

LEADERSHIP STUDIES (Div II)

Chair: Associate Professor Justin Crowe

Advisory Committee

- Magnús T. Bernhardtsson, Chair of Arabic Studies, Brown Professor of History and Faculty Affiliate in Leadership Studies and Religion; affiliated with: Religion Department, Leadership Studies Program
- Justin Crowe, Chair of Leadership Studies and Associate Professor of Political Science; affiliated with: Leadership Studies Program
- Susan Dunn, Massachusetts Professor of Humanities; affiliated with: Leadership Studies Program
- James McAllister, Fred Greene Third Century Professor of Political Science; affiliated with: Leadership Studies Program
- Nicole E. Mellow, Professor of Political Science; affiliated with: Leadership Studies Program
- Mason B. Williams, Assistant Professor of Leadership Studies and Political Science; affiliated with: Political Science Department; on leave 2020-2021
- Charles U. Zug, Visiting Assistant Professor of Leadership Studies

Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts—whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders' legitimacy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures? How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total). Additional and/or substitute electives are offered each year; students should consult the course offerings in the catalog for the full list of elective offerings in a given year.

LEADERSHIP STUDIES—TRADITIONAL TRACK

The introductory course:

LEAD/PSCI 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

One required course on ethical issues related to leadership, typically:

[PHIL 119 Justice, Democracy and Freedom: Plato with Footnotes](#)

Taught by: [Jana Sawicki](#)

[Catalog details](#)

[PSCI 203\(F, S\) Introduction to Political Theory](#)

Taught by: [Mark Reinhardt](#), [Laura Ephraim](#)

[Catalog details](#)

Two core courses dealing with specific facets or domains of leadership, such as:

[ARTH 501 / LEAD 301 / ARTH 303\(S\) Museums: History and Practice](#)

Taught by: [Michael Conforti](#)

[Catalog details](#)

[ASTR 240 / HSCI 240 / LEAD 240 / STS 240\(F\) Great Astronomers and Their Original Publications](#)

Taught by: [Jay Pasachoff](#), [Wayne Hammond](#)

[Catalog details](#)

[CLAS 323 / HIST 323 / LEAD 323 From Achilles to Alexander: Leadership and Community in Ancient Greece](#)

Taught by: [Kerry Christensen](#)

[Catalog details](#)

[HIST 111 / ARAB 111 / LEAD 150 Movers and Shakers in the Middle East](#)

Taught by: [Magnús Bernhardtsson](#)
[Catalog details](#)
[HIST 207 / GBST 101 / ARAB 207 / LEAD 207 / JWST 217 / REL 239The Modern Middle East](#)

Taught by: [Magnús Bernhardtsson](#)
[Catalog details](#)
[LEAD 205 / PSCI 212From Tocqueville to Trump: Leadership and the Making of American Democracy](#)

Taught by: [Mason Williams](#)
[Catalog details](#)
[LEAD 212 / HIST 393\(S\)Sister Revolutions in France and America](#)

Taught by: [Susan Dunn](#)
[Catalog details](#)
[LEAD 285 / PSCI 285 / HIST 354\(F\)The Revolutionary Generation: Galaxy of Leaders](#)

Taught by: [Susan Dunn](#)
[Catalog details](#)
[LEAD 320 / PSCI 320Heroes and Villains: Iconic Leadership and the Politics of Memory](#)

Taught by: [Mason Williams](#)
[Catalog details](#)
[LEAD 402\(S\)The Art of Presidential Leadership](#)

Taught by: [Susan Dunn](#)
[Catalog details](#)
[PSCI 206 T / LEAD 206Dangerous Leadership in American Politics](#)

Taught by: [Nicole Mellow](#)
[Catalog details](#)
[PSCI 215 / LEAD 215Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)
[Catalog details](#)
[PSCI 216 / LEAD 216American Constitutionalism I: Structures of Power](#)

Taught by: [Justin Crowe](#)
[Catalog details](#)
[PSCI 217 / LEAD 217\(S\)American Constitutionalism II: Rights and Liberties](#)

Taught by: [Justin Crowe](#)
[Catalog details](#)
[PSCI 218 / LEAD 218\(S\)The American Presidency](#)

Taught by: [Nicole Mellow](#)
[Catalog details](#)
[PSCI 310 / LEAD 332New York City Politics from the Blackout to Bloomberg](#)

Taught by: [Mason Williams](#)
[Catalog details](#)
[PSCI 312 T / LEAD 312\(S\)American Political Thought](#)

Taught by: [Justin Crowe](#)
[Catalog details](#)
[PSCI 314 / LEAD 314How Change Happens in American Politics](#)

Taught by: [Nicole Mellow](#)
[Catalog details](#)
[PSCI 345 / ASST 345\(S\)The Meaning of Life and Politics in Ancient Chinese Thought](#)

Taught by: [George Crane](#)
[Catalog details](#)

One Leadership Studies Winter Study course (listed separately in the catalog)

Capstone course:

LEAD 402 The Art of Presidential Leadership

LEADERSHIP STUDIES—KAPLAN PROGRAM IN U.S. FOREIGN POLICY TRACK

An introductory course:

HIST 262 The United States and the World, 1776 to 1914

HIST 263 The United States and the World, 1914 to the Present

PSCI/LEAD 120 America and the World

LEAD/PSCI 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

One required course on issues related to American domestic leadership, such as:

[LEAD 125 / PSCI 125\(F\)Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies](#)

Taught by: [Charles Zug](#)

[Catalog details](#)

[LEAD 205 / PSCI 212From Tocqueville to Trump: Leadership and the Making of American Democracy](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[LEAD 255 / PSCI 255\(S\)Weaponized Leadership: Demagoguery and Populism in Contemporary Perspective](#)

Taught by: [Charles Zug](#)

[Catalog details](#)

[LEAD 277 / PSCI 261\(F\)Conspiracy Theories in American Politics](#)

Taught by: [Charles Zug](#)

[Catalog details](#)

[LEAD 285 / PSCI 285 / HIST 354\(F\)The Revolutionary Generation: Galaxy of Leaders](#)

Taught by: [Susan Dunn](#)

[Catalog details](#)

[LEAD 320 / PSCI 320Heroes and Villains: Iconic Leadership and the Politics of Memory](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[LEAD 350 / PSCI 356\(S\)Leadership in American Political Development](#)

Taught by: [Charles Zug](#)

[Catalog details](#)

[LEAD 369 / PSCI 369The Crisis of Leadership](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[PSCI 206 T / LEAD 206Dangerous Leadership in American Politics](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 218 / LEAD 218\(S\)The American Presidency](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 258The Media and American Democracy](#)

Taught by: TBA

[Catalog details](#)

[PSCI 310 / LEAD 332New York City Politics from the Blackout to Bloomberg](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

Three required courses dealing with specific facets of American foreign policy leadership, such as:

[HIST 263 / LEAD 261The United States and the World, 1898 to the Present](#)

Taught by: [Jessica Chapman](#)

[Catalog details](#)

[HIST 388Decolonization and the Cold War](#)

Taught by: [Jessica Chapman](#)

[Catalog details](#)

[HIST 389 / ASST 389 / LEAD 389\(S\)The Vietnam Wars](#)

Taught by: [Jessica Chapman](#)

[Catalog details](#)

[PSCI 225 / LEAD 225International Security](#)

Taught by: [Galen E Jackson](#)

[Catalog details](#)

[PSCI 262 / HIST 261 / LEAD 262America and the Cold War](#)

Taught by: Robert McMahon

[Catalog details](#)

[PSCI 266The United States and Latin America](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 362 T / LEAD 362\(S\)The Wilsonian Tradition in American Foreign Policy](#)

Taught by: [James McAllister](#)

[Catalog details](#)

One capstone course:

LEAD 402 The Art of Presidential Leadership

PSCI/LEAD 327 Leadership and Strategy

PSCI/LEAD 365 U.S. Grand Strategy (W)

PSCI/LEAD 367 The Politics of American National Security

(There is no winter study component to the American Foreign Policy Leadership track.)

Students should check with the program chair to see if other courses not listed here might count as electives.

HONORS IN LEADERSHIP STUDIES

Although there currently is no Honors route in the Leadership Studies program, it often is possible for students pursuing the concentration to undertake an Honors project within their major disciplines on topics that enables them to develop and explore their interests in Leadership Studies. Faculty in the program are happy to discuss this possibility with concentrators and to help them develop suitable Honors thesis topics. In some cases, depending on the topic and the department involved, a faculty member in the program might also be able to serve as an official or unofficial co-supervisor for an Honors project in another discipline.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No, not formally, but it is not been an issue yet. To the best of my knowledge, students have requested one course be counted toward the concentration at most.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Introductory course, Winter Study course.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The Introductory course has historically been taught only in the fall.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

LEAD 120 (S) America and the World

Cross-listings: GBST 101 LEAD 120 PSCI 120

Secondary Cross-listing

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: lecture/discussion

Requirements/Evaluation: short papers, class participation, and final exercise

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-years and sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 101 (D2) LEAD 120 (D2) PSCI 120 (D2)

Attributes: PSCI International Relations Courses

Spring 2021

LEC Section: 01 TBA James McAllister

LEAD 125 (F) Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

Cross-listings: LEAD 125 PSCI 125

Primary Cross-listing

This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. The first part of the course will examine key theoretical problems that have occupied political thinkers from Plato and Confucius to Machiavelli and the American framers: What makes a leader successful? What kinds of regimes best serve to encourage good leaders and to constrain bad ones? What is the relationship between leadership and morality-can the ends justify the means? What functions does leadership fill, and what challenges do leaders face, in modern democratic states? The second half of the course will look at leaders in action, charting the efforts of politicians, intellectuals, and grassroots activists to shape the worlds in which they live. Case studies will include antislavery politics and the American Civil War; the global crises of the 1930s and 1940s; and the social movements of the 1960s and 1970s. In addition to active class participation, students will be expected to write a 5-page proposal for a research paper on a leader of their choice, a 10-page research paper, an in-class midterm exam, and a cumulative, in-class final exam.

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

Requirements/Evaluation: active class participation, 5-page research proposal, 10-page research paper, in-class midterm exam, and a cumulative in-class final exam

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Unit Notes: subfield open in Political Science major

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 125 (D2) PSCI 125 (D2)

Attributes: LEAD American Domestic Leadership

Fall 2020

LEC Section: H1 MR 1:30 pm - 2:45 pm Charles U. Zug

LEAD 127 (S) America First? The Trump Era and the Future of World Politics

Cross-listings: LEAD 127 PSCI 127

Secondary Cross-listing

"America First" was a slogan and a perspective on foreign policy adopted by isolationists like Charles Lindbergh in the 1930's. In the aftermath of Pearl Harbor and the Second World War, a strong bipartisan consensus emerged around the principles of liberal internationalism and "America First" perspectives were marginalized in American politics. However, with the election of Donald Trump, the American presidency is now in the hands of someone who proudly claims the America first mantle. This course provides a historical and theoretical context for understanding what is unique about President Trump's approach to American foreign policy in the 21st century. Particular attention will be devoted to the contrast between the views of Trump and those of the American foreign policy establishment over issues such as NATO, nuclear proliferation, Russia, immigration, terrorism, free trade, and conflicts in the Middle East.

Requirements/Evaluation: two analytical essays, short response papers, and final group project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: potential political science majors and leadership studies concentrators (foreign policy track)

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 127 (D2) PSCI 127 (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

LEAD 150 (F) Movers and Shakers in the Middle East

Cross-listings: ARAB 111 HIST 111 LEAD 150

Secondary Cross-listing

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Atatürk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Requirements/Evaluation: class participation, short essays, and a final paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 111 (D2) HIST 111 (D2) LEAD 150 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Cross-listings: LEAD 205 PSCI 212

Primary Cross-listing

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and

technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 205 (D2) PSCI 212 (D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Not offered current academic year

LEAD 206 (F) Dangerous Leadership in American Politics

Cross-listings: LEAD 206 PSCI 206

Secondary Cross-listing

"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?". A common assumption is that those who do it well--whether in the presidency, the parties, social movements, organizations, or local communities--are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention--as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 206 (D2) PSCI 206 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Not offered current academic year

LEAD 207 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 JWST 217 REL 239 ARAB 207 GBST 101 LEAD 207

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) ARAB 207 (D2) GBST 101 (D2) LEAD 207 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 212 (S) Sister Revolutions in France and America

Cross-listings: LEAD 212 HIST 393

Primary Cross-listing

In the late-eighteenth century, two revolutions burst forth--they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

Requirements/Evaluation: three papers, several class presentations, and active participation in class discussions

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with backgrounds in American history, French history or Political Science

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 212 (D2) HIST 393 (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Spring 2021

SEM Section: 01 TBA Susan Dunn

LEAD 215 (S) Race and Inequality in the American City

Cross-listings: LEAD 215 PSCI 215

Secondary Cross-listing

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Requirements/Evaluation: class participation; several short essays and a longer paper with presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 215 (D2) PSCI 215 (D2)

Attributes: GBST Urbanizing World Electives LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

LEAD 216 (F) American Constitutionalism I: Structures of Power

Cross-listings: LEAD 216 PSCI 216

Secondary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power -- the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendancy of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.

Class Format: discussion

Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 216 (D2) PSCI 216 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

LEAD 217 (S) American Constitutionalism II: Rights and Liberties

Cross-listings: LEAD 217 PSCI 217

Secondary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties -- freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.

Class Format: discussion

Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 217 (D2) PSCI 217 (D2)

Attributes: JLST Interdepartmental Electives LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Spring 2021

LEC Section: 01 TBA Justin Crowe

LEAD 218 (S) The American Presidency

Cross-listings: PSCI 218 LEAD 218

Secondary Cross-listing

Many argue that the presidency has been fundamentally changed by the tenure of Donald Trump. Is this right? To study the presidency is to study human nature and individual personality, constitution and institution, strategy and contingency. This course will examine the problems and paradoxes

that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with domestic priorities such as the protection of civil liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? Exploration of these questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive relations, the media, and emergency powers. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.

Class Format: discussion

Requirements/Evaluation: three short to medium length papers, small group projects, and class participation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Political Science majors and Leadership studies concentrators

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 218 (D2) LEAD 218 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses

Spring 2021

LEC Section: 01 TBA Nicole E. Mellow

LEAD 219 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: AFR 217 INTR 219 PSCI 219 WGSS 219 LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 217 (D2) INTR 219 (D2) PSCI 219 (D2) WGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020

TUT Section: RT1 TBA Joy A. James

LEAD 220 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220

Secondary Cross-listing

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (*F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*); James Baldwin (*The Fire Next Time*); Ralph Ellison (*The Collected Essays of Ralph Ellison*); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (*The Mighty Wurlitzer: How the CIA Played America*); Hannah Arendt (*The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"*); Frances Stonor Saunders (*Who Paid the Piper? The CIA and the Cultural Cold War*). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation: Attend all classes; submit completed papers 24 hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021

TUT Section: T1 TBA Joy A. James

LEAD 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)

Cross-listings: GEOS 221 ENVI 222 LEAD 221

Secondary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

Writing Skills Notes: You will learn to write in a variety of policy-focused formats

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2020

TUT Section: RT1 TBA Alex A. Apotsos

LEAD 223 (S) Roman History

Cross-listings: CLAS 223 HIST 223 LEAD 223

Secondary Cross-listing

The history of ancient Rome can be seen as an account of formative events, practices, and thought in the history of western culture; it also is the history of the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until modern times. By studying Roman history from Rome's emergence in central Italy in the 7th century BCE through the reign of the emperor Constantine in the early fourth century CE, we will see the complex and fascinating results of an ambitious, self-confident nation's evolution, transformation, and expansion throughout the Mediterranean world. We will consider questions such as, How did a republic with an aversion to autocratic rule and devotion to *libertas* understand its existence as an imperial power as well as its own elite's dominant rule over Romans and non-Romans alike? How and why did the Roman republic and its deeply entrenched republican ideology give way to the effective rule by one man, Augustus, and the increasingly monarchical rule of the emperors who followed? Did Roman political life in the later republic cause the violence that left it in crisis, or did the persistence of violence in Roman life account for the nature of Roman politics? Who were the non-elites of Rome, Italy, and the Roman empire that often get left in the shadows in our ancient sources? Who were the important writers, politicians, poets, philosophers, and innovators whose works constitute a rich cultural heritage worthy of both appreciation and critique? Throughout the course there will be an emphasis on the problems of historical and cultural interpretation, on how the Roman experience is relevant to our own, and, importantly, on the pleasures of historical investigation. Readings for this course will include a variety of original sources, a range of scholarly essays on specific topics, and a textbook that will provide our chronological framework.

Class Format: This course will be taught in hybrid mode. Assignments will consist of readings, case studies, short writing assignments and student-led discussions both in-class and via GLOW. Some elements will be offered asynchronously and/or optionally depending on the needs of students studying remotely. Please email the instructor with any questions you have about the structure or nature of the class or about what to expect if you are studying remotely.

Requirements/Evaluation: Class preparation and participation, several short response papers, one longer 6- to 8-page paper, a midterm exam, and a final exam. Students who have a B+ average or better at the end of the semester may substitute a 10 to 15-page research paper for the final exam.

Prerequisites: None; open to all

Enrollment Limit: 20

Enrollment Preferences: Preference given to students who are or are considering majoring in Classics or History, or who are concentrating in Leadership Studies. Preference is then given to first-year students and sophomores.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 223 (D1) HIST 223 (D2) LEAD 223 (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2021

LEAD 225 (F) International Security

Cross-listings: PSCI 225 LEAD 225

Secondary Cross-listing

This course deals with basic questions about war and peace. What are the major causes of war? Why do leaders choose to use violence in the pursuit of political objectives? How does the threat of war shape international politics and diplomatic outcomes? How are wars fought? What are their consequences? And why do states sometimes seek to cooperate to achieve their objectives and other times settle disputes through force or the threat of force? To address these questions, this course covers a number of specific topics: the causes, conduct, and consequences of the two world wars; the origins, course, and end of the Cold War; the influence of nuclear weapons on international security; regional conflicts and rivalries; regime type and international conflict; alliances and patron-client relationships; diplomacy; crisis decision-making; asymmetric conflicts; and great power politics, grand strategy, and international order.

Requirements/Evaluation: class participation, one 6- to 8-page paper, midterm, final

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 225 (D2) LEAD 225 (D2)

Attributes: GBST Borders, Exiles + Diaspora Studies Electives LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

LEAD 227 (F)(S) International Relations of the Middle East

Cross-listings: PSCI 227 LEAD 227

Secondary Cross-listing

This is a course about the Middle East in international politics. The structure of the course combines political science concepts with a detailed survey of the region's diplomatic history. Classes will be taught remotely. The basic format of the course will be to combine brief lectures--either posted on the class website beforehand or given at the start of each class--with an in-depth discussion of each class session's topic. The goal of these discussions is to generate debates over the conceptual, historical, and policy significance of the subjects that we cover. Specifically, the first section of the course will cover the emergence of the Persian Gulf as an area of strategic importance in international politics; U.S. policy toward Saudi Arabia and Iran after World War II; the origins of the Arab-Israeli dispute; the June 1967 and October 1973 Middle East conflicts; Egyptian-Israeli peace; the Iranian Revolution and the Iran-Iraq War; the 1991 Persian Gulf War and its consequences; and the rise of Al Qaeda, Hezbollah, and Hamas. The second part of the course focuses on the Iraq War and its consequences; the rise of ISIS; the Arab Spring; Turkey's changing foreign relations; and the war in Syria. The last section of the course covers contemporary policy challenges confronting the Middle East.

Class Format: This course will be taught remotely. There will be brief lectures, which will be either put on the work website prior to class or given at the start of each class. But the class will mainly consist of in-depth, synchronous classroom discussions.

Requirements/Evaluation: class participation, two 6- to 8-page papers, final

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Political Science majors with an International Relations concentration, History majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 227 (D2) LEAD 227 (D2)

Attributes: GBST Middle Eastern Studies Electives PSCI International Relations Courses

Fall 2020

LEC Section: R1 TR 8:00 am - 9:15 am Galen E Jackson

Spring 2021

LEC Section: 01 TBA Galen E Jackson

LEAD 239 (S) Music in the Global Cold War (WS)

Cross-listings: MUS 239 LEAD 239

Secondary Cross-listing

Throughout the Cold War (1947-1991), music was deployed as a weapon, as a source of nationalist and ideological inspiration, as a form of political protest and resistance, and as propaganda. Music both reflected and helped shape political views and, therefore, prompted various forms of regulation and censorship (McCarthyism in the U.S.; the Union of Soviet Composers). To counter Soviet claims of American cultural inferiority and racism, the U.S. sponsored numerous musical diplomacy efforts showcasing both jazz (Armstrong; Ellington; Brubeck) and classical musicians and composers (Copland; Bernstein; American orchestras). Cold War politics and the threat of nuclear war influenced musical styles (Soviet Socialist Realism; the popular American folk music revival; serialism; rock behind the Iron Curtain), specific musical events (Tokyo East West Music Encounter; concerts celebrating the fall of the Berlin Wall), and individual careers (Shostakovich; Robeson; Van Cliburn). To investigate music's political roles and capacity for expressing communist and democratic capitalist ideologies, we will adopt a case study approach. The Cold War was a global political and, frequently, militaristic struggle. Though our focus will be on music in the U.S.S.R. and U.S.A., we will also consider musical developments impacted by the Cold War throughout Western and Eastern Europe, in Latin America, and in East Asia.

Class Format: Hybrid, meeting twice per week. Class discussion will be central to this course.

Requirements/Evaluation: 20% = Participation; 20% = Paper #1, 5-6 pages; 25% = Paper #2, 8 pages; 35% = Paper #3, 12 pages, due during exam period

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Students with relevant experience in Political Science, History, or Music studies.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 239 (D1) LEAD 239 (D2)

Writing Skills Notes: Students will write three papers during the semester: a 6 page, 8 page, and a 12 page paper. Drafts of papers 2 and 3 will be required prior to the due dates listed below. This is a "writing skills" course. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Spring 2021

LEC Section: 01 TBA W. Anthony Sheppard

LEAD 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: ASTR 240 STS 240 HSCI 240 LEAD 240

Secondary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th century,

Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams's Chapin Library of rare books, and facsimiles or digital copies will be provided for remote learning. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the *Gutenberg Bible* (c. 1450) and a Shakespeare *First Folio* (1623, with a discussion of astronomical references in Shakespeare's plays). We evaluate a trove of books and papers about historic transits of Venus. We discuss matters of fraud and authenticity, especially the case of a purported *Sidereus Nuncius*, shown to be a modern construction. The course will be taught in collaboration between an astronomer and a rare books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452) or remotely; students who are not on campus can visit the original books at a later time/year.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240 (D3) STS 240 (D2) HSCI 240 (D3) LEAD 240 (D3)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Attributes: LEAD Facets or Domains of Leadership

Fall 2020

SEM Section: H1 W 1:30 pm - 2:20 pm Jay M. Pasachoff, Wayne G. Hammond

CON Section: H2 W 3:00 pm - 5:00 pm Jay M. Pasachoff, Wayne G. Hammond

CON Section: H3 Cancelled

LEAD 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: HIST 254 AMST 254 LEAD 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: Remote class. Class will blend short pre-recorded lectures with weekly Zoom discussion sections/seminar format, plus time for virtual one-on-one conversations with the instructor.

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, (virtual)

museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History or American Studies majors, followed by first- and second-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 254 (D2) AMST 254 (D2) LEAD 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Christine DeLucia

LEAD 255 (S) Weaponized Leadership: Demagoguery and Populism in Contemporary Perspective

Cross-listings: LEAD 255 PSCI 255

Primary Cross-listing

Since Donald Trump began his rhetorical assault on immigrants, the political establishment, and the free press, all in the name of "the American people," terms like demagoguery and populism have come to dominate American political discourse. Demagogues and populists are often defined as bad leaders who manipulate the emotions of their audiences for the sake of personal ambition-- leaders who turn a good thing (popular government) into something dangerous. At the same time, and as Trump has shown, many of the tactics that populists and demagogues deploy are politically effective. Protest leaders tell their audiences to get angry and to stand up and fight precisely because this kind of rhetoric can move an audience to action when rational persuasion cannot. And, many of the leaders we think of as great today were regarded as demagogues and populists during their own times. Puzzles like these point to our current political moment. How useful are terms like demagoguery and populism for understanding leadership? How have these terms been weaponized to distort politics instead of clarifying it? Should we reserve these terms for leaders who are truly bad, and if so, what counts as a "truly" bad leader (as opposed to one we just happen not to like)? Or can demagogic and populists tactics be deployed in better and worse ways? We will approach these questions through a survey of classic and contemporary writings on popular leadership, from Thucydides and Machiavelli to present-day social science. With these competing theories in view, we will read historical and biographical accounts of some of history's most controversial leaders--including Bolivar, Lenin, FDR, and Hugo Chavez--so as to better understand the popular leaders who dominate much of our politics today.

Requirements/Evaluation: several short essays, weekly writing assignments, and a final exam

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 255 (D2) PSCI 255 (D2)

Attributes: LEAD American Domestic Leadership

Spring 2021

LEC Section: 01 TBA Charles U. Zug

LEAD 258 The Media and American Democracy

The course examines the relationship between the press and government, its watchdog function, how social media and the Internet are changing its role, the emergence of independent investigative bodies such as Pro Publica, and the myriad ways in which the press has helped shape American history, for better or worse. The course goes behind the headlines to examine the delicate interplay between government and press, peels back the familiar classics of American journalism, but also incorporates the current conflicts and tensions between the press and government. In the new age, how does the press define or redefine balance, neutrality, the quest for objectivity, and restraint. Who is a journalist, a once relatively easy question, but one now fraught with complexity? There has been a tectonic shift in the fundamental standards and practices of the press in recent years. What are those changes and how does it augur for the future of the press and democratic institutions?

Requirements/Evaluation: Several short papers, 10-15 page research paper.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Preference to Leadership Studies concentrators and Political Science majors.

Expected Class Size: 14

Grading:

Distributions: (D2)

Attributes: LEAD American Domestic Leadership

Not offered current academic year

LEAD 261 (F) The United States and the World, 1898 to the Present

Cross-listings: LEAD 261 HIST 263

Secondary Cross-listing

This survey course examines the United States and the World since 1898. Students will be introduced to key diplomatic developments since the Spanish-American War, when the country began its ascendance to hegemonic power from which it is now in retreat. American power reached its apex during the Cold War, but that conflict and its offshoots like the Vietnam War brought about crises over national identity and values that remain unresolved. Readings and discussions will focus on issues of ideology, empire and neo-imperialism, domestic politics and foreign policy, and the relationship between culture and foreign relations.

Class Format: discussion

Requirements/Evaluation: class participation, pop quizzes, short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students, then History majors

Expected Class Size: 25-30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 261 (D2) HIST 263 (D2)

Attributes: HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not offered current academic year

LEAD 262 (F) America and the Cold War

Cross-listings: HIST 261 LEAD 262 PSCI 262

Secondary Cross-listing

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been

ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion

Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of short assignments

Prerequisites: none; PSCI 202 is recommended but not required

Enrollment Limit: 19

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 261 (D2) LEAD 262 (D2) PSCI 262 (D2)

Attributes: LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

LEAD 269 The CIA and American Foreign Policy

Despite an American aversion to espionage captured by Secretary of State Henry Stimson's oft-cited (yet unsubstantiated) remark, "Gentlemen don't read each other's mail," intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department--the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq's Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA's and IC's roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions. Despite an American aversion to espionage captured by Secretary of State Henry Stimson's oft-cited (yet unsubstantiated) remark, "Gentlemen don't read each other's mail," intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department--the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq's Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA's and IC's roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions.

Requirements/Evaluation: Active class participation, lengthy research paper, in-class presentations.

Prerequisites: Prior coursework in international relations or American foreign policy.

Enrollment Limit: 16

Enrollment Preferences: Political Science or History Majors

Expected Class Size: 14

Grading:

Distributions: (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

LEAD 277 (F) Conspiracy Theories in American Politics

Cross-listings: PSCI 261 LEAD 277

Primary Cross-listing

The phrase "conspiracy theory" typically evokes images of paranoid cranks--of cars plastered with vituperative bumper-stickers and of people who wear tin-foil hats. To be sure, the claims that conspiracy theorists advance can be astonishing, from Pizzagate--alleging that Democratic Party officials ran a human trafficking ring out of a Washington, D.C. pizza restaurant--to the Flat Earth movement, which holds that the earth is, indeed, flat. At the same time, the persistence and power of conspiracy theories in American politics should provoke us to wonder why such preposterous-sounding notions gain traction in the first place, and who benefits from them. That conspiracy theories tend to advance a partisan or ideological view, often intended to discredit a competing movement or ideology, suggests that conspiracy theories can function as a kind of remote leadership--"leadership" without any clear leaders at the helm. This course will examine notable American conspiracy theories, such as the Kennedy Assassination theory, "9/11 Truth," and "Birther-ism," in light of recent scholarship on conspiracism, demagoguery, and populism. Our goal will be to understand the political and discursive forces that empower conspiracy theories and the functions they serve in American politics. Where and with whom do conspiracy theories originate? Why do some gain traction while others quickly wither? How can we distinguish between a conspiracy theory based on plausible evidence and one that exists simply to create chaos? And why do some conspiracy theories persist even in the face of direct public refutation?

Class Format: This course will be hybrid, combining elements of synchronous meetings and asynchronous content so as to allow both in-person and remote students to participate.

Requirements/Evaluation: Several short essays, weekly writing assignments, and a longer research paper with presentation.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies Concentrators and Political Science Majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 261 (D2) LEAD 277 (D2)

Attributes: LEAD American Domestic Leadership

Fall 2020

SEM Section: H1 MR 3:15 pm - 4:30 pm Charles U. Zug

LEAD 280 (S) Emancipation to BlackLivesMatter

Cross-listings: AFR 280 HIST 280 LEAD 280

Secondary Cross-listing

This introductory course surveys the cultural, political, and social history of African Americans from Reconstruction to the present. It offers a balance between a "top-down" and "bottom-up" approach and focuses primarily on African Americans' quest for citizenship, equality, justice, and opportunity. In addition to examining major historical developments and popular figures within the modern black past, we will explore the lesser-known histories of everyday people who helped shaped the black freedom struggle. In so doing, we will interrogate conventional narratives of progressive movements since emancipation. Some of the main topics include: the transition from slavery to freedom; the rise of Jim Crow and the politics of racial uplift; the Great Migration and the emergence of the New Negro; the Great Depression and the New Deal; World War II and the struggle for economic and racial inclusion; the postwar period and the intersecting movements of Civil Rights and Black Power; and the impacts of deindustrialization and mass incarceration on the black community. We will end with a discussion of the Obama years and Black Lives Matter.

Requirements/Evaluation: Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two response papers (2-3 pages) and will complete a mapping project based on The Negro Motorist Green Handbook.

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students with demonstrated interest in material

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 280 (D2) HIST 280 (D2) LEAD 280 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2021

LEC Section: 01 TBA Tyran K. Steward

LEAD 285 (F) The Revolutionary Generation: Galaxy of Leaders

Cross-listings: LEAD 285 PSCI 285 HIST 354

Primary Cross-listing

The American Revolution produced a galaxy of brilliant and creative statesmen and intellectuals: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments--a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

Class Format: Remote via Zoom.

Requirements/Evaluation: three papers, weekly class presentations, and active participation in all discussions

Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

Enrollment Limit: 12

Enrollment Preferences: students with a background in Leadership Studies, American History or American Political Science

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 285 (D2) PSCI 285 (D2) HIST 354 (D2)

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Susan Dunn

LEAD 301 (S) Museums: History and Practice

Cross-listings: ARTH 303 LEAD 301 ARTH 501

Secondary Cross-listing

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that have resulted in the institutions of our time. The seminar will focus on museums past and present internationally as it also considers the future of museums, doing so as it examines governance and management policies and practices, the role of architecture and installation in interpretation and experience, guidelines in the accessioning and deaccessioning works of art, and issues associated with the repatriation and restitution of cultural property. The course will consider current trends in exhibition, public education and other programming in art museums that range in size and type from the "encyclopedic" or "universal" to newly established contemporary arts institutions and alternative spaces. Class discussions will have a special focus on how museums strive to balance their scholarly and artistic roles with their civic and social responsibilities doing so while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

Requirements/Evaluation: oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

Prerequisites: undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

Enrollment Limit: 10

Enrollment Preferences: graduate students, then senior art history majors, then other undergraduates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 303 (D1) LEAD 301 (D2) ARTH 501 (D1)

Attributes: AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2021

SEM Section: 01 TBA Michael Conforti

LEAD 311 (F) Congress

Cross-listings: LEAD 311 PSCI 311

Secondary Cross-listing

Even before the pandemic, scholars, pundits, and the public thought Congress was in a state of crisis. Riven by polarized partisanship and gridlock, the most powerful assembly in the world seemed incapable of representing citizens and addressing problems. This seminar focuses on how Congress organizes itself to act as a collective body. In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote or hinder the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

Class Format: For fall of 2020, this class will be remote, with twice weekly synchronous discussion sessions. A few brief lectures will be put up on Glow to review before the relevant class section. Class discussion will draw on student questions posted on Glow as well as the process of developing and conducting original research.

Requirements/Evaluation: class participation, two short papers, and a final research paper

Prerequisites: PSCI 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Political Science majors with American Politics concentration and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 311 (D2) PSCI 311 (D2)

Attributes: PSCI American Politics Courses PSCI Research Courses

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Cathy M. Johnson

LEAD 312 (S) American Political Thought

Cross-listings: LEAD 312 PSCI 312

Secondary Cross-listing

From democracy to liberty, equality to community, foundational *ideas* -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them

in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and prospective majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 312 (D2) PSCI 312 (D2)

Attributes: AMST Critical and Cultural Theory Electives LEAD Facets or Domains of Leadership PHIL Related Courses PSCI American Politics Courses PSCI Political Theory Courses

Spring 2021

TUT Section: T1 TBA Justin Crowe

LEAD 314 (S) How Change Happens in American Politics (WS)

Cross-listings: LEAD 314 PSCI 314

Secondary Cross-listing

Does the rise of Donald Trump signal something new in the U.S.? How unprecedented is the current political moment? What might we expect to come next? From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)--and who pays them? The goal of this course is to assess American political change, or lack of, and to gain a sense of the role that individual leaders have played in driving change. We will examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including economic developments, demographic change, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African-Americans, gender equality, labor demands, social conservatism, and populism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been "exceptional"--or, unlike other countries--as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.

Class Format: research seminar

Requirements/Evaluation: several short essays, weekly writing assignments, and a longer research paper with presentation

Prerequisites: previous course in American politics or American history

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 314 (D2) PSCI 314 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

LEAD 315 (S) Parties in American Politics

Cross-listings: LEAD 315 PSCI 315

Secondary Cross-listing

Political parties have played a central role in extending democracy and organizing power in the United States, yet their worth is a continuing subject of debate. Parties have been celebrated for linking citizens to their government and providing the coherency and unity needed to govern in a political system of separated powers. Yet they have also been disparaged for inflaming divisions among people and grid-locking the government. Critics of the two-party system have castigated the major parties for failing to offer citizens meaningful choices; the Republican and Democratic parties are likened to a choice between "tweedledee and tweedledum." This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. How and why have the parties changed over time? Throughout the course, we will explore such questions as: What constitutes a party? For whom do they function? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? How does partisanship become tribalism or hyper-partisanship, and can this be prevented? We will seek answers to these questions both in seminar discussion and through substantial independent research projects.

Requirements/Evaluation: weekly writing assignments, two 5-page papers, one 15- to 20-page paper, class presentation, and class participation

Prerequisites: PSCI course at the 200 or 300 level or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 315 (D2) PSCI 315 (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Spring 2021

LEC Section: 01 TBA Nicole E. Mellow

LEAD 319 (F) Angela Davis: Political Theory, Activism, and Alliances (DPE) (WS)

Cross-listings: LEAD 319 PSCI 376 INTR 320

Secondary Cross-listing

This seminar examines the political thought, activism, and iconography of abolitionist Angela Davis. The seminar involves a critical engagement with the philosopher, former political prisoner, and their relationship with other theorists, authors and activists. Readings include: *Angela Davis: An Autobiography*; *Soledad Brother: The Prison Letters of George Jackson*; *The Morning Breaks: The Trial of Angela Davis*; *Women, Race, and Class*; *If They Come in the Morning*.

Requirements/Evaluation: Requirements: students attend each seminar class and come prepared to discuss the readings. Papers are due by email 24hours before the seminar begins.

Prerequisites: Preferences: Juniors and Seniors who have taken courses in Africana Studies, American Studies, Political Science, Philosophy.

Enrollment Limit: 19

Enrollment Preferences: Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2)

Writing Skills Notes: Three thesis papers at five pages each will receive critical feedback from the professor; one of the three papers will be revised

with critical feedback from professor and peers, accompanied by a one-page statement explaining student's revisions; one keyword glossary where students define their key terms used in the paper; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course examines political activism in the 1960s-1970s during the Cold War in which the civil rights, black power and student anti-war movements challenged traditional US domestic and foreign policies. Examining the differential powers of university Regents, governors, presidents, and police forces and prison administrations in relation to social justice movements led by people under the age of thirty, we examine the structures of institutional power and the agency of cadre theorists.

Attributes: AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Fall 2020

SEM Section: R1 TBA Joy A. James

LEAD 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory

Cross-listings: PSCI 320 LEAD 320

Primary Cross-listing

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the \$20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write a 10-12 page paper examining the politics of memory for a leader of their choice.

Requirements/Evaluation: two short (5- to 6-page) essays and a 10- to 12-page research paper

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 320 (D2) LEAD 320 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI Research Courses

Not offered current academic year

LEAD 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)

Cross-listings: LEAD 321 ASST 321 HIST 321

Secondary Cross-listing

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

Class Format: remote with synchronous, seminar-style discussion

Requirements/Evaluation: class participation, response papers (500 words), two short papers (5 pages), and a self-scheduled final exam or research paper (12-15 pages)

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 15

Enrollment Preferences: History or Asian Studies majors/prospective majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

Difference, Power, and Equity Notes: The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Spring 2021

SEM Section: 01 TBA Eiko Maruko Siniawer

LEAD 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece

Cross-listings: HIST 323 CLAS 323 LEAD 323

Secondary Cross-listing

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 323 (D2) CLAS 323 (D1) LEAD 323 (D1)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 325 (S) The Roosevelt Style of Leadership

Cross-listings: LEAD 325 HIST 358

Primary Cross-listing

In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

Requirements/Evaluation: participation in class discussions, oral reports, two research papers

Prerequisites: none; courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar

Enrollment Limit: 15

Enrollment Preferences: Leadership Studies concentrators and students with a background in American history and Political Science

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 325 (D2) HIST 358 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

LEAD 332 (F) New York City Politics from the Blackout to Bloomberg (WS)

Cross-listings: PSCI 310 LEAD 332 PSCI 332

Secondary Cross-listing

This course examines New York City's political history from the 1970s to the present—a period during which the city underwent staggering economic and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth—but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy—how those contests have played out as the city itself has changed and how they have shaped contemporary New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrism, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

Requirements/Evaluation: active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 310 (D2) LEAD 332 (D2) PSCI 332 (D2)

Writing Skills Notes: Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

LEAD 336 (S) Science, Pseudoscience, and the Two Cultures

Cross-listings: LEAD 336 ASTR 336 HSCI 336

Secondary Cross-listing

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in *Fads and Fallacies in the Name of Science*, and using such recent journals as *The Skeptical Inquirer* and *The Scientific Review of Alternative Medicine*, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's *Arcadia* and Michael Frayn's *Copenhagen*.

Requirements/Evaluation: biweekly 5-page papers, participation in discussions, and a 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: non-major course; does not count toward ASPH, ASTR or PHYS major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 336 (D3) ASTR 336 (D3) HSCI 336 (D2)

Not offered current academic year

LEAD 348 (S) The Black Radical Tradition

Cross-listings: AFR 348 PSCI 348 LEAD 348

Secondary Cross-listing

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of "radical"; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

Prerequisites: none; open to all

Enrollment Limit: 10

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 348 (D2) PSCI 348 (D2) LEAD 348 (D2)

Attributes: AFR Core Electives PSCI Political Theory Courses

Not offered current academic year

LEAD 350 (S) Leadership in American Political Development

Cross-listings: PSCI 356 LEAD 350

Primary Cross-listing

Major change in American politics takes place when an old political order collapses and a new one emerges to replace it, sometimes through violent struggle. Before the Civil War and Reconstruction, for example, states enjoyed autonomy over most areas of politics--including whether or not to maintain slavery. Afterwards, the Federal Government began to assert itself *vis-à-vis* civil rights and liberties in ways it had never previously done. Relatedly, before the Great Depression, state government basically managed their own economies; but the New Deal gave the federal government power to create and manage a new, national economy. What are the deep sources of these architectonic changes? Who or what is responsible for them? And what is the best way to study them? This course will survey the alternative and competing ways in which leading thinkers and scholars answer these questions. Some argue that dynamic individuals--such as Lincoln and Franklin Roosevelt--drive political change, and that change would not happen without such leaders. Others contend that these so-called "leaders" are themselves mere bi-products of impersonal forces, such as party realignments, critical elections, and social, economic, and technological changes. Our goal will be to understand these theories on their own terms, and then to evaluate them with reference to some case studies from American history. To this end, we will study theoretical writings but we will also read selections from histories and biographies that draw a more intimate, nuanced picture of the leaders, groups, and personalities involved in America's most transformative political moments.

Requirements/Evaluation: several short essays, weekly writing assignments, and a longer research paper with presentation.

Prerequisites: previous course in Leadership Studies, American politics or American history

Enrollment Limit: 14

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 356 (D2) LEAD 350 (D2)

Attributes: LEAD American Domestic Leadership

Spring 2021

SEM Section: 01 TBA Charles U. Zug

LEAD 360 (F) The Political Thought of Frantz Fanon (WS)

Cross-listings: PSCI 370 PHIL 360 AFR 360 LEAD 360

Secondary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination

of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Requirements/Evaluation: attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 370 (D2) PHIL 360 (D2) AFR 360 (D2) LEAD 360 (D2)

Writing Skills Notes: Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Not offered current academic year

LEAD 362 (S) The Wilsonian Tradition in American Foreign Policy

Cross-listings: PSCI 362 LEAD 362

Secondary Cross-listing

During and after the First World War, President Woodrow Wilson developed an approach to international relations that challenged the dominant assumptions of Realism. Instead of a world order marked by alliances, arms races, and wars, Wilson offered a vision of a peaceful world and the rule of international law. While America ultimately rejected the League of Nations, the Wilsonian tradition has continued to exert a powerful influence on scholars and policymakers. This tutorial will intensively examine Wilson's efforts to recast the nature of the international system, the American rejection of his vision after the First World War, and the reshaping of Wilsonianism after the Second World War. We will spend equal time in the tutorial on both the theoretical and historical dimensions of Wilsonianism.

Requirements/Evaluation: 4 papers of 7-8 pages and response papers

Prerequisites: PSCI 120, 202, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and Leadership Studies Concentrators (Kaplan track)

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 362 (D2) LEAD 362 (D2)

Attributes: LEAD American Foreign Policy Leadership PSCI International Relations Courses

Spring 2021

TUT Section: T1 TBA James McAllister

LEAD 369 (S) The Crisis of Leadership

Cross-listings: PSCI 369 LEAD 369

Primary Cross-listing

It is now a commonplace that the liberal democracies of Europe and North America (and beyond) are facing a "crisis of leadership." In country after

country, champions of cosmopolitan values and moderate reform are struggling to build sufficient popular support for their programs. These failures have created space for a politics of populism, ethno-nationalism, and resentment--an "anti-leadership insurgency" which, paradoxically, has catapulted charismatic (their critics would say demagogic) leaders to the highest offices of some of the largest nations on earth. In this course, we will seek to understand the challenges liberal, cosmopolitan leadership has encountered in the 21st century and the reasons why populist, nationalist leadership has proven resurgent. We will begin by examining institutional constraints facing political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment. Then we will look at some important factors which shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. Our primary questions will be these: Why is transformative leadership so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world?

Requirements/Evaluation: class participation, regular response papers, research proposal, research paper; this is a research course; the primary written assignment will be a research paper which students will develop over the course of the semester

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors, Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 369 (D2) LEAD 369 (D2)

Attributes: LEAD American Domestic Leadership

Not offered current academic year

LEAD 389 (S) The Vietnam Wars

Cross-listings: ASST 389 LEAD 389 HIST 389

Secondary Cross-listing

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: History and Asian Studies majors

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 389 (D2) LEAD 389 (D2) HIST 389 (D2)

Attributes: HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Spring 2021

SEM Section: 01 TBA Jessica Chapman

LEAD 397 (F) Independent Study: Leadership Studies

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2020

IND Section: H1 TBA Justin Crowe

LEAD 398 (S) Independent Study: Leadership Studies

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2021

IND Section: 01 TBA Justin Crowe

LEAD 402 (S) The Art of Presidential Leadership

In this seminar, we will focus on the leadership skills, strategies, successes and failures of some of the greatest American presidents--Washington, Jefferson, Theodore Roosevelt, FDR, Reagan--as well as some of the most controversial--Lyndon Johnson and Nixon. We will investigate how these presidents developed as leaders before as well as after their election to the presidency. How did they determine their goals and assemble their leadership teams? How did they mobilize followers and connect with them? What challenges did they face and what principles guided them? What failures did they meet and why? Readings will include correspondence, speeches, and biographies. Students will make extensive use the Proquest data base of historical newspapers to study history as it was being made.

Requirements/Evaluation: three papers, several class presentations, and active participation in all discussions

Prerequisites: LEAD 125 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Leadership Studies concentrators and students with background in American history and Political Science

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: LEAD Facets or Domains of Leadership

Spring 2021

SEM Section: 01 TBA Susan Dunn

LEAD 412 (F) Gandhi: History, Ideas and Legacy (WS)

Cross-listings: LEAD 412 REL 412 ASST 412 GBST 412 HIST 496

Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism?

Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 412 (D2) REL 412 (D2) ASST 412 (D2) GBST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Attributes: HIST Group B Electives - Asia

Fall 2020

TUT Section: RT1 TBA Aparna Kapadia

LEAD 420 (F) Senior Seminar: The Nuclear Revolution

Cross-listings: LEAD 420 PSCI 420

Secondary Cross-listing

This is a course about international politics in the nuclear age. In broad terms, it focuses on a very basic question: Does international politics still work essentially the same way as it did in the pre-nuclear era, or has it undergone a "revolution," in the most fundamental sense of the word? The structure of the course combines political science concepts and historical case studies, with the goal of generating in-depth classroom debates over key conceptual, historical, and policy questions. Classes will be taught remotely. The basic format of the course will be to combine very brief lectures with detailed class discussions of each session's topic. The course will begin--by focusing on the Manhattan Project--with a brief technical overview of nuclear physics, nuclear technologies, and the design and effects of nuclear weapons. The course will then examine the following subjects: the dropping of the atomic bombs on Japan; theories of the nuclear revolution; the early Cold War period; the development and implications of thermonuclear weapons; the Berlin and Cuban missile crises; nuclear accidents; nuclear terrorism and illicit nuclear networks; the future of nuclear energy; regional nuclear programs; preventive strikes on nuclear facilities; nuclear proliferation; and contemporary policy debates.

Class Format: This course will be taught remotely. All class discussions will be synchronous.

Requirements/Evaluation: class participation, three 8- to 10-page papers

Prerequisites: PSCI 202

Enrollment Limit: 15

Enrollment Preferences: Political Science major seniors with an International Relations concentration

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 420 (D2) PSCI 420 (D2)

Attributes: PSCI International Relations Courses

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Galen E Jackson

Winter Study -----

LEAD 99 (W) Independent Study: Leadership Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year