Objectives & Course Content: An introduction to "who gets what, when, where and how." Course is pitched at first and second year students. Power and the struggle for power are main thrusts...

Prerequisites: None

Attendance: Mandatory

Class Format: Lecture

Laboratory/Field Experience: None

Readings: 1 text, 2 or 3 paperbacks

Paper/Projects: None

Evaluation: 3 in class exams
Course Objective & Content: The purpose of this course is to familiarize students with how issues of race and ethnicity have affected, and are affected by, the broad currents operative within America’s diverse body politic. To do so, we will examine a variety of fascinating topics: the historical and political legacy of slavery, racism, nativism and ethnocentrism; America’s Immigration story; the impact of race and ethnicity on American public policy (e.g. affirmative action; educational equity; reparations; criminal justice; desegregation; immigration, etc.); the electoral ramifications of racial/ethnic politics; and competing ideological solutions for how to solve America’s racial/ethnic discontents. American race relations remains the primary “unsolved” dilemma in American political life, and the intent of this course is to de-mystify the entire topic for students, force students to learn how to discuss these sensitive issues in a real and meaningful way, and in the end, try to arrive at some consensus as to which steps we should take to improve race relations for the future.

Prerequisites: None

Attendance: Mandatory. I reserve the right to fail students for more than two unexcused or three total absences throughout the semester.

Class Format: Seminar.

Laboratory/Field Experience: None.

Readings: Four Texts –
1) Congressional Quarterly Researcher, Issues in Race, Ethnicity, and Gender (Washington, DC: CQ Press, 2005)

Paper/Projects: Student Presentations on Racial/Ethnic Public Policy; Comparison paper on liberal vs. conservative views on American racial politics.

Evaluation: Written Mid-Term Exam (Identifications; Short Answers; Essay Question)
Objectives & Course Content: By the end of the course, students should be able to: 1) identify broad methodological tendencies in political science, and discuss their relative merits; 2) critically appraise the methodological design of quantitative social scientific texts; 3) formulate well-considered hypotheses and clearly define the formal methodological steps necessary to support your claim; 4) use SPSS and the Internet as tools in analyzing multivariate hypotheses; 5) present your findings in a clear and methodologically rigorous manner, utilizing computer-generated graphics and data. This course is somewhat different from your other courses in political science. Our subject is not politics per se, but rather how we go about studying politics. This may seem to be unimportant or narrowly theoretical. It is not. Understanding the meaning and relevance of political events requires that we become critically aware of the assumptions and concepts that we bring to the study of politics. In short, as good students of political events and change, who hope to develop and assess generalizable observations about how the political world operates, we must be able to make our methodological presumptions explicit and clear. Since a significant portion of political science research utilizes quantitative statistical analysis, the bulk of the class will focus on these techniques, concepts, and methods. This will enable you to be an informed and critical consumer of the political science literature and utilize statistical analysis, as well as your newly-honed analytical skills more generally, in your own work. The first few weeks of the course will be dedicated to an overview of qualitative methods and techniques in political science. We will examine the value and weaknesses of contending approaches to the study of politics and establish a broad conceptual framework for subsequent class discussions. Following the exam on qualitative methods, the class will turn to a more focused discussion of techniques and concepts related to the quantitative study of politics. Lectures will begin with the basic, assuming no previous experience in statistics and only the most basic knowledge of algebra and geometry. Subsequent sessions will introduce the use of the Statistical Package for the Social Science (SPSS). Again the approach will be introductory, with no previous computer experience required. Once we have established a solid grounding in the theory and technique of statistical analysis, each student will be required to design and present a basic research project using regression analysis with at least two independent variables. In the last few weeks of the course, we will focus on examples of several statistical techniques and arguments, reading them critically and discussing the value and failings of each approach.

Prerequisites: Required for all POLS majors.

Attendance: Mandatory. It is critical that students attend all class sessions in order to attain mastery of the material. If you must miss a class, please arrange a time to see me to cover the missed work. Exam dates are non-negotiable. Missing more than two classes will result in a final grade penalty. Missing more than four classes is grounds for failing the class.

Class Format:
Laboratory/Field Experience:

Readings:
Paper/Projects: Each student must complete an original statistical analysis. The hypothesis, analysis, and findings will be presented in a final paper.

Evaluation: Three exams (one on qualitative methods, two on quantitative methods), Homework, Paper, Class Participation.
Objectives & Course Content: Course deals with presidential power and leadership. A major focus is presidential leadership of Congress. Political power and personality are also discussed.

Prerequisites: Not Open To Freshmen

Attendance: Mandatory

Class Format: Lecture 75%; discussion 25%; enthusiasm 10%; zeal 5%

Laboratory/Field Experience: None

Readings: 6 paperbacks, "hand-outs"

Paper/Projects: This is a WAC course (W-2). Students are required to write 5 to 7 short papers. (4 to 6 pages each)

Evaluation:
3 in-class exams; take home exams
enthusiasm (even zeal for the learning enterprise)
oral presentations
Objectives and Course Content: This course will provide students with an opportunity to examine
American politics with a critical eye. Our focus will be on American public opinion—its origin,
character, and influence in the modern era. The course will cover two broad topics: 1) the substance of
public opinion and how it shapes real politics and, 2) the methods that underlie public opinion
research, which include probability sampling, survey design, and statistical analysis. At the
completion of the course, students will be able to state informed arguments about American public
opinion that are supported by data analysis.

Prerequisites: Not open to freshmen.

Attendance: Mandatory. More than two unexcused absences may be grounds for failing the class.

Class Format: Lecture/discussion, small working groups for survey design

Laboratory/Field Experience: Computer lab time for statistical analysis. Possible field trip to a polling
center. Possible polling requirement.

Readings: A combination of texts and articles from scholarly journals as well as popular publications.

Paper/Projects: 2 to 3 papers including one article review and one research analysis

Evaluation: Homework, papers, midterm, final, active class participation
Objectives & Course Content: In this course, we will study the foreign policies of countries from around the world. However, our focus will not be on learning specific facts about particular countries or particular foreign policy events, as much as it will be on exploring the ways that scholars have studied foreign policy making and behavior. We will consider a sampling of research on foreign policy from various analytical angles to survey what scholars in the discipline think they have learned thus far. The goal is to help the students learn comparative analysis with an eye toward building generalizations regarding the foreign policy making process and foreign policy objectives and behaviors. Students will learn how to disaggregate the foreign policy making process within and across countries.

Prerequisites: POLS 2160 or 2170 or Permission of Instructor

Attendance: I will be taking attendance at each class meeting. To successfully participate in the class, you need to attend regularly, arrive on time, come prepared, having carefully completed the readings, be able to ask and answer relevant questions, and be prepared to participate in group exercises. If a student misses a class it is her/his responsibility to ask the Instructor what class materials he/she missed, get the missed material from one of your classmates, review it carefully, and then if you have any questions, come to see me during my office hours.

Class Format: This is an upper-level course, thus students are expected to perform at an advanced level. What this means is that students are required to read and master challenging articles, write a research paper, be active and informed participants in class discussions, present the results of one paper to other members of the class, and write a cumulative exam on the material covered.

Laboratory/Field Experience: None

Readings: To be announced the first day of classes.

Paper/Projects: Since this class provides a broad overview of different theoretical perspectives, views, and themes, students are required to write a research paper. This research paper provides students an opportunity to more closely explore issues and concepts related to the study of foreign policy in a comparative perspective.

Evaluation: Take-Home Exams- There will be two take home exams required in this course. The questions will be handed out in-class, a week before they are due.
Take-home mid-term examination (25%)
Take-home final exam (30 %)
Research paper - (25%)  
Research paper proposal - (5%)  
First draft research proposal – (5%)  
Presentation research proposal – (5%)
Final draft of research proposal – (10%)
Article/Book Review (10%): Each student will choose a key book/article from a list distributed by the instructor. They must complete a concise, clear, and critical review of no more than 750 words.
Participation – (10%)
Objectives: The objectives of this course are: (1) to familiarize students with the American legal system’s response to gender-based discrimination; (2) to develop “case method” analysis skills; and (3) to enhance writing skills.

Course Content: This course will focus on legal problems of particular concern to women. By examining major judicial decisions and other law on gender issues, the course will consider the historic and current role of American law in the creation and elimination of social and economic conditions that disadvantage women. Topics will include: contraception, abortion, sexuality, pregnancy discrimination, rape, sexual harassment, and equality in education and athletics. The case method approach will be used with extensive legal analysis and writing.

Prerequisites: Not open to freshmen.

Attendance: Required

Class Format: Lecture and Class Discussion

Laboratory/Field Experience: None


Paper/Projects: Two papers, 7-10 pages; Oral presentations (optional)

Evaluation: 1 Final 20%; 2 Papers 40%; Class Participation 20%; 1 Mid-Term 20%
Objectives: The objectives of this course are: (1) to familiarize students with the legal protections afforded the right to public education; (2) to develop the ability to read and critically analyze judicial decisions, especially decisions of the United States Supreme Court; and (3) to enhance writing skills.

Course Content: This course will provide an in-depth examination of the protections afforded public education by the federal constitution, state (primarily New Jersey) constitutions, and major federal and state antidiscrimination laws. Specific topics will include key historical and contemporary educational reform issues, including school desegregation, affirmative action, funding equity, freedom of speech (including the student press and internet speech), freedom from the establishment of religion at school, the privacy right of students to be free from searches, due process in discipline and punishment, and the right of students to be free of harassment based on race, gender, and sexual orientation. Students will study the issues primarily through judicial decisions.

Prerequisites: Not open to freshmen.

Attendance: Mandatory

Class Format: Lecture (35%) / class discussion (55%) / debates/presentations (10%)

Laboratory/Field Experience:

Readings: Required texts: Jamin B. Raskin, We the Students: Supreme Court Cases for and about Students (2003); Kaufman, Education Law, Policy and Practice (2005).

Paper/Projects: Two papers 5-7 pages; Oral presentation

Evaluation: Attendance/Participation: 20%; Papers: 40% (each paper) 20%; Mid-term and Final Exam: 40%
Course Objective & Content: Students will develop a knowledge of the principles and issues related to the development of international organizations, international political economy, and broad global political change in the twentieth century. In addition, we will focus on the ability to think critically about contemporary international political, economic, social, environmental, legal, and security issues. The overarching goal of the course is to allow students to recognize the complex character of transnational social, political, and economic issues, to develop a critical understanding of the threats, opportunities, and issues raised by these issues, and to appreciate the role of international organizations in shaping events.

Prerequisites: None

Attendance: Mandatory

Class Format: Lecture and Discussion

Laboratory/Field Experience: Readings: Three books

Paper Projects: Evaluation: Exams and quizzes
Course Objectives & Content: The purpose of this course is to introduce students to the inner workings and multiple purposes of America’s major political parties. From the very beginnings of the Republic, American political parties have performed a variety of very vital functions: recruiting candidates to run for elective office; conducting local, state and federal elections; presenting coherent policy proposals designed to address the pressing issues of the day; organizing and regularizing the procedures and traditions of America’s governmental institutions (legislatures; executives; courts; bureaucracies); and connecting ordinary citizens to the individuals, institutions, and ideas of America’s representative democracy (just to name a few). In fact, it is hard to imagine a functioning American Republic without parties. With that said, it is also the case that American political parties are held in very low regard by the American citizenry, despite the critical role they continue to play. By exploring the realities of this very real dichotomy, as well as comparing our political parties to that of other industrialized democracies, we hope to gain a better understanding of how well political parties perform their various roles, and what possible reforms exist that could be implemented in order to improve the performance of American political parties.

Prerequisities: POLS 2100 – Introduction to American Politics

Attendance: Mandatory. I reserve the right to fail students with more than two unexcused or three total absences throughout the semester.

Class Format: Seminar.

Laboratory/Field Experience: In-Class Simulation – Student groups will craft their own political party; draft a party platform; institute nominating procedures; produce a congressional nominee; and participate in an in-class mock campaign debate.

Readings: Three Texts –

Paper/Projects: Final Paper describing/analyzing the in-class simulation “Create your own political party”

Evaluation: Mid-Term Examination (Identifications; Short Answers; Essay Question)
Objectives & Course Content: This seminar focuses on the critical discussion of political events and changes around the world. Key cases are selected by the seminar to be examined and discussed in-depth in an attempt to both draw out common institutional, ideological and behavioral dynamics between cases and to appreciate the historical and cultural uniqueness of each case. Students will be required to address one of these cases in depth through the completion of a research project. Theoretical and methodological issues related to the comparative study of political and institutional behavior are discussed throughout.

In order to achieve these aforementioned objectives, the course is divided into four parts. Part I is an introductory session in which we briefly discuss the nature of the field and the main methodological approaches used by current comparativists. These include historical institutionalism, cultural analyses, rational choice, cross-national research, and single-country studies. The rest of the course is divided into several sections that allow us to explore some of the field’s key concepts and texts and see how the different methodologies discussed in the early part of the class are put into action. Thus in part II, we will consider issues of states, state capacity, and state-society relations, drawing on works that utilize both rational choice and institutionalist approaches. In part III we will explore democracy and democratization, looking at when and why some countries become democratic when others do not. In part IV we will survey a number of other important topics in comparative politics (e.g., political culture, economic and political development, nationalism, and political participation) and examine some texts on these issues that have become important not only to comparative politics but across the social sciences. By the end of the semester I hope students will have developed an appreciation for the diversity of issues and approaches that can be found in comparative politics, as well as some of the challenges you will encounter in carrying out comparative work. You will see that more than any other field of political science, comparative politics is a huge and often fragmented field, so what we study here should not be thought of as comprehensive but as a sampling of important texts and analysts. In addition to this substantive work, we will spend considerable time this semester discussing how to write research proposals.

Prerequisites: POLS 2160 or 2170 or Permission of Instructor

Attendance: I will be taking attendance at each class meeting. To successfully participate in the class, you need to attend regularly, arrive on time, come prepared, having carefully completed the readings, be able to ask and answer relevant questions, and be prepared to participate in group exercises. If a student misses a class it is her/his responsibility to ask the Instructor what class materials he/she missed, get the missed material from one of your classmates, review it carefully, and then if you have any questions, come to see me during my office hours.

Class Format: This is a reading and discussion seminar that will be conducted as a workshop. It is NOT a lecture course! Each week, two or three students will be responsible for introducing the week’s readings and leading class discussion.

Laboratory/Field Experience: None
Readings: To be announced at the first day of classes.

Paper/Projects: The best way for students to learn about the competing research programs and the many substantive problems in comparative politics is to write a research proposal. I am therefore asking you to write an approximately twenty-page research proposal. The assignment is simple: Apply any theory (or theories) you have learned in this course to any substantive problem in comparative politics. You may propose a case study, comparative case study or quantitative analysis. Note that you do not have to actually "execute" the design. The research, however, must be "do-able."

Evaluation: Take-Home Exams- There will be two take home exams required in this course. The questions will be handed out in-class, a week before they are due.
Take-home mid-term examination (25%)
Take-home final exam (30 %)
Research proposal (25%)
First draft research proposal (10%)
Presentation research proposal (5%)
Final draft of research proposal (10%)
Leading Week’s Discussion (10%): Each student will be responsible for introducing a week’s readings and leading that class discussion. In addition, they must complete a concise, clear, and critical review of no more than 750 words of the week’s readings. Students responsible for presenting that week’s reading must contact me in person or by email prior to the class to review their discussion plan.
Participation (10%)
Objectives & Course Content: This course will offer an overview and a forum for discussion of selected debates related to global sustainability, environmental devastation, human rights, hunger, and global poverty. The overarching goal of the course is to allow students to recognize the complex character of transnational social, political, and economic change and develop a critical understanding of the threats, opportunities, and ethical issues raised by these changes. Students will be required to address a specific issue in depth through the completion of a research project and in-class presentation.

Class sessions will examine environmental issues such as global warming, ozone depletion, water pollution and scarcity, biodiversity, deforestation as well as political issues such as global hunger, poverty, human rights and population growth. Placed in the context of the international political and economic order, we will be interested in exploring the interconnectedness of these environmental, economic, social, and political issues.

The Course is focused on interactive discussion

Prerequisites: Permission of Instructor; POLS 2170 or POLS 2160

Attendance:

Class Format:

Laboratory/Field Experience:

Readings: Two texts and additional on-line readings will be assigned

Paper/Projects: Each student will review a major recent publication on World Politics, and each student will be required to write and present a research paper engaging an issue of relevance to the course.

Evaluation: The student paper and presentation will comprise a substantial portion of the students' grade. Participation is mandatory.
Objectives & Course Content: The seminar will be divided into four (4) sections. Students will be urged to review and synthesize new material in the seminar with the sum of their education in political science to date.

Prerequisites: Open to juniors and seniors only. Open only to Junior and Senior POLS Majors.

Attendance: Mandatory.

Class Format: Seminar/student led discussions/student presentations.

Laboratory/Field Experience: None.

Readings: A selection of texts on the four topics around which the seminar is organized.

Paper/Projects: Each student will prepare four oral reports and four papers.

Evaluation: Based on participation in discussions, leading the discussion, oral reports and papers.