantee group choices? You can get answers to these types of questions in this course that uses simple mathematical concepts and logical analysis to examine democratic decisions.
POLS-Y200
Instructor: PACE/Craiuțu
DO Distance, Other: 76% to 100% of the instruction is provided by synchronous live video instruction. Some on-campus class meetings may be required.

**Course Description:**
Joint with PACE C250
*Day and Time: MW 9:25-10:40AM*

The course offers a close examination of key works on the nature of leadership in public and political life.

The course offers a close examination of selections from key works that shed light on the nature of leadership in public and political life. It includes a wide variety of texts from several disciplines (political science, philosophy, history, and public policy) and combines theory and practice, historical and contemporary examples of successful leadership. The question of leadership has been studied by classical authors, which explains why we will devote the first part of our class to examining how they viewed leadership. We will also focus on key issues in public policy and examine several types of leadership as illustrated by, among others, George Washington, Abraham Lincoln, Margaret Thatcher, and Eleanor Roosevelt.

The class will use a combination of lectures, discussions, and group assignments. The requirements include a mid-term and final exam, and required class projects and discussions on specific themes announced in the syllabus. Students will be asked to evaluate, compare, and analyze different aspects of leadership and reflect on how the concept itself changes in different social, historical, and political contexts.

The main questions we will explore are: Who is a leader and what are the ideal qualities required for the office? What are the main types of leadership? What is the role of leadership in promoting political reform, and preserving and maintaining existing laws and institutions? What is the task of a political leader under a constitutional government bound by laws and limited by the separation of powers? What should leaders know and what qualities should they possess in order to be effective? What leaders should we admire and why? What are the costs and dangers of leadership? What guides the decisions made by leaders in times of crisis? What are the limitations imposed upon leadership by historical circumstances, culture, and economic interests?

There will be several assignments, among them a midterm (individual paper) and a final group project. The midterm will be an essay assignment asking students to apply the readings to a concrete political case. The final exam is a group project examining a specific public policy issue or leadership style.

POLS-Y204
Instructor: Bianco
HY Hybrid, Traditional: 26% to 75% of the instruction is provided through asynchronous online or synchronous live video instruction. The remainder of the instruction is provided through traditional fact-to-face instruction. Regular on-campus meeting are required.

**Course Description** _sent e-mail_

**Institutional Analysis and Governance**
*Day and Time: R 9:25-10:40AM*

This course is an introduction to game theory – techniques for modeling (that is, predicting or explaining) the choices that individuals make in situations where they interact with other and have a stake in the outcome. Game theory is a fundamental tool for making sense of many aspects of politics, from campaigns to governing, as well as the behavior of organizations and nations. It is also a source of intuitions about how to make real-world decisions in a wide range of situations.
POLS-Y205
Instructor: Webster
DO Distance, Other: 76% to 100% of the instruction is provided by synchronous live video instruction. Some on-class campus class meeting may be required.

**Course Description:**
Analyzing Politics
*Day and Time: MW 9:25-10:40AM*
This course focuses on the question of how political science is done. We will walk through the frameworks guiding our thinking about politics and review descriptive, experimental, and observational approaches to research. Students will learn how to evaluate normative and empirical claims and practice constructing research questions and hypotheses. We will also consider the challenges of interpreting data and making inferences about politics.

POLS-Y211
Instructor: Dalecki
OA Online All, 100% of instruction is provided entirely through asynchronous online education in which the student is not bound by place or time. No on campus, meetings are required. Any synchronous live video course activities should be optional and/or recorded for later viewing with no additional penalties or hardships for the student (eg. having to write a paper to “make up” for missing a live video lecture).

**Course Description:**
Introduction to Law
*Day and Time: MW 11:15AM-12:30PM*
The goal Introduction to Law is provide an overview of the basic concepts of law and their historical origins as well as encourage students to appreciate law as a foundation of individual and group liberties and social order. Additionally, this course will introduce students to legal reasoning: how to make arguments on any side of legal questions, how to choose among competing legal arguments, and how to think with precision, rigor, and care. The implicit goal of this course is also to reflect on a more pointed question: Is law neutral and objective or is law like a spider web through which the big flies pass and the little ones get caught?

**Required Readings**
All readings will be posted on Canvas.

POLS-Y300
Instructor: Ganguly
DO Distance, Other: 76% to 100% of the instruction is provided by synchronous live video instruction. Some on-class campus class meeting may be required.

**Course Description:**
Terrorism and Counterterrorism
*Day and Time: TR 3:15-4:30PM*
What exactly is terrorism? Why do individuals and groups resort to the use of terror? Is terrorism really a “weapon the weak”? What exactly is “state sponsored terror”? Is terrorism on the rise or actually waning in global politics? These are the principal questions that we will try and address in this course. No prior background in international politics or security studies is necessary but an interest in these issues is clearly desirable.
**POLS-Y300**
Instructor: Barbour
DO Distance, Other: 76% to 100% of the instruction is provided by synchronous live video instruction. Some on-class campus class meeting may be required.

**Course Description:**
“Hamilton The Musical” what does Hamilton, The Musical Teach us?”
*Day and Time: TR 9:25-10:40AM*
TBA

**POLS-Y305**
Instructor: Failer
DO Distance, Other: 76% to 100% of the instruction is provided by synchronous live video instruction. Some on-class campus class meeting may be required.

**Course Description**
**Constitutional Rights and Liberties**
*Day and Time: TR 11:30AM-12:45PM*
This course examines the moral foundations and political justifications of controversial claims about civil rights and liberties. What does it mean to claim that we have civil rights against the government? How can we demonstrate that we have those rights? What are we supposed to do when our rights seem to conflict with what the majority wants? What are we supposed to do when our rights seem to conflict with other rights?

To answer these questions, we will study the foundations of rights in political, legal, and constitutional theory. We will then see how well these arguments do/not help us defend rights in landmark cases about topics such as free speech, pornography, free exercise of religion, public funding of religious schools, abortion, affirmative action, and LGBTQ rights. In addition to these landmark cases, we will conduct three simulations (e.g., legislative hearings, moot courts) in which students will be expected to construct and defend their own arguments about “live” cases, i.e., cases that have been brought before the courts but have not yet been decided.

This course will involve a lot of writing. There will be one take-home assessment and three essays. In addition, students will need to write a one-page “case briefs” on each of the assigned legal cases.

Students need not have taken Y304 to enroll in Y305.

**POLS-Y316**
Instructor: Byrne
HD Hybrid, Distance, 26% to 75% of the instruction is provided through asynchronous online education. The remainder of the instruction is provided by synchronous live video instruction. No on campus, meetings are required.

**Course Description:**
**Public Opinion and Participation**
*Day and Time: MW 1:10-2:25PM*
This course provides an introduction to the literature on public opinion and participation. We begin by examining how public opinion is measured and conceptualized. We then discuss how opinions are formed, how much people know about politics and how media, political elites, and current events can shape public opinion. We finally look at whether public opinion matters in policymaking and citizen participation in politics.
POLS-Y319
Instructor: Byrne
HD Hybrid, Distance, 26% to 75% of the instruction is provided through asynchronous online education. The remainder of the instruction is provided by synchronous live video instruction. No on campus, meetings are required.

Course Description:
The U.S. Congress
Day and Time: MW 4:55-6:10PM
Mark Twain once famously quipped, “Suppose you were an idiot. And suppose you were a member of Congress. But I repeat myself.” Although Americans have a long history of being skeptical of Congress, confidence in Congress is currently at a historical low. Frustrated with the seeming incompetence of Congress, many Americans believe that members of Congress are little better than idiots. Congress today is characterized by gridlock, polarization, and partisanship; and many people tend to think members of Congress are corrupt or acting in bad faith. But Congress’s problems cannot simply be chalked up to idiocy and incompetence. Both the merits and the shortcomings of Congress are rooted in institutions, laws, and practices. As we will learn throughout the semester, the legislative process is largely rational and can be understood and explained from a political science perspective. In the process of assessing our nation’s highest legislative body, we will examine the ideals of representation and deliberation and consider the various ways in which Congress might be reformed.

This class is divided into four parts. We will first consider general approaches to studying Congress and examine the debates over the design of Congress at the time of the ratification of the U.S. Constitution as well as how Congress has changed since. We will then explore Congressional elections and how members relate to their constituents. In the third part, we will delve into the Congressional policy-making process, with a focus on topics such as party leadership, voting and deliberations, the committee system, and floor procedures. In the final section, we will examine Congress’s relationship with the other branches of government and its role in different policy areas.

POLS-Y321
Instructor: Nichols
OA Online All, 100% of instruction is provided entirely through asynchronous online education in which the student is not bound by place or time. No on campus, meetings are required. Any synchronous live video course activities should be optional and/or recorded for later viewing with no additional penalties or hardships for the student (eg. having to write a paper to “make up” for missing a live video lecture).

Course Description:
Media and Politics
Day and Time: TR 11:15AM-12:45PM
Edmund Burke asserts in *The Sublime and The Beautiful*, “No passion so effectually robs the mind of all its powers of acting and reasoning as fear." Yet, the media and political mobilizers often seek to garner support and encourage participation by pointing to the looming catastrophe at hand, often triggering a sense of urgency. What kinds of dilemmas do constant fear tactics pose to the health of American democracy? This course examines the role of whistleblowers in American politics, with a critical lens on the political psychology behind persuasive (and potentially problematic) communication strategies exercised by the media and political elites. Topics vary and may include social movements, public opinion, identity politics, campaign tactics and the politics of representation. With a particular focus on race and ethnicity, we will examine the ways in which the media impact the civic engagement of groups in the United States as well as the discourse surrounding immigration, healthcare, crime and campaigns. Students will practice analyzing contemporary campaign coverage, interpreting data from recent surveys on social and political attitudes and they will design an original content analysis based on a topic of their choice.
POLS-Y338
Instructor: MacLean
HY Hybrid, Traditional, 26% to 75% of the instruction is provided through asynchronous online or synchronous live video instruction. The remainder of the instruction is provided through traditional face-to-face instruction. Regular on-campus meetings are required.

Course Description:
African Politics
Day and Time: M 3:15-4:30PM
The countries of sub-Saharan Africa are important in our global culture, economy, and history. Yet, many misconceptions prevail among journalists, policymakers, and ordinary people here in the United States and elsewhere. In this course, we examine knowledge production about Africa in order to address some of these misconceptions. In order to understand the development of political systems on the continent, we will examine the relevance of precolonial and “traditional” political systems; colonialism and colonial legacies; post-independence nation-building; authoritarian regimes and conflict; and democratization. We will also focus on persistent themes such as the role of ethnicity and gender in contemporary politics; the politics of foreign aid and poverty reduction; and the challenges of public health, migration, and climate change. Finally, we will use the lens of politics to engage with contemporary African literature and film.

POLS-Y342
Instructor: Volker-Schmitz
P In-Person: Traditional campus-based face-to-face instruction. Only 0% to 25% of the instruction may be offered online.

Course Description:
Human Rights
Day and Time: MW 3:15-4:30PM
"Human Rights" are invoked by politicians, activists, and scholars across the world and in the service of numerous ideologies. They are used to justify protests and counter-protests, revolutions and military interventions. To make sense of the prominence and ubiquity of human rights in political discourse, we begin this class by looking at the philosophical and religious roots of human rights. In the next step, we trace the controversies over human rights and their extension to new spheres of life through the 20th century until today. In the second half of the class, we turn to various recent criticisms: do human rights work? Are they an expression of cultural imperialism, a violation of democratic ideals, or a distraction from other forms of political struggle? In the process, we explore the failures and success stories of "human rights" as today's primary approach to justice and emancipation.
POLS-Y348
Instructor: Bielasiak
Politics of Genocide
HD Hybrid, Distance: 26% to 75% of instruction is provided through asynchronous live video instruction. Some on-campus class meeting may be required.

**Course Description**
**Politics of Genocide**
*Day and Time: TR 1:10-2:25PM*

Why do people kill other racial, religious, or ethnic groups, in the name of a better tomorrow? What are the justifications and who is responsible for mass murder? We answer these questions to “understand” genocide through the study of collective violence in the 20th century and beyond, e.g. the Holocaust, Rwanda, Darfur. We cover the political conditions and ideological arguments leading to mass violence, through the eyes of perpetrators, victims and bystanders, and the responses of neighbors and nations. Thematic issues include human rights, prevention and intervention, judicial punishment, and legacies of genocide.

The course content presents us with difficult experiences; we use historical studies and survivors' testimonies, documentary and fictional accounts, films and poems to attain reasoned understanding. But we do more than consider facts, to face what often appears incomprehensible. The point is to account for the tragedy in a way that confronts our humanity and our commitments to be more than bystanders to history do.

Course requirements are in-class assignments, two exams, and a short paper.

POLS-Y349
Instructor: Hellwig
HY Hybrid, Traditional: 26% to 75% of the instruction is provided through asynchronous online or synchronous live video instruction. The remainder of the instruction is provided through traditional face-to-face instruction. Regular on-campus meeting are required.

**Course Description**
**Policymaking around the Globe: Immigration, Health Care and the Environment**
*Day and Time: TR 3:15-4:30PM*

How do different countries address social and economic problems? What accounts for differences in public policies, policy outputs, and policy outcomes? For example, why do people in some countries pay more for health care than others? Why have societies responded differently to pressures of increased immigration? What is the relationship between national ideologies and policies to address climate change? And how can international agreements help us tackle shared problems? These are just some of the questions to be addressed in this course as we compare policy choices in the United States with those in other countries. Class assignments include drafting policy briefs, issue debates, and in-class simulations. Students studying political science, economics, public affairs, sociology, and other areas will find this course of interest.
POLSY350
Instructor: Zajac
HD Hybrid, Distance, 26% to 75% of the instruction is provided through asynchronous online education. The remainder of the instruction is provided by synchronous live video instruction. No on-campus meetings are required.

Course Description
Politics of European Union
Day and Time: MW 11:30AM-12:45PM
What is the European Union (EU)? Why was it established? What are the principal EU institutions? What policies does the EU pursue? How does it make decisions? What challenges does it face? What is the EU’s role in global politics? The purpose of this course is to help students untangle these puzzles. To do so, the course has been divided into three parts. The first part focuses on history and theory of European integration from its beginning in 1950s through today. The second section examines the main institutions of the EU and the role of the most influential EU member states in fostering and hampering European integration. The third part explores the key policies of the EU such as a single market, economic and monetary union, environmental policy, EU’s external relations and foreign policy, among others, as well as challenges facing the EU such as C-19 pandemic, the refugee crisis, and relations with the US, Russia, and China. The overriding goal of the course is to help students advance their knowledge of European integration and enhance their analytical skills by examining the practical aspects of the EU governance.

POLSY368
Instructor: Spechler
DO Distance, Other: 76% to 100% of the instruction is provided by synchronous live video instruction. Some on-campus class meetings may be required.

Course Description:
Russian and Soviet Foreign Policy
Day and Time: TR 1:10PM-2:25PM
After decades of Cold War, for a while it seemed possible that the bitter enmity between Russia and the West might give way to an amicable partnership that could address many pressing world problems. Instead, Cold War tensions are resuming, and years of rivalry have left a legacy of mistrust and suspicion that seems increasingly unlikely to dissipate. This course will attempt to understand the reasons for this disappointing outcome. We will examine the evolution of Soviet foreign policy in the period since World War II and the foreign policy of Russia since the collapse of the Soviet state, focusing in particular on Russia's relations with the West. Russian policies toward Eastern Europe, Central and East Asia, and the Middle East, and the ways in which those policies have exacerbated tensions with the West, will also be considered. Topics may include the competing views on foreign policy held by various Russian elites, the persistent legacy of the Russian past and of Soviet experience in international affairs before 1945; the impact of ideology on Soviet and Russian decisions and actions; and the institutions and individuals involved in the making of Moscow's foreign policy. Readings, lectures and discussions will analyze Soviet conduct during the Cold War, the changes in Soviet foreign and military policies that led to the end of the Cold War, and Russia's policies in the post-Cold War era. Students will participate in a role-playing exercise, simulating debates in the Russian Foreign Ministry.
POLS-Y375
Instructor: Ganguly
DO Distance, Other: 76% to 100% of the instruction is provided by synchronous live video instruction. Some on-campus class meetings may be required.

Course Description:
War and International Conflict
Day and Time: TR 9:25-10:40AM
Why do states resort to war? What are the stable conditions of peace? Are certain regimes more war prone than others? What impact have nuclear weapons had on conditions of war and peace in the global order? Have they reduced the prospects of great power war? These are some of the key questions that we will try and answer in this course. No prior knowledge of international politics or security studies is necessary but an interest in these issues is desirable.

POLS-Y376
Instructor: Winecoff
OA Online All, 100% of instruction is provided entirely through asynchronous online education in which the student is not bound by place or time. No on campus, meetings are required. Any synchronous live video course activities should be optional and/or recorded for later viewing with no additional penalties or hardships for the student (eg. having to write a paper to “make up” for missing a live video lecture).

Course Description
International Political Economy
Day and Time: MW ARR
No truly free market has ever existed or ever can exist. Production, investment, and exchange in the world economy is governed by politics, the process of determining how a society's resources are distributed. This process of rule-setting occurs at the subnational, national, and international levels and political power exists within and across each level. As these rules benefit some groups and harm others, bargaining occurs both within and between governments. Private sector agents -- such as firms, workers, farmers, and advocacy organizations -- both influence this process and respond to it. International political economy (IPE) is the subfield of political science that studies this system.

Our broad objective is to apply central analytical tools that IPE scholars have developed to better understand how the interaction between politics and markets drives outcomes in the global economic system. We will focus our study on three interlocking systems: the global trading subsystem, the global financial subsystem, and the global development subsystem. We will consider how the global political economy has changed over time, and consider what future changes may be possible. In so doing, we will emphasize three forces that shape the politics of the global economy -- hierarchies, institutions, and interconnectedness -- and consider how interests, ideas, and history influence each of them.

The basic structure of the course is as follows. First, we will explore the politics of the global trading system, including comparative and historical developments related to trade openness, labor rights, environmental standards, and the influence of the World Trade Organization. We then examine the ways in which the international monetary and financial subsystem has developed to facilitate trade and investment, and which periodically triggers economic instability and crisis. We will discuss the role of central banks in the global financial system, the changing role and orientation of the International Monetary Fund, and efforts to regulate the global financial system. Finally, we turn to the politics of economic development, including such topics as foreign aid, immigration, inequality, structural adjustment, and the role of the World Bank.
POLS-Y379
Instructor: Failer
DO Distance, Other, 76% to 100% of the instruction is provided by synchronous live video instruction. Some On-campus class meetings may be required.

Course Description:
Ethics and Public Policy
*Day and Time: TR 3:15-4:30PM*
This class focuses on three important questions at the intersection of ethics and public policy. First, which morally problematic *means* are justified in pursuing valuable political ends? Second, what should the *ends* of public policy be? Third, what are the moral *responsibilities of public officials* when they try to answer the first two questions? As a general matter, we will devote Tuesdays to evaluating the ethical and political theories that attempt to address these questions on their own terms. On Thursdays, we will apply the principles derived from the theory to concrete cases in public policy. Sample topics include: President Truman’s decision to drop the bomb, social experiments, political deception, affirmative action, public funding of abortion, official disobedience, and whistleblowing. We will also use the cases to test the adequacy of the ethical and political theories.

Each student will be expected to write one essay, take three exams, and help a small group of students present one of the case studies to the rest of the class.

POLS-Y382
Instructor: AI (Simon Luo)
OA Online All, 100% of instruction is provided entirely through asynchronous online education in which the student is not bound by place or time. No on campus, meetings are required. Any synchronous live video course activities should be optional and/or recorded for later viewing with no additional penalties or hardships for the student (eg. having to write a paper to “make up” for missing a live video lecture).

Course Description:
Modern Political Thought
*Day and Time: ARR*
Do human individuals have natural rights? If so, what are they? What is the legitimacy of the state, and how is it related to the idea of “social contract?” Under what conditions should we morally obey the laws? How can we determine the boundary of individual liberty? What are the distinctive features of a capitalist society, and why are they sources of oppression? Is the modern way of understanding politics and society inherently pathological? Many of our political debates in the contemporary society can be traced back to these fundamental questions that are addressed by influential modern political thinkers such as Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Karl Marx, and John Stuart Mill. Their thoughts not only represent new political appeals advanced by the “enlightened” people in the modern era; they have also constituted a set of political norms, values, and beliefs, and therefore have deeply shaped our political universe. In this course we examine these difficult and important thinkers’ writings. Through a close reading of their texts, we will find that they all, in different ways, have something to say about our own political dilemmas today.
Instructor: Isaac
HD Hybrid, Distance, 26% to 75% of the instruction is provided through asynchronous online education. The remainder of the instruction is provided by synchronous live video instruction. No on-campus meetings are required.

Course Description:
Developments in American Political Thought

Day and Time: MW 3:15-4:30PM
The Rise and Fall of American Liberalism in the 20th Century

This course is a survey of 20th century American political thought.

The course will trace the rise and fall of liberalism from the turn of the 20th century to the rise of Donald Trump. It will cover the Progressive era, World War I, the Great Depression and the New Deal, World War II, the Cold War, and the crisis of liberalism that begins in the 1960’s. It will include discussion of the labor movement, the civil rights movement, the women’s movement, the New Left, and the New Right. While the course will begin and end with the present—a time when liberalism is in disarray—most of our discussion will center on the dynamics of liberalism’s ascendancy during the period that Henry Luce, editor of Time magazine, once-famously called (in 1941, on the eve of the U.S. entry into WWII) “the American century.” While it is doubtful that the 20th century was in any simple sense “the American century,” it is beyond doubt that the 21st century is a time in which American power and American institutions have faltered. Beneath the headlines, and the glare of media spotlights, reality TV screens, and digital devices large and small, this is a story of the crisis of liberalism and of American national identity.

The discourse of “Making American Great Again” is one symptom of this. It expresses a rhetorical, and a political, revolt against what many commentators call “the postwar liberal order.” In using this term, they are referencing the domestic and global “order” established by the U.S. after the Second World War, an order that was itself rooted in the form of “Progressive liberalism” established in the lead-up to the First World War. As citizens of the U.S. and of the world, it behooves us to understand the sources, evolution, and crisis of the “public philosophy” behind this order: liberalism. This is the main goal of this class.
POLS-Y399
Instructor: Spechler
DO Distance, Other: 76% to 100% of the instruction is provided by synchronous live video instruction. Some on-campus class meetings may be required.

Course Description:
Politics of the UN
Day and Time: ARR

Are you thinking about becoming a diplomat or an expert on international law? Are you hoping to study or work abroad? Do you have a strong interest in international affairs? This course will give you an opportunity to participate in a simulation of the United Nations General Assembly. Readings will focus on the origins and evolution of the UN; principal UN bodies, how they operate and what they do; who finances the UN; controversies and voting patterns in the UN; and UN activities and programs, such as peace keeping and peace enforcement, preventing weapons proliferation, facilitating economic development and promoting human rights. The centerpiece of the course will be the simulation. Participants will research and write several short papers, ranging in length from 3-8 pages each. Some of the papers will deal with the development, activities, authority and impact of the UN. The other papers will focus on the country the student will represent in the model UN. They will analyze that country’s major foreign policy concerns, its principal economic and social problems and the chief regional or international issues that affect it. Students will also write two resolutions their country might wish to submit for consideration by the UN General Assembly and will prepare written comments on the resolutions submitted by other participants in the simulation. There will be one or two short quizzes, but no examinations.

Interested students should contact the professor as soon as possible in the fall semester (spechler@indiana.edu).

POLS-Y406
Instructor: Scheuerman
HY Hybrid, Traditional: 26% to 75% of the instruction is provided through asynchronous online or synchronous live video instruction. The remainder of the instruction is provided through traditional face-to-face instruction. Regular on-campus meeting are required.

Course Description:
Competing Visions of Global (Dis)order
Day and Time: MW 4:00-5:15PM

Global politics seems plagued by endless conflict, strife, and violence. Global social and economic affairs appear no less conflict-laden and unjust, especially to the socially disadvantaged and excluded. Given the pervasive disorder of international politics and society, might some measure of order and stability ever be achieved? Can we secure peace between and among rival political communities? Can a more just and equitable global political and social order be established? The course examines the most important attempts to answer these perennial, still unanswered questions, as outlined by influential competing approaches to international political thought: realism, liberalism, and socialism. Drawing on both “classical” and recent writers, the course aims to familiarize students with a broad range of different ideas about global (dis)order and (in)justice. It concludes with an examination of the possible relevance of such competing approaches for understanding President Donald Trump’s advocacy of “America-First.”
**POLS-Y490**
Instructor: Bielasiak
HD Hybrid, Distance, 26% to 75% of the instruction is provided through asynchronous online education. The remainder of the instruction is provided by synchronous live video instruction. No on-campus meetings are required.

**Course Description:**
**Dictators and Democrats**
*Day and Time: 4:55-7:25 PM*
Why are some countries governed by democrats, while other countries are ruled by dictators? Is the contemporary world shifting from its commitments to democracy as the best political outcome, to the embrace of populist and autocratic solutions dominated by "big men rule?"
We look first at conditions that explain varying democratic and dictatorial regimes around the world. We then turn to examine recent patterns of democratic erosion (populism, personalism, polarization) and the global consolidation of authoritarian political rule. We also analyze the major causes for the contemporary trends, such as economic discontent, social disruptions, personalism, and polarization.
As the capstone seminar in political science, the course requirements include active class discussion, exams, and a research paper (divided into key components such as research design, a literature review, and an empirical analysis).

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**POLS-Y490**
Instructor: Carmines
OA Online All, 100% of instruction is provided entirely through asynchronous online education in which the student is not bound by place or time. No on campus, meetings are required. Any synchronous live video course activities should be optional and/or recorded for later viewing with no additional penalties or hardships for the student (eg. having to write a paper to ‘make up’ for missing a live video lecture).

**Course Description:**
**Parties, Polarization and Gridlock**
*Day and Time: ARR*
This course will examine one of the most significant developments in modern American politics—the dramatic increase in political polarization during the last fifty years. We will examine what exactly is polarization, why it has increased in recent decades; whether polarization is confined to political elites and activists or the general public as well; how polarization can lead to policy gridlock; and whether polarization has shifted the balance of power among our three branches of government.

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**POLS-Y490**
Instructor: Sinno
DO Distance, Other: 76% to 100% of the instruction is provided by synchronous live video instruction. Some on-campus class meetings may be required.

**Course Description:**
**Senior Seminar in Political Science**
*Day and Time: 4:55-7:25 PM*
This senior seminar offers an opportunity to survey the empirical and theoretical literature on the political economy of global inequality. Concern over the growth of inequality within many advanced and developing societies has placed the issue of economic distribution at the forefront of many political debates. At the same time, it appears that inequality between societies may have decreased in recent times, mostly due to rapid growth in populous emerging countries such as China and India. As this seminar progresses, we will explore the different ways of conceptualizing and measuring inequality, will consider the effects of inequality on economic and political systems, and will debate the policy options available for combatting inequality and/or dealing with its effects.