

# The Division of Social Sciences

The Division of Social Sciences offers programs of graduate study leading to the Ph.D. in economics, political science, psychology, and sociology. Programs leading to the master of arts degree are also available, including an interdisciplinary master's degree in peace studies, as well as a master of education degree.

The division seeks to professionally develop graduate students by providing them with a thorough analysis of current theoretical developments in the various disciplines, training in modern research techniques, personal contact with faculty and their research efforts, and a program tailored to the students' individual professional needs and interests.

Centers and institutes provide a framework for multidisciplinary approaches to issues in the social sciences. The Helen Kellogg Institute for International Studies promotes comparative international research on themes relevant to contemporary society. Building on a core interest in Latin America, the Kellogg Institute fosters research on many regions of the world, attempting to expand understanding of democracy, development, social justice, and other important international goals challenging humankind. The Joan B. Kroc Institute for International Peace Studies is a leader in addressing political, cultural, religious, social, and economic factors that lay the foundation for peace. Descriptions of these and other research centers may be found elsewhere in this bulletin.

The Laboratory for Social Research facilitates the use of social science research methodology and trains faculty, graduate students, and others within the University in the proper use of social science research techniques. It also facilitates the task of social science research for those involved in it, while educating users and enabling them to be self-reliant and independent in social science techniques and technology.

## Economics

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The University of Notre Dame has recently approved a restructuring of its Economics Department. As a result, changes are being introduced in both the organization of the faculty and the structure and content of its master's and doctoral programs. The restructured graduate program will be located in the newly created Department of Economics and Econometrics. During the transition period, no new students will be admitted; for the fall of 2004 there will be no new entering class. As the transition is completed, information will be made available on the departmental website.

### *The Program of Studies*

The goal of the Department of Economics is to graduate students who have the expertise to assist in the solution of the economic

problems facing humanity. Graduates in economics from the University of Notre Dame will be distinctive for their combination of technical competence, familiarity with alternative approaches, and concern for values in economics.

The program in economics, designed to fulfill the above goals, rests on the following principal elements:

1. A solid foundation in micro- and macroeconomic theory, statistics and econometrics, political economy, history of economic thought, and methodology.

2. Training in the analysis of the creation and distribution of wealth, the causes of poverty and inequality, and the formulation of policies to alleviate poverty and promote the development of urban centers, backward regions, and underdeveloped countries.

3. Full use of the variety of methodologies, including neoclassical, post-Keynesian, neo-Marxian, and institutionalist, available for the study of economic relations and events.

The graduate doctoral program consists of four major elements: (1) graduate core courses required of all Ph.D. students, (2)

field and other elective courses, (3) workshops, and (4) dissertation work. In addition to the core courses, doctoral students take a minimum of nine other courses, including three courses in a field of specialization. The graduate economics program offers three fields of specialization: development and international economics; economic theory, history of economic thought, and methodology; and institutions (such as labor, financial, industrial, and public institutions). Students are alternatively allowed to tailor their own field clusters. Each of the field clusters offers a unique approach to the field that distinguishes the Notre Dame program from others. It is expected that after completing the course work, students will do their advanced study and research in one of the fields where Notre Dame and the faculty excel.

### *Doctor of Philosophy*

The requirements for the Ph.D. are a minimum of 16 graduate courses, including seven core courses and a three-course field cluster requirement; successful completion of comprehensive examinations in macroeconomic theory, microeconomic theory, and political economy; a written dissertation; and fulfillment of University requirements with respect to grade point average and residency. The typical doctoral program takes four years, although it can be accomplished in less

time, especially if the student has had some previous graduate work. Normally, students complete their course work within two years, write their comprehensive examinations at the end of the first year, participate in workshops, and in the third year develop and present a dissertation proposal. After a director and three readers have agreed to serve on the student's dissertation committee, the student carries out the proposed research with their advice and guidance.

### *Master of Arts*

Both a research and a nonresearch M.A. degree are available. The basic requirements for each are Economics 500, 501, 502, 508, and 591, a total of 30 credit hours, and successful completion of the M.A. comprehensive examinations covering macroeconomic theory, microeconomic theory, and political economy. For the research M.A., a thesis (which counts six credits toward a 30-credit-hour total) is required. The non-research M.A. entails 30 credit hours of regular course work, but no thesis requirement.

### *Special Features*

The economics program is flexible enough to accommodate the needs and background of the individual student so that courses in a number of other areas can be added easily and logically.

In addition to regular seminars and workshops, the economics department sponsors lectures, seminars, round table discussions, and conferences with guest economists from around the world.

Other features of the program include a high faculty-student ratio, Macintosh computers, IBM PCs, and computer terminals throughout the campus area, and opportunities to utilize the services of the Laboratory for Social Research.

### *Course Descriptions*

Each course listing includes:

- Course Number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructor
- Course Description

### *I. Required Graduate Courses*

#### *500. Mathematics for Economists*

(3-0-3) Jensen, Lee, Mukhopadhyay

*Prerequisite:* ECON 301, ECON 302, or equivalents, or permission of instructor.

Mathematical methods used in economic theory and analysis. Major topics include differential and integral calculus and matrix algebra.

#### *501. Macroeconomic Theory I*

(3-0-3) Dutt, Mark, Ros

*Prerequisite:* ECON 302 or equivalent.

An overview of alternative static macro models (such as Keynesian, monetarist, new classical, new Keynesian, and post-Keynesian models); microeconomic foundations of macroeconomics; an introduction to business cycles, growth, and open economy issues.

#### *502. Microeconomic Theory I*

(3-0-3) Jensen, Rakowski

*Prerequisite:* ECON 301 or equivalent.

Mathematical presentation of neoclassical models of consumer behavior, behavior of the firm, and analysis of markets under perfect and imperfect competition. Analysis of market failures, choice under uncertainty, and the economics of information.

#### *506. History of Economic Thought and Methodology*

(3-0-3) Mirowski, Sent

Introduction to the history of economic thought and methodological issues in economics. Survey of preclassical, classical, Marxian, marginalist, and other approaches. Issues in the philosophy of science concerning explanation, verification, and prediction.

#### *508. Political Economy*

(3-0-3) Ruccio, Wolfson

Alternative approaches to political economy, including classical, Marxian (both classical and contemporary), post-Keynesian, institutional, feminist, and neoclassical approaches. Methods of analysis in these approaches are illustrated by examining the basic concepts of political economy such as class, state, gender, race, power, institutions, crisis, and development as well as concrete historical and contemporary issues.

#### *591. Statistics*

(3-0-3) Lee, Marsh

Exposition of statistical techniques with applications in development, labor theory, and public policy economics. Testing hypotheses in economic theory and estimating behavioral relationships in economics.

#### *592. Econometrics I*

(3-0-3) Lee, Marsh

*Prerequisite:* ECON 591, ECON 303, or equivalent statistics course.

Properties of estimators, methods of esti-

mation, general linear regression model, maximum likelihood estimation, nonlinear regression models, Karnaugh maps, hypotheses testing with likelihood ratio, Wald, Rao tests, ANOVA, and spline regression methods.

#### *603. Macroeconomic Theory II*

(3-0-3) Dutt, Mark, Ros

*Prerequisite:* ECON 501 or equivalent.

Analysis of recent contributions and controversies in macroeconomic theory emphasizing alternative approaches such as new classical, new Keynesian, and post-Keynesian approaches. Macroeconomic dynamics involving the analysis of growth distribution and cycles.

#### *604. Microeconomic Theory II*

(3-0-3) Jensen, Rath

*Prerequisite:* ECON 502 or equivalent.

General equilibrium analysis, welfare economics, and game theory. Issues in applied microeconomics. Discussion of alternative approaches to microeconomics.

### *II. Elective Graduate Courses*

#### *513. The Computer as Social Phenomenon*

(3-0-3) Mirowski

This course takes the perspective of "science studies" and applies it to issues that do not fit easily into either computer science or economics. These include: Does the computer have a well-defined existence? How has the computer influenced our theories of human nature? Is the "new information economy" a real phenomenon? It also deals with some emerging issues in Internet commerce.

#### *515. Economic Methodology*

(3-0-3) Mirowski, Ruccio, Sent

Philosophy of science issues of explanation, verification, and prediction are used to critique neoclassical, Keynesian, Marxian, and other heterodox economic theories.

#### *516. Problems in Political Economy*

(3-0-3) Dutt, Ruccio, Wolfson

Alternative theories (institutionalist, Marxist, and post-Keynesian) and their application to researchable problems. Major emphasis on preparation for writing a dissertation using an alternative methodology.

#### *517. Growth and Distribution Theory*

(3-0-3) Dutt, Mark

Alternative theories of growth, income distribution, and prices from a theoretical point of view. It first considers simple macroeconomic theories of growth and income distribution. It then systematically examines money

and inflation, technological change, sector issues, government activity, and open economy issues in terms of the alternative theoretical approaches. Students will be required to write a paper.

*521. Monetary Economics*  
(3-0-3) Bonello, Wolfson

Major theoretical and empirical studies on the demand for and the supply of money, the impact of money in alternative macroeconomic models, and major topics in monetary policy.

*522. Financial Institutions, Markets, and Instability*

(3-0-3) Wolfson

An examination of the workings of the financial system. Topics include financial crises and the business cycle, institutional and structural change affecting financial markets and institutions, the global financial system, financial fragility, regulatory policy and financial restructuring, the political economy of central banking, and money and credit in the economy.

*531. Theory of Public Finance*

(3-0-3) Betson, Sullivan

The effects of public expenditure and taxation policies on resource allocation and income distribution.

*541. Labor Institutions*

(3-0-3) Ghilarducci

Wage and benefit determination under collective bargaining and the decline of union bargaining power, and labor market segmentation including dual labor market analysis and the labor process debate.

*542. Labor Economic Theory*

(3-0-3) Ghilarducci, Sullivan

Three paradigms in labor economic theory: neoclassical, radical, and institutional. Theories of time use, household formation, women's employment, wage determination, efficiency wages, labor market dynamics, and unemployment are among the areas covered.

*561. Development Economics*

(3-0-3) Dutt, Ros, Ruccio

A general introduction to the field of development economics, with concentration initially on questions of a macrostrategic nature. The final topic is macroanalysis of country development programs, examining country studies, and macro models.

*562. Research Methods and Policies of Development*

(3-0-3) Kim

Research and planning methods applicable to development problems including project appraisal and computable development modeling. Case studies in Third World development.

*564. International Finance*

(3-0-3) Kim, Lee, Mark

Empirically based examination of exchange-rate and balance-of-payments issues and the debt problem.

*565. International Political Economy*

(3-0-3) Mosley

This seminar explores the interaction between politics and economics in the international system, with an emphasis on the theoretical development of the subfield of international political economy. We will investigate the balance between cooperation and conflict, the effect of international institutions on economic relations, and the mutual impact of domestic and international politics. Throughout the course, we will consider how well models developed in other fields of political science or economics can be applied to international political economy. We will also attempt to identify the "state of the art" in the study of international political economy.

*571. International Trade*

(3-0-3) Dutt, Kim, Mark

Theoretical models and empirical analysis of international trade and factor movements. Alternative approaches to trade theory, including Heckscher-Ohlin, models of imperfect competition, and nonorthodox approaches. Discussion of welfare issues, commercial policy, and regional integration.

*572. Open Economy Macroeconomics*

(3-0-3) Mark, Ros

Macroeconomic theory and policy in open economies. Balance of payments accounting, basic theory of fiscal and monetary policy under alternative exchange rate regimes, and recent developments in the area of exchange rate economics. Implications of the social issues for current policy issues in the areas of stabilization policies and international borrowing.

*578. Political Economy Postindustrial Societies*

(3-0-3) Messina

This course investigates the nexus between politics and economics in the postindustrial societies. After a brief discussion of the

theoretical principles of economic liberalism, the course focuses on the impact of economic factors and conditions on politics and the political and economic consequences of the organization of the world economy along free market principles. It concludes by scrutinizing the relationship between domestic politics and the project for deeper economic integration in the case of the European Union.

*581. Industrial Organization*

(3-0-3) Jensen

Introduction to the study of industrial structures and their relationship to economic performance. Competing theories of the determinants of structure at the level of individual industries and sectors and the role of structure in the competitiveness of firms in the regional, national, and global economy. Role of competitive forces in relatively unregulated environments and role of regulation and industrial policy in creating successful industries.

*593. Econometrics II*

(3-0-3) Lee, Marsh, Mukhopadhyay

*Prerequisite:* ECON 592.

A survey course in practical, applied econometric techniques. Students learn how to make effective use of such techniques as spline regression, switching regressions, disequilibrium models, robust regression, nonlinear estimation, logit, probit, tobit, censoring, truncation, and event history analysis. Extensive computer applications.

*594. Mathematical Economics*

(3-0-3) Jensen, Marsh, Rath

Linear algebra and the theory of linear programming; applications to the theory of the firm, production, and demand theory. Queuing theory; game theory, dynamic programming; and decision making under uncertainty.

*595. Topics in Applied Econometrics*

(3-0-3) Mukhopadhyay

Applications of econometric techniques to economic problems in the fields of micro, macro, and international economics.

*596. Computing for Social Sciences*

(0-1-1) Mukhopadhyay

A once-a-week lab course familiarizing students with statistical programs useful for social scientists.

*596A. Computing for Social Science Research*  
(0-1-1) Staff

A lab course designed to introduce basic statistical techniques.

*598. Special Studies*

(V-V-V) Staff

*Prerequisites:* written consent of instructor. Independent study under the direction of a faculty member. Course requirements may include substantial writing as determined by the director. They will disenroll a student early for failure to meet course requirements. Students who have been disenrolled or who have failed at the end of the first semester are disqualified for Special Studies in the following term.

**III. Graduate Seminars**

*612. Seminar in Methodology and the History of Economic Thought*

(3-0-3) Mirowski, Ruccio, Sent

Special topics in economic methodology and history of economic thought. Subject matter to vary from year to year.

*614. Game Theory and Applications*

(3-0-3) Jensen, Rath

The objective is to develop the basic concepts of game theory and to apply them to understand strategic interactions in both market and nonmarket environments. Specific topics include subgame perfect equilibrium in repeated games, folk theorems, stick and carrot strategies, bargaining, incentive and mechanism design, signaling games, and strategic voting.

*619. Seminar in Economic Theory*

(3-0-3) Dutt, Jensen, Rath

Special topics in economic theory. Subject matter to vary from year to year.

*633. Seminar in Public Sector Economics*

(3-0-3) Betson, Sullivan, Warlick

Special topics in public sector economics. Subject matter to vary from year to year.

*643. Seminar in Labor Economics*

(3-0-3) Ghilarducci, Sullivan

Special topics in labor economics. Subject matter to vary from year to year.

*663. Seminar in Development Economics*

(3-0-3) Dutt, Kim, Ros, Ruccio

Special topics in development economics. Subject matter to vary from year to year.

*673. Seminar in International Economics*

(3-0-3) Dutt, Kim, Mark, Ros

Special topics in international trade and open economy macroeconomics. Subject matter to vary from year to year.

**IV. Workshops**

*615, 616. Workshops in Economic Theory, History of Economic Thought and Methodology*

(1-0-1) (1-0-1) Staff

A forum for students to present their current research in economic theory, history of economic thought, and methodology, and to discuss various papers and research of interest to the participants.

*645, 646. Workshops in Institutions*

(1-0-1) (1-0-1) Staff

A forum for students to present their current research in institutional economics (concerning labor, financial, industrial, and public institutions) and to discuss various papers and research of interest to the participants.

*665, 666. Workshops in Development and International Economics*

(1-0-1) (1-0-1) Staff

A forum for students to present their current research in development and international economics and to discuss various papers and research of interest to the participants.

*675. Dissertation Workshop*

(V-V-V) Staff

This workshop involves one or more faculty discussing with students at the early stages of their research how to select a dissertation topic and to begin their research. The discussion is supplemented by students at an advanced stage of research, who highlight the main points in their project and share their experience in researching and writing dissertations.

**V. Other Graduate Courses**

*599. Thesis Direction*

(V-V-V) Staff

This course is taken by a student wishing to earn a research master's degree. The student works under the guidance of one or more faculty member to produce a master's thesis.

*695. Special Topics*

(3-0-3) Staff

By arrangement with individual instructors. Regular letter grading with fixed 3.0 credit hours only.

*697. Directed Readings*

(V-V-V) Staff

By arrangement with individual instructors. Satisfactory/unsatisfactory grading with variable number of credit hours.

*699. Research and Dissertation*

(V-V-V) Staff

Research and dissertation for resident doctoral students.

*700. Nonresident Dissertation Research*

(0-0-1) Staff

Required of nonresident graduate students who are completing their dissertations in absentia and who wish to retain their degree status.

*701. Graduate Seminar*

(V-V-V) Staff

The objectives of the seminar are to acquaint future economics teachers with the growing literature in economics education; with the essential elements of educational theory that are applicable to economic instruction; and with the opportunity to improve their teaching technique.

*702. Graduate Practicum*

(V-V-V) Staff

This course is designed to provide practical teaching advice and experiences for those graduate students who plan to teach at the university level, either after they complete their degree or as a teaching assistant here at the University. The issues covered in this course include: establishing explicit teaching objectives, preparing a course syllabus, teaching in various classroom settings—small lecture courses to large or even jumbo-sized lecture courses, seminars, reading courses, and independent research/study—adjusting to special student needs, assessing student learning, gender/ethnic concerns, using educational technologies, out-of-classroom student contact, and balancing research and teaching demands.

Each class participant will be expected to develop a course syllabus, prepare some student assessment instruments, draft lecture material, and conduct a minimum of three live lecture/discussions that will be videotaped and evaluated. The video taped sessions will be the centerpiece of this seminar. There will be no text, but each participant will be expected to purchase at least three high-quality videotapes. (Educational Media of the Office of Information Technology will determine the tape specifications.) These tapes will remain the property of the seminar participant.

All graduate students who currently serve as teaching assistants, or plan to serve as teaching assistants in the near future, are expected to enroll in this seminar one time.

#### VI. Upper-Level Undergraduate Courses and Graduate Courses in Other Departments

In addition to the regular graduate courses listed above, certain undergraduate economics courses are available to graduate students. Up to 10 such credit hours may be counted for the M.A. or for the Ph.D. These are courses at the 400 level and require the permission of the student's adviser and the director of graduate studies to qualify for graduate credit. Similar approval is needed for graduate-level courses offered by other departments.

#### Faculty

Rev. Ernest J. Bartell, C.S.C., *Professor Emeritus*. Ph.B., Univ. of Notre Dame, 1953; A.M., Univ. of Chicago, 1954; M.A., Holy Cross College, 1961; Ph.D., Princeton Univ., 1966. (1961, 1966, 1980)

David M. Betson, *Associate Professor*. B.A., Kalamazoo College, 1972; M.A., Univ. of Wisconsin, 1975; Ph.D., *ibid.*, 1980. (1982)

Frank J. Bonello, *Associate Professor*. B.S., Univ. of Detroit, 1961; M.A., *ibid.*, 1963; Ph.D., Michigan State Univ., 1968. (1968)

Charles Craypo, *Professor Emeritus*. B.A., Michigan State Univ., 1959; M.A., *ibid.*, 1961; Ph.D., *ibid.*, 1966. (1978)

John T. Croteau, *Professor Emeritus*. A.B., Holy Cross College, 1931; M.A., Clark Univ., 1932; Ph.D., *ibid.*, 1935; LL.D., St. Joseph's Univ., Canada, 1956; Honorary LL.D., Univ. of Prince Edward Island, 1976. (1953)

Amitava K. Dutt, *Professor*. B.A., Univ. of Calcutta, 1975; M.A., *ibid.*, 1977; Ph.D., Massachusetts Institute of Technology, 1983. (1988)

Teresa Ghilarducci, *Director of the Higgins Labor Research Center, Associate Professor, Fellow in the Nanovic Institute for European Studies, and Fellow in the Joan B. Kroc Institute for International Peace Studies*. A.B., Univ. of California, Berkeley, 1978; Ph.D., *ibid.*, 1984. (1983)

Denis A. Goulet, *the William and Dorothy O'Neill Professor in Education for Justice, Professor Emeritus of Economics, and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., St. Paul's College, 1954; M.A., *ibid.*, 1956; Ph.D., Univ. of São Paulo, 1963. (1979)

Richard A. Jensen, *Chair and Professor, and Fellow in the Helen Kellogg Institute for International Studies*. B.A., Univ. of Kansas, 1971; Ph.D., Northwestern Univ., 1980. (2000)

Kwan Suk Kim, *Professor*. B.A., Seoul National Univ., 1959; M.A., Univ. of Minnesota, 1961; Ph.D., *ibid.*, 1967. (1967)

William H. Leahy, *Professor*. B.A., Univ. of Notre Dame, 1959; M.A., *ibid.*, 1960; Ph.D., *ibid.*, 1966. (1963)

Byung-Joo Lee, *Associate Professor*. B.S., Seoul National Univ., 1982; M.A., Pennsylvania State Univ., 1984; M.S., Univ. of Wisconsin, 1986; Ph.D., *ibid.*, 1988. (1996)

Nelson C. Mark, *the DeCrane Professor of International Studies and Fellow in the Helen Kellogg Institute for International Studies*. B.A., Univ. of California at Santa Barbara, 1978; Ph.D., Univ. of Chicago, 1983. (2002)

Lawrence C. Marsh, *Associate Professor*. B.A., College of Wooster, 1967; M.A., Michigan State Univ., 1969; Ph.D., *ibid.*, 1976. (1975)

Philip E. Mirowski, *the Carl E. Koch Professor of Economics*. B.A., Michigan State, 1973; M.A., Univ. of Michigan, 1976; Ph.D., *ibid.*, 1979. (1990)

Kajal Mukhopadhyay, *Research Assistant Professor and Associate Director in the Laboratory for Social Research and Concurrent Research Assistant Professor of Economics*. B.A., Indian Statistical Institute, 1987; Ph.D., Indiana Univ., Bloomington, 1996. (1996)

James J. Rakowski, *Associate Professor*. B.A., Creighton Univ., 1963; Ph.D., Univ. of Minnesota, 1968. (1967)

Kali P. Rath, *Director of Graduate Studies and Associate Professor*. B.A., Utkal Univ., 1977; M.A., *ibid.*, 1980; M.A., Johns Hopkins Univ., 1988; Ph.D., *ibid.*, 1992. (1990)

Jaime Ros, *Professor*. B.A., Univ. of Paris XII, 1971; M.A., National Univ. of Mexico (UNAM), 1974; Diploma in Econ., Cambridge Univ., 1978. (1990)

David F. Ruccio, *Associate Professor*. B.A., Bowdoin College, 1976; Ph.D., Univ. of Massachusetts at Amherst, 1984. (1982)

Esther-Mirjam Sent, *Associate Professor*. Doctorandus, Univ. of Amsterdam, 1989; Ph.D., Stanford Univ., 1994. (1994)

Roger B. Skurski, *Professor*. B.S., Cornell Univ., 1964; M.S., Univ. of Wisconsin, 1967; Ph.D., *ibid.*, 1970. (1968)

James X. Sullivan, *Assistant Professor*. B.A., Univ. of Notre Dame, 1993; Ph.D., Northwestern Univ., 2002. (2002)

Thomas R. Swartz, *Professor*. B.A., LaSalle College, 1960; M.A., Ohio Univ., 1962; Ph.D., Indiana Univ., 1965. (1965)

Jennifer L. Warlick, *Associate Professor*. B.A., Duke Univ., 1972; M.A., Univ. of Wisconsin, 1975; Ph.D., *ibid.*, 1979. (1982)

Charles K. Wilber, *Professor Emeritus*. B.A., Univ. of Portland, 1957; M.S., *ibid.*, 1960; Ph.D., Univ. of Maryland, 1966. (1975)

Martin H. Wolfson, *Associate Professor*. B.A., Swarthmore, 1966; M.A., American Univ., 1975; Ph. D., *ibid.*, 1984. (1989)

#### Education

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##### The Program of Studies

The master of education (M.Ed.) program is housed in the Institute for Educational Initiatives, which provides research leadership in education and fosters efforts in education that are informed by social science research. The only clients for this master's program are students enrolled in the Alliance for Catholic Education. (The ACE program is described in the "Centers, Institutes, and Laboratories" section of this *Bulletin*.)

Students in this program work toward licensure, consistent with the standards in the state of Indiana, in each of the following areas: middle childhood (i.e., elementary education), early adolescence (middle school), adolescence and young adulthood (high school), English language arts, social studies, science, mathematics, and foreign languages. Like most teacher accreditation programs at the master's level, content-area courses must be completed before entering the master's program, which provides education course work only.

A total of 37 (39 for elementary) credit hours of course work and teaching experience are required, with an overall grade point of at least 3.0. Half of the course work will occur

in two summer sessions, with 10 to 12 credits earned in each. The faculty who teach in the M.Ed. program are drawn from a variety of disciplines and colleges within and, in some cases, from outside the University.

The first summer includes practice teaching in South Bend-area elementary and secondary schools as well as nine or 10 credit hours of course work. During each semester of the first school year, students take three credits of supervised teaching experience at an assigned Catholic school in the southern United States and during the second semester, students take two credits of a distance learning seminar. In the second summer, students again take 10 or 11 credit hours of course work. During the second school year, students each semester once again participate in a three-credit supervised teaching experience in their assigned school and in a one-credit distance learning seminar that focuses on state standards and assessment methods. Throughout the two years, supervision is accomplished by measuring students against professional performance indicators while students build a teaching portfolio documenting their progress in developing as a teacher.

In addition to the credit-hour and GPA requirements, students must complete two years of service in teaching with supervised teaching grades of not less than 3.0. The teaching portfolio is evaluated by both University faculty and master teachers, who provide recommendations for continued development.

During the summer sessions, students live in community in Notre Dame residence halls, participating in presentations and programs aimed at stimulating their academic understanding of education, especially as it relates to community and spiritual development.

#### **Admission Requirements**

The M.Ed. program seeks to admit individuals who have the competence and commitment to be outstanding teachers and who are willing to serve for two years as teachers in cooperating Catholic schools. Competence for admission is assessed through evaluation of written essays, interviews, grade point average (at least a 3.0 in the major), standardized test scores, and letters of recommendation. Commitment to the community and spiritual ideals of the program is necessary.

Admission is a two-stage process. A selection committee composed of Notre Dame faculty, administrators, and staff assesses the candidates, identifying approximately 80 who will be asked to join the program. These 80 students will then be invited to apply to the Graduate School for admission. From this point on, the admissions process is identical to that of every other master's program at the University.

#### **Course Sequence**

All ACE students are placed in one of three developmental level curricular tracks: elementary, middle school, or high school, depending on their ACE placement. Those in the middle school and high school tracks are then placed in a content area: mathematics, science, social studies, English/language arts, or foreign language. The particular methods and content courses will depend on the developmental level track.

##### 1. First Summer (11/12 credits)

###### **All tracks:**

502. *Introduction to Teaching*

503. *Practicum*

504. *Introduction to Computers in Education*

506. *Teaching in Catholic Schools*

550. *Integrative Seminar*

**Elementary:** 519. *Teaching of Reading/*

*Instructional Planning*; 513. *Language Arts I*;

515. *Mathematics in Elementary Education I*

**Middle school:** 522. *Introduction to Middle School Teaching/Instructional Planning; Seminar in Content Area I: 560, 562, 564, 566, or 568*

**High school:** 521. *Introduction to High School Teaching; Seminar in Content Area I: 560, 562, 564, 566, or 568*

**Elective:** 582. *Liturgical Music*

##### 2. First School Year: all tracks (8 credits)

595. *Supervised Teaching* (two semesters)

597. *Clinical Seminar* (one semester)

543. *Topics in Educational Psychology* (second semester)

**Elective:** 582. *Liturgical Music*

##### 3. Second Summer (10/11 credits)

**Elementary:** 540. *Exceptionality in Childhood*;

544. *Child Development and Moral Education*;

514. *Language Arts II*; 516. *Content Methods*;

550. *Integrative Methods*

**Middle school:** 541. *Exceptionality in Early Adolescence*;

545. *Development and Moral Education in Early Adolescence*;

*Seminar in Content Area II: 570, 572, 574, 576, 578*;

550. *Integrative Methods*

**High school:** 542. *Exceptionality in Adolescence*;

546. *Development and Moral Education in Adolescence*;

*Seminar in Content Area II: 570,*

*572, 574, 576, 578; 550. Integrative Methods*  
**Elective:** 580. *Children's Literature*, 584. *Art across the Curriculum*, 586. *Contemporary Educational Technology*, or 588. *Coaching and Youth*

##### 4. Second School Year: all tracks (8 credits)

595. *Supervised Teaching* (two semesters)

597. *Clinical Seminar* (two semesters)

*Assessment in Content Area II* or 517. *Assessment in Elementary Education*

#### **Course Descriptions**

Each course listing includes:

- Course number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructor
- Course description
- (Semester normally offered)

##### 502. *Introduction to Teaching*

(25-0-1) Staff

An introduction to the meaning and practice of contemporary teaching, including classroom organization and management, and to historical highlights in public and Catholic education. Class meets for one week. (First summer)

##### 503. *Practicum*

(1-15-2) Staff

An intense practicum in the South Bend area schools during the summer. The experience will include approximately 5-6 weeks of closely supervised teaching experience as well as weekly reflections on that experience. Extensive planning of instruction is required. Meets for six weeks. (First summer)

##### 504. *Introduction to Computers in Education*

(10-0-1) Staff

Introduction to instructional computing via hands-on experience with productivity/instructional software. Introduction to social, moral and technological issues of educational computing through literature, lecture, and discussions. Class meets for two weeks. (First summer)

##### 506. *Teaching in Catholic Schools*

(2-0-1) Staff

An overview of six core topics of Catholic teaching along with a discussion of their influence and impact on Catholic school culture and teaching. Class meets for seven weeks. (First summer)

*507. Teaching Religion in Catholic Schools*  
(2-0-1) Staff

An overview of six core topics of Catholic teaching along with initial planning with grade level master teachers to teach these topics in Catholic schools. Class meets for seven weeks. (First summer)

*513. Language Arts in Elementary Education I*  
(10-0-1) Staff

The effective use of teaching materials and strategies in the elementary classroom (K-6) for the teaching of writing, speaking, listening, and spelling, their scope and sequence in relation to grade level standards, and the integration of these language arts skills with other subjects in the elementary curriculum. Readings will be selected from the International Reading Association and the National Council of Teachers of English. Class meets for three weeks. (First summer)

*514. Language Arts in Elementary Education II*  
(12.5-0-2) Staff

The development of a literature-based, thematic unit which will integrate the language arts skills and the curriculum content areas for their particular grade level along with the theories for and practice in constructing traditional and performance assessments. Readings will be selected from the International Reading Association and the National Council of Teachers of English. Class meets for three weeks. (Second summer)

*515. Mathematics in Elementary Education I*  
(10-0-2) Staff

The effective use of teaching materials and strategies in the elementary classroom (K-6) for the teaching of mathematics. Readings will be selected from the National Council of Teachers of Mathematics. Class meets for three and a half weeks. (First summer)

*516. Content Methods for Elementary Education*

(10-0-2) Staff

A program of reading which will enable participants to develop effective units of study which integrate reading, writing, mathematics, social studies and science. Readings will be selected from the publications of the major professional associations in elementary curriculum. Class meets for three and a half weeks. (Second summer)

*517. Assessment in Elementary Education*  
(V-V-2) Staff

Readings on the theories for and practice in the strategies to construct traditional and performance assessments in Elementary

Education. The ability to analyze the results in terms of stated unit goals, to reflect on the effectiveness of the unit planning, and to adjust future units to reteach core knowledge and skills will be emphasized. (Second year Internet course)

*519. Teaching of Reading/Instructional Planning*

(10-0-3) Staff

An exploration of the research and instructional strategies of reading instruction including emergent literacy, reading readiness, phonemic awareness, phonics, word recognition, vocabulary development, fluency, cultural literacy, and reading comprehension, as well as particular strategies for reading remediation. The second part of the course will enable students to conceptualize and construct effective unit and lesson plans. Class meets for seven weeks. (First summer)

*521. Introduction to High School Teaching*  
(10-0-3) Staff

An introduction to the culture and dynamics of the high school classroom. Central to the course is instructional planning which emphasizes unit planning based on goals derived from state standards and assessments which measure student progress in meeting these goals. Lesson planning based on unit goals focus on an integrative survey of strategies and methods which lead to effective daily instruction. Class meets for seven weeks. (First summer)

*522. Introduction to Middle School Teaching*  
(13-0-3) Staff

An introduction to the culture and dynamics of the middle school classroom. Central to the course is instructional planning which emphasizes unit planning based on goals derived from state standards and assessments which measure student progress in meeting these goals. Lesson planning based on unit goals focus on an integrative survey of strategies and methods which lead to effective daily instruction. Class meets for four weeks. (First summer)

*540. Exceptionality in Childhood*  
(8-15-3) Staff

A survey in exceptionality with emphasis on the elementary-aged child is followed by in-depth study of the common learning problems in the elementary grades, especially reading, writing and mathematics disability. Both teaching strategies and assessment are considered. Class meets for six weeks, with one week of lab. (Second summer)

*541. Exceptionality in Early Adolescence*  
(8-15-3) Staff

A survey in exceptionality with emphasis on the middle grades child is followed by in-depth study of the common learning problems in the middle school, especially reading, writing and mathematics disability. Both teaching strategies and assessment are considered. Class meets for six weeks, with one week of lab. (Second summer)

*542. Exceptionality in Adolescence*  
(8-15-3) Staff

A survey in exceptionality with emphasis on the high school student is followed by in-depth study of the common learning problems in the high school, especially reading, writing and mathematics disability. Both teaching strategies and assessment are considered. Class meets for six weeks, with one week of lab. (Second summer)

*543. Topics in Educational Psychology*  
(V-V-2) Staff

Readings on topics in Educational Psychology relevant to the experiences of first year teacher. Analytic reflection on the readings and their applications within the local classroom and school setting. (First year, second semester Internet course)

*544. Child Development and Moral Education*  
(10-2-3) Staff

A systematic treatment of the cognitive, social, biological, and personality development relating to education and an examination of the theoretical and research bases of moral development and their implications for the classroom, with an emphasis on childhood. Class meets for five weeks, with one week of lab. (Second summer)

*545. Development and Moral Education in Early Adolescence*  
(10-2-3) Staff

A systematic treatment of the cognitive, social, biological, and personality development relating to education and an examination of the theoretical and research bases of moral development and their implications for the classroom, with an emphasis on early adolescence. Class meets for five weeks, with one week of lab. (Second summer)

*546A. Development and Moral Education in Adolescence*  
(10-2-3) Staff

A systematic treatment of the cognitive, social, biological, and personality development relating to education and an examination of the theoretical and research bases of moral

development and their implications for the classroom, with an emphasis on adolescence. Class meets for five weeks, with one week of lab. (Second summer)

*546B. Development and Moral Education in Early and Late Adolescence*

(10-2-3) Staff

For those desiring certification at both levels, a systematic treatment of the cognitive, social, biological, and personality development relating to education and an examination of the theoretical and research bases of moral development and their implications for the classroom, with an emphasis on early and late adolescence. Class meets for five weeks, with one week of lab. (Second summer)

*550. Integrative Seminar*

(V-0-1) Staff

An integration of the professional, communal, and spiritual dimensions of the ACE program. Participants engage in active listening as well as interactive and collaborative learning exercises to integrate these pillars of ACE in their professional service to Catholic Schools. Class meets ten hours the first week; two hours for seven weeks thereafter. (First summer)

*550A. Integrative Seminar*

(2-0-1) Staff

An integration of the professional, communal, and spiritual dimensions of the ACE program. Participants engage in active listening as well as interactive and collaborative learning exercises to integrate these pillars of ACE in their professional service to Catholic Schools. Class meets for seven weeks. (Second summer)

*560. English/Language Arts Education I*

(8-0-2) Staff

The development of class experiences, activities and content specific methods for middle and high school classes, based on readings selected from the publications of the National Council of Teachers of English and current research and theory. Class meets for seven weeks. (First summer)

*562. Social Studies Education I*

(8-0-2) Staff

The development of class experiences, activities and content-specific methods for middle and high school classes, based on readings selected from the publications of the National Council for the Social Studies and current research and theory. Class meets for seven weeks. (First summer)

*564. Foreign Language Education I*

(8-0-2) Staff

The development of class experiences, activities and content-specific methods for middle and high school classes, based on readings selected from the publications of the American Council for the Study of Foreign Language and current research and theory. Class meets for seven weeks. (First summer)

*566. Mathematics Education I*

(8-0-2) Staff

The development of class experiences, activities and content-specific methods for middle and high school classes, based on readings selected from the publications of the National Council of Teachers of Mathematics and current research and theory. Class meets for seven weeks. (First summer)

*568. Science Education I*

(8-0-2) Staff

The development of class experiences, activities and content-specific methods for middle and high school classes, based on readings selected from the publications of the National Science Teachers Association and current research and theory. Class meets for seven weeks. (First summer)

*570. English/Language Arts Education II*

(10-0-3) Staff

A review of class experiences, activities and content-specific methods within the context of unit goals and assessments for middle and high school classes, based on readings selected from the publications of the National Council of Teachers of English and current research and theory. Class meets for seven weeks. (Second summer)

*571. English/Language Arts Assessment*

(V-V-2) Staff

Readings on the theories for and practice in the strategies to construct traditional and performance assessments in English/Language Arts. The ability to analyze the results in terms of stated unit goals, to reflect on the effectiveness of the unit planning, and to adjust future units to reteach core knowledge and skills will be emphasized. (Second year Internet course)

*572. Social Studies Education II*

(10-0-3) Staff

A review of class experiences, activities and content specific methods within the context of unit goals and assessments for middle and high school classes, based on readings selected from the publications of the National Council for the Social Studies and current research

and theory. Class meets for seven weeks. (Second summer)

*573. Social Studies Assessment*

(V-V-2) Staff

Readings on the theories for and practice in the strategies to construct traditional and performance assessments in Social Studies. The ability to analyze the results in terms of stated unit goals, to reflect on the effectiveness of the unit planning, and to adjust future units to reteach core knowledge and skills will be emphasized. (Second year Internet course)

*574. Foreign Language Education II*

(10-0-3) Staff

A review of class experiences, activities and content specific methods within the context of unit goals and assessments for middle and high school classes, based on readings selected from the publications of the National Council for the Study of Foreign Language and current research and theory. Class meets for seven weeks. (Second summer)

*575. Foreign Language Assessment*

(V-V-2) Staff

Readings on the theories for and practice in the strategies to construct traditional and performance assessments in Foreign Language. The ability to analyze the results in terms of stated unit goals, to reflect on the effectiveness of the unit planning, and to adjust future units to reteach core knowledge and skills will be emphasized. (Second year Internet course)

*576. Mathematics Education II*

(10-0-3) Staff

A review of class experiences, activities and content specific methods within the context of unit goals and assessments for middle and high school classes, based on readings selected from the publications of the National Council of Teachers of Mathematics and current research and theory. Class meets for seven weeks. (Second summer)

*577. Mathematics Assessment*

(V-V-2) Staff

Readings on the theories for and practice in the strategies to construct traditional and performance assessments in Mathematics. The ability to analyze the results in terms of stated unit goals, to reflect on the effectiveness of the unit planning, and to adjust future units to reteach core knowledge and skills will be emphasized. (Second year Internet course)



*578. Science Education II*

(10-0-3) Staff

A review of class experiences, activities and content specific methods within the context of unit goals and assessments for middle and high school classes, based on readings selected from the publications of the National Science Teachers Association and current research and theory. Class meets for seven weeks. (Second summer)

*579. Science Assessment*

(V-V-2) Staff

Readings on the theories for and practice in the strategies to construct traditional and performance assessments in science. The ability to analyze the results in terms of stated unit goals, to reflect on the effectiveness of the unit planning, and to adjust future units to reteach core knowledge and skills will be emphasized. (Second year Internet course)

*580. Educating in Faith: Catechesis in Catholic Schools*

(15-0-3) Staff

Theoretical and practical dimensions of catechesis within class sessions designed to be highly dialogical and interactive. This course is designed to assist current or prospective teachers of theology at the secondary level in the catechesis of young adults in Catholic schools. Class meets for three weeks. (Second summer elective)

*581. Introduction to Children's Literature*

(8-0-1) Staff

Introduction to the use of children's literature in elementary and middle school classrooms. Class meets for two weeks. (Second summer elective)

*582. Liturgical Music in Catholic Schools*

(2-1-2) Staff

Introduction to folk liturgical music and its appropriate use in K-12 Catholic education. Students' work in the liturgical folk choir during the summer can be used appropriately with respect to sacraments and occasions for celebration in Catholic schools. Credit awarded during the spring semester, with registration required in the previous summer and fall semesters. Summer class meets for seven weeks; Internet-only class during academic year. (First summer, first year Internet elective)

*583. Folk Choir*

(2-1-1) Staff

Work with the folk choir, which continues to build the repertoire for Catholic school use. Class meets for seven weeks. (Second summer elective)

*584. Teaching Art Across the Curriculum*

(8-0-1) Staff

A selection of practical methods and discussion topics to enable teachers to integrate art while teaching such subjects as English, writing, reading, drama, social studies, language arts, math and chemistry at the elementary and high school level. Class meets for two weeks. (Second summer elective)

*586. Contemporary Educational Technology*

(8-0-1) Staff

Integration of computing skills and critical thinking strategies required to use modern technology for enhanced teaching and learning. Class meets for two weeks. (Second summer elective)

*588. Coaching and Youth*

(8-0-1) Staff

Readings and discussion on the social scientific research on coaching strategies that promote the social development of youth through sport; applications of research findings are emphasized. Class meets for two weeks. (Second summer elective)

*593. Clinical Seminar*

(V-V-1) Staff

The course focuses on the development of the teacher as a professional and reflective practitioner. Evidence is accumulated in a portfolio of accomplishments which demonstrates growth vis-a-vis general and content-specific standards. Reflective analysis relative to best practices and current research is documented. (Four semesters Internet)

*595. Supervised Teaching*

(0-30-2) Staff

The course focuses on classroom teaching. It includes the observation of classroom teaching, examination of instructional and planning materials, meetings with the ACE teacher, mentor teacher and building principal, and the collection of field notes and evaluations for formative and summative assessment. (Four semesters)

*596. Capstone Essay*

(V-V-1) Staff

During the two year program, ACE teachers accumulate a portfolio of accomplishments which demonstrates their growth vis-a-vis general and content-specific professional standards. The portfolio provides a basis for reflective analysis of their performance in the classroom relative to the best practices of and latest research in the profession. In a final essay, ACE teachers will summarize and reflect upon their growth in the three pillars of the ACE program. (Final semester)

*598. Special Studies*

(V-V-V) Staff

Topics vary by semester.

*610. Internship: Curriculum and Instruction*

(V-V-3) Staff

A survey of current curriculum patterns, problems, and proposals. Theories and practice relating to design and evaluation of curriculum will be presented with special attention to curriculum development in the Catholic school. (Second year Internet course)

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**Peace Studies**
*Director:*

R. Scott Appleby

*Director of Graduate Studies:*

Cynthia K. Mahmood

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E-mail: [kroc-admissions.1@nd.edu](mailto:kroc-admissions.1@nd.edu)Web: <http://www.nd.edu/~krocinst>*The Program of Studies*

The Joan B. Kroc Institute for International Peace Studies offers an interdisciplinary master's degree in peace studies and a field of concentration within doctoral programs in traditional disciplines. Graduate work in peace studies at the institute is highly international in character and designed to equip students with both theoretical understanding and practical skills. The master's program attracts highly qualified students from all continents and major cultural regions of the world, with three-fourths of the students coming from outside the United States. In a highly selective process, the institute accepts 20 students annually in its 11-month master of arts program. The institute particularly seeks students from war-torn areas or regions

where violence could erupt, and actively seeks to ensure cultural, religious, and socioeconomic diversity among participants. Peace studies students engage in building community as they share their diverse perspectives on the problems of peace and justice facing the world. The program prepares peace studies students for careers in scholarly research, teaching, public service, religious leadership, political organizing, or social action. Four major themes characterize the graduate curriculum:

- The role of international norms and institutions in peacemaking: Institute faculty and students search for ways (a) to make intergovernmental organizations and other international institutions more effective and representative and (b) to increase compliance with fundamental norms of peace and human rights.
- The impact of religious, philosophical, and cultural influences on peace: Through teaching and research, the institute explores the ethics of the use of force, the ways in which the world's religious traditions foment violence or encourage peace, the practice of nonviolence, the importance of philosophies of global justice, and the ingredients of cultures of peace.
- The dynamics of intergroup conflict and conflict transformation: Students and faculty enhance multidisciplinary understanding of the conditions that give rise to violent conflicts in order to identify local and international responses able to transform conflicts and encourage peacebuilding. All of the institute's conflict studies incorporate cross-cultural examination of key issues.
- The promotion of social, economic, and environmental justice: Students and faculty interested in social change examine the role of nongovernmental organizations and commercial enterprises, and states, in sustainable economic development, respect for human rights, and conflict transformation.

To earn the M.A. degree, students must demonstrate proficiency in one foreign language, participate in an academic or community-based internship, and successfully complete 30 hours of credit and a comprehensive exam.

Requirements of the program include the following core seminars and courses:

*IIPS 502. Origins of Violence and Cultures of Peace*

*IIPS 521. War, Human Rights, and Peacebuilding*

*IIPS 522. International Political Economy and Sustainable Development*

*IIPS 556. Conflict Transformation and Strategic Peacebuilding*

*IIPS 557. Effective Peacebuilding*

The group of 50 fellows supporting the institute is drawn from 15 departments in the social sciences and humanities and the schools of law and business at the University of Notre Dame.

#### *Course Descriptions*

The following list includes courses offered on a regular basis. Many, although not all, are offered on an annual basis.

- Course number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructor
- Course description
- (Semester normally offered)

*502. Origins of Violence and Cultures of Peace* (3-0-3) Mahmood

In this core graduate course we look at peace and violence in the broadest geographic and chronological contexts. We begin with a review of the anthropology literature on human aggression, from evolutionary origins through ethnographic variation. From biology we move on to consider the social and political functions of violence and its ritual and spiritual interpretations across the world's cultures. We look at nonviolent societies and investigate their distinguishing features. Finally, we explore how the cultural contexts of violence and nonviolence intersect with today's global political order and contemporary theories of war and peace. Ethical and methodological questions play a central role in our deliberations throughout the course, with the ultimate aim of bringing our information and understandings to bear on practical action toward peacemaking today. (Every fall)

*515E. Images of War and Peace in Literature* (3-0-3) Ruthann Johansen

Using English language novels and poetry of the 20th century, this course will (1) examine the metaphors and themes that unmask the realities of war and disclose the aspirations

and struggles for peace, and (2) explore the ways literary works themselves through language, rhythms, and images become battlegrounds on which the human imagination creates an individual's sense of self and constructs and deconstructs cultural ideologies. Literature translated into English from other languages may be the focus of independent research projects within the course. (Every spring)

*517. International Migration and Human Rights: Research and Policy*

(3-0-3) Bustamante

This seminar focuses on research reports on U.S. immigration from Mexico for a critique of research methods and basic differences in the interpretation of data. A review of the literature is discussed with an emphasis on policymaking on immigration in the United States and Mexico. A comparison is made between the debate on migrants' human rights in various parts of the world. A critique on scientific theories focusing on the relationship between international migrations and human rights is also included. Suggested for first-year graduate students of sociology, political science, and peace studies. (Every spring)

*521A. War, Human Rights, and Peacebuilding* (3-0-3) Johansen

This required course examines major global issues and multilateral responses to them in the areas of human rights and war prevention. The course, which emphasizes peace research methods and findings, includes study of the theory and practice of peacebuilding in its broadest sense of nurturing social integration and promoting justice as the work of peace. Discussion of human rights issues will include the Universal Declaration and Covenants; the rights of women and children; efforts to hold individuals accountable to prohibitions of war crimes and crimes against humanity; and questions of identity as they affect sovereignty and compliance with human rights norms. Discussion of war/peace issues will include debates among peace researchers, feminists, and political realists on causes of violence and conditions of peace; arms control and disarmament; intergroup tension reduction; and efforts by international commissions, the United Nations, and nongovernmental organizations to implement humanitarian norms of peace and human rights and gradually replace the rule of force with the rule of law in international relations. (Every fall)

522B. *The Political Economy of War and Peace*  
(3-0-3) Lopez

Peace research and international relations have each had on-again, off-again flirtations with the world of economics. The former had for decades as its core queries: Does economic maldevelopment lead to war? What is the cost of the arms race? The latter generated the sub-field of international political economy and now struggles with meanings of institutionalism and globalization as organizing areas of research. This required course engages each of these clusters of questions and hopes to create an investigative atmosphere in which to explore these issues. Four shorter essay papers will be required, OR one short paper and a longer research paper will be permitted. (Spring)

525A. *Ethics and International Relations*  
(3-0-3) Philpott

The class explores diverse international issues through normative political philosophy and case studies. It is suitable for students of political theory and international relations alike. Topics include the justice of war, the problem of killing innocents, terrorism, nuclear weapons, intervention, human rights and pluralism, distributive justice, the status of borders, globalization and development, and women's rights. These will be explored through competing moral frameworks, including duty based and consequentialist frameworks. (Every spring)

526. *International Political Economy*  
(3-0-3) Mosley

This course examines issues at the intersection of international politics and international economics. We begin with a brief overview of the economic rationale for international trade and financial activities and an examination of international trade and monetary systems in the early and mid-20th century. We then devote the bulk of the class to considering contemporary issues: trade liberalization and the World Trade Organization; coordination and cooperation in monetary policy (including the advent of the single currency in Europe); implications of national and regional financial crises (as in Asia and Latin America); and the links among economic globalization, environmental regulation, and human rights. (Spring)

550. *International NGO Management*  
(3-0-3) Culbertson

This course will provide an introduction to concepts and skills needed for effective management in nongovernmental organizations working in the international context.

In addition to an overview of NGOs and their diverse roles in society, students will critically explore several current issues and trends having an impact on NGOs. These include the changing relationships between public, for-profit, and nonprofit entities; the development of partnerships between local and international NGOs; and emerging patterns of NGO financing. With these issues in the background, discussion will then turn to the challenges facing program managers in NGOs. Class sessions will examine specific strategies and methods for program planning, monitoring and evaluation; fund-raising and grant writing; budgeting and financial management; decision making; and handling personnel issues. The course will give particular attention to the unique role of values (personal and organizational) in the NGO context and their impact on management, as well as issues of management style and organizational culture. (Every spring)

556A, B. *Conflict Transformation and Strategic Peacebuilding*

(2-0-2) Lederach, Mahmood, Hayner  
This required course will introduce students to the key concepts related to conflict transformation and peacebuilding theory and practice as an integrated framework. The primary purposes are to familiarize students with approaches to promote constructive and strategic change processes in settings of deep-rooted conflict and provide them with opportunity to integrate the theory with practical aspects of designing and implementing those strategies on the ground. During class time, students will be exposed to case studies, simulations, inductive theory development, and elicitive approaches to conflict intervention. Workshops on professional development will complement academic activities and presentations. (Fall, spring)

557. *Effective Peacebuilding*  
(3-0-3) Lopez

This required course is designed to permit critical examination of some of the macro and micro conditions that are needed in order for a political and social system to live in peace. As it is more difficult to establish peace out of a war or warlike set of circumstances, we focus especially on this situation—bringing societies from war and collective violence to peace, especially a sustainable peace. Within these concerns we pay particular attention to the role that local and international nongovernmental organizations play (or might play) in the peacebuilding enterprise. We also examine the problems and tensions that arise as one group committed to sustainable peace

wants to advance human rights issues, especially accountability concerns, as a precondition for settling the violent conflict. (Every summer)

565. *International Political Economy*  
(3-0-3) Mosley

This seminar explores the interaction between politics and economics in the international system, with an emphasis on the theoretical development of the subfield of international political economy. We will investigate the balance between cooperation and conflict, the effect of international institutions on economic relations, and the mutual impact of domestic and international politics. Throughout the course, we will consider how well models developed in other fields of political science or economics can be applied to international political economy. We also will attempt to identify the "state of the art" in the study of international political economy. (Every fall)

566. *Nonviolent Social Change*  
(3-0-3) Cortright

This course will examine strategies of nonviolent social change as reflected in the writings of Dr. Martin Luther King Jr., Mohandas K. Gandhi, Gene Sharp, and Latin American advocates of liberation theology. These will be contrasted and compared with very different traditions of social change advocacy in the work of Saul Alinsky and Malcolm X. The course will also look at historical examples of nonviolent social change and explore the factors accounting for the success or failure of various social change movements, including: the U.S. civil rights movement, the 1989 democratic revolutions in Central and Eastern Europe, and the U.S. peace movement. The main part of the course will be an examination of the practical methods of nonviolent social change. The techniques of nonviolent action will be thoroughly assessed. Specific methods to be studied include: power analysis, coalition building, media communications, fund-raising, grassroots organizing, and lobbying. (Every spring)

575. *Democratic Theory and Multiculturalism*  
(3-0-3) Dallmayr

We live increasingly in a multicultural world. But is this trend compatible with democracy? In recent decades, democratic theory has been a battlefield between "liberals" and "communitarians." In both camps, multiculturalism is problematic. Liberals give primacy to autonomous individuals, outside cultural contexts. Communitarians stress community values, neglecting the multiplicity of cultural and religious values. The seminar explores the

possibility of a multicultural democracy, beyond liberal detachment and communitarian parochialism. Starting from the liberal-communitarian debate, the seminar proceeds to a discussion of multicultural democracy both on the domestic level and on that of “cosmopolitan democracy.” (Every fall)

*579A. Terrorism and Political Philosophy*  
(3-0-3) Sterba

Following 9/11, the United States government has made war on terrorism its number one priority. But how should we understand the terrorism that the U.S. opposes? Is it something only our enemies have engaged in or have we ourselves and our allies also engaged in terrorist acts? More importantly, is terrorism always wrong, or are there morally justified acts of terrorism? When we actually confront wrongful acts of terrorism, what are the morally defensible responses? Is war a morally defensible response to the terrorism of 9/11? If war is a morally defensible response to terrorism, how is terrorism related to issues of international justice? Do failures of international justice motivate acts of terrorism? Did they do so in the case of 9/11? Are morally defensible responses to terrorism required to correct for related failures of international justice? If so, what implications, if any, does this have for the U.S. achieving a morally defensible response to 9/11? This course will focus on evaluating competing answers to these and other central questions relating to 9/11. We shall approach these questions through an evaluation of competing conceptions of justice because that is the only way we can ultimately hope to have defensible answers to them. (Every spring)

*580. Ethnic Conflict and Peace Processes*  
(3-0-3) Darby

This team-taught course focuses on the ethnic conflicts that are found across the world today, and considers the special issues of peacebuilding where ethnicity is implicated. A review of theories of ethnicity is followed by in-depth consideration of the following cases: Kashmir, Punjab, Cyprus, Northern Ireland, Israel/Palestine, South Africa, Sri Lanka, and Spain (Basques). Students work in teams to develop plans toward peacebuilding in these and other areas of their choosing. What works and what doesn't work where racial, religious, linguistic, and other “primordial” affiliations entangle with political conflict? We review successes and failures and propose possible new approaches. (Every fall)

*584. Economic Development in Latin America*  
(3-0-3) Ros

An examination of the roots of dependence in Latin America. An analysis of the key problems of economic development and the policies prescribed for their solution. Prerequisites: Econ 115 or 225. (Fall)

*589. Arab-Israeli Conflict*  
(3-0-3) Dowty

This course will focus on the historical development of the Arab-Israel conflict and current issues of that conflict on both the Israeli-Palestinian and interstate (Israeli-Arab) dimensions. Class participation will be emphasized; course requirements include a take-home exam over background material and a substantial research paper.

*611. Globalization and Multinational Corporate Responsibility*  
(1.5-0-1.5) Tavis

Globalization is galloping across our world at a dramatic pace—enhancing global productivity but leaving many people behind in the process. As the key integrating institutions, multinational enterprises deserve much of the credit for the productivity, but are also inextricably involved in the associated social destruction. The objective of this course is to enhance the awareness and understanding of future business executives, governmental officials, or managers of nongovernmental organizations about the evolving role of the multinational enterprise, and how that role should be managed.

*633. International Law*  
(3-0-3) Carozza, Shelton

This course uses a problem-oriented approach to introduce students to international law, not as a body of static rules, but rather as a decision-making process that includes a structure of decision makers as well as a body of highly flexible prescriptions. International law is seen as a process of continuous interaction, of continuous demand and response. The Nuremberg Trials are used as a means of developing an understanding of the international legal process. Using problems pertaining to environmental protection, economic well-being, human rights, and war prevention, students engage in analysis of international institutions, procedures, and prescriptions. Finally, an examination is made of the potential contribution of international law to a sustainable future. (Every fall)

*660. Theories of International Relations*  
(3-0-3) Lieber

This course provides first- and second-year graduate students with an in-depth investigation of the major theories that have guided Western scholarship and policymaking in international relations in the post-1945 world. In this course we are not as much concerned with learning about the world as much as we are concerned about learning how scholars and policy makers learn about the world. In particular, we will be examining those frameworks and methods that modern social science employs in describing, explaining, and predicting international events. The rationale underlying this approach is that these frameworks are the “real world” upon which policymakers base much of their judgment. (Every fall)

*671. International Human Rights Law*  
(3-0-3) Méndez

This course examines human rights as legally protected rights in international law, with reference to the practice of states in general, including the United States; reviews the wider recognition of substantive human rights in a growing number of international instruments; appraises future prospects of further progress as well as inherent obstacles and possibility of overcoming prejudices and discrimination; examines the extent to which human rights have become part of positive international law; evaluates the effectiveness and weaknesses of existing legal institutions; and assesses endeavors to realize human rights in an international community of sovereign states, whose policies reflect differing social backgrounds and varying national interests. (Every spring)

*679A. Dispute Resolution*  
(3-0-3) Fick

This course considers the theory and procedure of different legal methods for resolving disputes with an emphasis on negotiation, mediation, and arbitration. It consists of readings, analysis of disputes (both real and hypothetical) and methods for resolving them, and simulation problems. Students who have taken the Legal Negotiation course may only receive two credit hours for this course. (Every spring)

*694A. Universal Protection of Human Rights*  
(3-0-3) Carozza

*Prerequisite:* International Law or equivalent. A foundational course in international human rights law. Focuses primarily on examples from United Nations-related human rights regimes and examines the historical and jurisprudential bases of international human

rights law; the normative frameworks of the principal universal human rights treaties and of customary international law; and the institutional mechanisms for interpreting, monitoring compliance with, and enforcing those norms.

*694B. International Humanitarian Law*  
(3-0-3) Méndez

This course discusses international humanitarian law (IHL). It attempts to study international law that limits the use of violence in international and non-international armed conflicts. The course will be practice-oriented, designed to elicit a critical assessment of IHL. Students are required to come prepared to discuss the week's readings and encouraged to offer comments and opinions from their own experiences or knowledge.

**Other Graduate Courses**

*597. Directed Readings*  
(V-V-V) Staff

Directed readings on an approved subject under the direction of a faculty member.

*599. Thesis Direction*  
(V-V-V) Staff

Research and writing on an approved subject under the direction of a faculty member.

*600. Nonresident Thesis Research*  
(0-0-1) Staff

Required of nonresident graduate students who are completing their theses in absentia and who wish to retain their degree status.

*697. Directed Readings*  
(V-V-V) Staff

Directed readings on an approved subject under the direction of a faculty member.

**Upper-level Undergraduate Courses**

In addition to the courses listed above, the following 400-level courses may be taken for graduate credit in accordance with the restrictions established by the Graduate School and with the consent of the director of graduate studies.

419. *Topics In Social/Cultural Anthropology*

419. *Self, Society, and Environment*

424. *The Holocaust*

427. *Advanced Moral Problems*

431. *Race, Ethnicity and Power*

432. *Anthropology of War and Peace*

441. *Latin American Politics*

451. *Politics of Tropical Africa*

456. *Tradition and Modernization in China and Japan*

479. *International Migration and Human Rights*

484. *Economic Development Latin America*

**Core Faculty**

R. Scott Appleby, *the John M. Regan Jr. Director, and Professor of History*

David Cortright, *Visiting Research Fellow, and President of Fourth Freedom Forum, Goshen, Indiana*

John Darby, *Professor of Comparative Ethnic Studies and Fellow*

Robert C. Johansen, *Senior Fellow, and Professor of Political Science*

John Paul Lederach, *Professor of International Peacebuilding and Fellow*

George A. Lopez, *Director of Policy Studies and Senior Fellow, and Professor of Political Science*

Cynthia K. Mahmood, *Director of Graduate Studies and Fellow, and Associate Professor of Anthropology*

J. Daniel Philpott, *Fellow, and Assistant Professor of Political Science*

Raimo Väyrynen, *Senior Fellow, and Professor of Political Science*

Charles K. Wilber, *Counselor to the Director, and Professor Emeritus of Economics*

**Fellows**

Asma Afsaruddin, *Associate Professor of Classics*

Rev. Michael J. Baxter, C.S.C., *Assistant Professor of Theology*

Doris L. Bergen, *Associate Professor of History and Fellow in the Nanovic Institute for European Studies*

Jeffrey H. Bergstrand, *Associate Professor of Finance and Business Economics*

Rev. David B. Burrell, C.S.C., *the Rev. Theodore M. Hesburgh, C.S.C., Professor of Arts and Letters (Philosophy and Theology)*

Paolo G. Carozza, *Associate Professor of Law and Fellow in the Nanovic Institute for European Studies*

Paul M. Cobb, *Assistant Professor of History*

Kathleen Collins, *Assistant Professor of Political Science*

Barbara Connolly, *Assistant Professor of Political Science*

E. Mark Cummings, *the Notre Dame Professor of Psychology*

Fred R. Dallmayr, *the Packey J. Dee Professor of Political Science, Professor of Philosophy,*

*Fellow in the Kellogg Institute for International Studies, and Fellow in the Nanovic Institute for European Studies*

Alan K. Dowty, *Professor of Political Science*

Barbara J. Fick, *Associate Professor of Law*

Michael J. Francis, *Professor of Political Science*

Rev. Patrick D. Gaffney, C.S.C., *Associate Professor of Anthropology*

Teresa Ghilarducci, *Director of the Higgins Labor Research Center, Associate Professor of Economics, and Fellow in the Nanovic Institute for European Studies*

Denis A. Goulet, *the William and Dorothy O'Neill Professor Emeritus in Education for Justice and Professor Emeritus of Economics*

Frances Hagopian, *the Michael Grace III Associate Professor of Latin American Studies*

George S. Howard, *the Morahan Director of the Arts and Letters Core Course Program and Professor of Psychology*

Lionel M. Jensen, *Department Chair and Associate Professor of East Asian Languages and Literatures and Concurrent Associate Professor of History*

Ruthann K. Johansen, *Concurrent Associate Professor in the College of Arts and Letters and Associate Professional Specialist and Assistant Director in the College of Arts and Letters Core Course*

Paul V. Kollman, C.S.C., *Assistant Professor of Theology*

Keir A. Lieber, *Assistant Professor of Political Science*

Daniel A. Lindley III, *Assistant Professor of Political Science*

David M. Lodge, *Professor of Biological Sciences*

Scott P. Mainwaring, *the Eugene and Helen Conley Professor of Political Science*

A. James Mcadams, *Director of the Nanovic Institute for European Studies and the William M. Scholl Professor of International Affairs*

Juan Méndez, *Professor of Law and Director of the Center for Civil and Human Rights*

Layna Mosley, *Assistant Professor of Political Science and Fellow in the Nanovic Institute for European Studies*

Daniel J. Myers, *Chair and Associate Professor of Sociology*

Carolyn R. Nordstrom, *Associate Professor of Anthropology*

Emily L. Osborn, *Assistant Professor of History*

Richard B. Pierce, *Assistant Professor of History*

Donald B. Pope-Davis, *Associate Vice President and Associate Dean of Graduate Studies, Director of the McNair Scholars Program, and Professor of Psychology*

Victoria D. L. Sanford, *Assistant Professor of Anthropology*

Dinah L. Shelton, *Professor of Law*

Kristin Shrader-Frechette, *the O'Neill Professor of Philosophy and Concurrent Professor of Biological Sciences*

James P. Sterba, *Professor of Philosophy*

Lee A. Tavis, *the C. R. Smith Professor of Business Administration (Finance) and Director of the Program on Multinational Managers and Developing Country Concerns*

A. Peter Walshe, *Director of the African Studies Program and Professor of Political Science*

Andrew J. Weigert, *Professor of Sociology*

Todd D. Whitmore, *Associate Professor of Theology*

Rev. Oliver F. Williams, C.S.C., *Academic Director of the Center for Ethics and Religious Values in Business and Associate Professor of Management*

## Political Science

### Chair:

Rodney Hero

*Director of Graduate Studies:*

Andrew C. Gould

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### The Program of Studies

The primary aim of the graduate program in political science is to train qualified candidates for research and teaching. The department offers M.A. and Ph.D. degrees. It has four major subfields:

1. political theory;
2. comparative politics;
3. international relations;
4. American politics.

The department has faculty with a wide range of interests. Its particular strengths include political theory; democratic institutions;

ethnicity, religion, and nationalism; political economy; international humanitarian issues and peace studies; Latin American politics; regime change; political participation; politics and literature; and constitutional studies.

The highly selective student body is drawn from a large pool of applicants from many countries: in 2003 we had 259 applicants for 13 openings. The department's community of graduate students is marked by a diversity of interests, backgrounds, and nationalities. The small size of the graduate program facilitates close interaction between faculty and students and allows us to offer financial assistance to virtually all students we admit.

In recent years, 80 percent of Notre Dame Ph.D. recipients in political science have been appointed to full-time teaching and research positions. Recent appointments of Notre Dame Ph.D.s in political science include tenure-track positions at leading universities (e.g., the University of Pennsylvania, University of Pittsburgh, Florida State, Purdue, Florida International University, Oklahoma, Louisiana State University, Pepperdine, SUNY-Stony Brook, California State University-Sacramento) and at renowned liberal arts colleges (e.g., Bowdoin, Connecticut College, Bates, Whittier). Students in the department have fared well in winning prestigious fellowships and prizes, including the Edwin Corwin Award of the American Political Science Association for the best dissertation in public law and the Leo Strauss Award for the best dissertation in political theory.

The faculty is strong, and it is growing and changing. The department currently has 42 faculty members, including scholars of national and international recognition.

M.A. students must complete a minimum of 30 hours in course credits and must pass a comprehensive written examination in their major field. A minimum of 12 hours of course work is required in the major field, and a minimum of nine in a second field. However, M.A. students are not eligible for funding, and we rarely offer admission to those seeking only the M.A.

### Doctoral Program

Ph.D. students must complete the following requirements:

1. A total of 60 credit hours of courses, including at least 48 credit hours of substantive courses;
2. At least 12 hours of courses and comprehensive written exams in two of the department's four subfields (American

- politics, comparative politics, international relations, and political theory);
3. At least nine hours of course credits in a student-defined area of specialization;
4. A proseminar and a quantitative methods course;
5. A reading exam in one foreign language;
6. A master's paper;
7. An oral examination, based on the student's dissertation proposal;
8. A Ph.D. dissertation and its successful oral defense.

Students in the department are advised to consult the listing of courses in other departments, particularly in sociology, economics, history, philosophy, and theology. Courses in other departments selected in consultation with the student's adviser are counted toward a degree.

### Research Institutes

Department faculty and graduate students also work in several major research institutions at Notre Dame. The Kellogg Institute for International Studies promotes advanced study, teaching, and research on international problems, especially of developing countries. Kellogg scholars focus on democratization and development in Latin America and on related research on all world regions. The Kroc Institute for International Peace Studies conducts research, teaching, and public education on war prevention and global security, the promotion of human rights and justice, and international dimensions of social, economic, and environmental justice. (Applicants interested in an M.A.-only program in peace studies should apply directly to the Kroc Institute.) The Nanovic Institute for European Studies facilitates lectures, conferences, and research opportunities on a variety of issues relating to contemporary European politics and society. Its programs are designed to appeal to graduate students working in any area of the social sciences or humanities, including comparative European politics, the relations among European states and developments in the EU, and European political theory and history. The Program in American Democracy supports and facilitates research, teaching, and other activities that explore and assess the quality of democracy in the United States. The program currently sponsors a working paper series, a speaker series, occasional conferences, and other activities.

These and other research initiatives of the department faculty aid graduate students through lively scholarly communities and numerous opportunities for research

support, dissertation-year fellowships, and other resources.

The department also makes substantial use of the Laboratory for Social Research. The lab provides consulting in statistical analysis and computer applications and serves as the repository for data from the Inter-University Consortium for Political and Social Research and other archives.

### Course Descriptions

The following list includes courses offered during the last three academic years by current faculty members. Some courses are offered on an annual basis, and many others are offered less frequently. Because this list is restricted to the past three academic years, it is not exhaustive. Students should also consult the list of courses in other departments.

Each course listing includes:

- Course number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructor
- Course description
- (Semester normally offered)

#### 501. *Introduction to Quantitative Methods* (3-0-3) Wolbrecht, Sanders

This course is an introduction to the use of statistical methodology in the social sciences; it is not a course on statistics. The class emphasizes the role of statistics as a tool, rather than an end in itself. While we learn a variety of statistical techniques, the focus is upon the logic of these techniques rather than their mathematical intricacies. There will be a series of exercises and exams, coupled with a major project in which students will be required to gather and analyze data on an empirical problem of their choice.

#### 502. *Proseminar* (3-0-3) Coppedge, Gould

This is a required course for all first-year graduate students in the Department of Political Science. It is what is commonly called a “scope and methods” course; that is, a course designed to survey the great variety of themes and approaches in political science and to guide you through the fundamental debates about what political science is or should be. This course is also about democracy because the best way to teach about methods is to apply them to an interesting topic, and democracy is a topic of central interest to

almost all of us these days. There is abundant literature that demonstrates the relevance of our course themes to democracy. Therefore, in the process of learning about the scope and methods of political science, this course will also familiarize you with some key ideas about what democracy is, what it could be, how it is changing, what causes it, and how we measure it.

#### 519. *Qualitative Research Methods* (3-0-3) Tillery

This course seeks to expose students to current trends related to the use of qualitative methods in political science. It explores both the similarities and differences between idiographic research (or “Small-N” studies) and research based on statistical analyses. It also examines the myriad ways in which qualitative techniques like process-tracing, comparative case studies, content analysis, discourse analysis, and archival research can be successfully wedded to both statistical and formal approaches within one research design.

#### 547C. *Designing Research Projects: Practical Problems and Theoretical Issues*

(3-0-3) Fishman

See Sociology 547 for course description.

#### 601. *Advanced Quantitative Methods* (3-0-3) Sanders

Quantitative methods are often used to understand the behavior and interactions of individuals, governments, and nations. This course is designed to provide students with an understanding of the quantitative tools that are useful for doing quantitative political research. We will begin by reviewing the basics of statistical inference and the linear regression model, with a thorough discussion of the problems that arise in regression analysis and the solutions to those problems. The bulk of the course will be devoted to the following topics:

- extensions to the basic regression model: simultaneous equations and time-series/cross-sectional models,
- maximum-likelihood techniques for modeling categorical dependent variables: logit/probit, ordered logit/probit, multinomial logit/probit, and count models,
- models for dealing with sample selection bias: tobit and Heckman models,
- techniques for modeling time-series data.

Throughout, we will focus on understanding the theoretical underpinnings of the model and developing and evaluating applications

of the models to substantive problems in political science. Students will be asked to do data-analysis exercises, to evaluate published research relying on quantitative techniques, and to do a research project on a topic of their own choosing.

### American

#### 504. *Seminar on the Supreme Court* (3-0-3) Kommers

This seminar examines the politics and process of decision making in the United States Supreme Court. It covers the Court's organization, jurisdiction, and procedures; the nomination and confirmation of justices; the role of law clerks and advocates; and outside influences on the Court's personnel. The seminar also includes major units on the Court's exercise of its discretionary jurisdiction, the setting of the Court's agenda, oral argument and the opinion-writing process, the impact of Supreme Court decisions, and judicial-legislative relationships. Last, and importantly, the seminar explores various methods and approaches to the study of judicial decision making. Grades will be based on a term paper, class participation, and oral reports.

#### 506. *Field Seminar in American Politics* (3-0-3) Wolbrecht

This is the “core” seminar in American politics, designed to provide a survey of the most important literature in the field. The seminar is intended to present the student with a broad, eclectic view of the current state of the literature in American politics. The readings attempt to provide a sampling of classic and recent theory and substance in the hope of suggesting where scholars stand, and where they seem to be headed, with respect to some major topics in the American subfield.

#### 507. *American Subnational Politics and Government*

(3-0-3) Hero

The purpose of this seminar is to provide a careful and extensive overview of the scholarly issues and literature concerning American “subnational,” especially state, politics. The assumption and approach taken is that state and local governments in the United States are important in and of themselves, but they are also critical in how they shape national politics and governance through their own political and policy patterns and in their implementation of “national” domestic policies. Three bodies of literature will be the focus of analysis: U.S. federalism and intergovernmental relations; state governance, politics and

public policy; and urban/local politics (with the most extensive attention given to the second of the three).

In general, the approach will be comparative while at the same time giving close attention to historical and contemporary theoretical and analytical debates in the field. Moreover, there will be considerable attention to the significance of subnational politics for understanding the U.S. political system in general, as well as the approaches to studying that system.

#### 510. *Political Participation*

(3-0-3) Campbell

Many observers wonder why more Americans don't vote. Others wonder why anybody votes at all. This course cuts a swath through a large and methodologically diverse literature that examines these and other questions relating to political engagement. Readings include both some golden oldies and hits right off the political science charts. Some will be normative, others empirical. Students will grapple with questions like how a nation's political institutions facilitate political participation (or not), and whether it matters that some kinds of people are more likely to participate in politics than others. The focus will be on the United States, but perspectives from other nations will be offered as well. Given the topic of the course, it should come as no surprise that the instructor asks for full participation in class discussions as well as a paper. Like the assigned readings, this can be empirical or normative—or even a little of both.

#### 511. *The American Founding*

(3-0-3) M. Zuckert

This seminar centers on James Madison's *Notes* of the proceedings in the constitutional convention, but attempts to view the thoughts and deeds of the delegates in the broader context of the American Revolution and the American experience in the decade between the start of the revolution and the drafting of the Constitution on the one hand, and of broader developments in political philosophy (e.g., the all-important thought of Montesquieu) on the other. Each student will prepare a research paper explaining a theme related to the course materials.

#### 512. *Completing the Constitution: The Post-Civil War Amendments*

(3-0-3) M. Zuckert

This seminar will explore the thesis that the post-Civil War amendments to the Constitution (the 13th, 14th, and 15th) are best understood as efforts to “complete the Con-

stitution,” that is, to carry through the logic of the original founders where they stopped short for various reasons. At the center of the seminar are the Congressional debates on the various amendments and related civil rights legislation. Each student will prepare a research paper exploring a theme related to the course materials.

#### 514. *Political Parties and Interest Groups*

(3-0-3) Wolbrecht

In the United States, as in most democracies, political parties and interest groups are central mediating institutions linking citizens and the political decision makers who govern them. In an effort to understand the role of political parties and interest organizations in the American political system, we will examine issues of historical development, membership, organization, tactics, competition, and representation, among others. While the primary focus is the American case, the questions and concepts addressed in this course are applicable to other democratic systems.

#### 515. *Religion and the Constitution*

(3-0-3) Barber

Does constitutionalism in America presuppose a supreme being? Does the maintenance of constitutional institutions depend on the prevalence of religious or specifically Christian faith and morals? To what extent can or should constitutional government accommodate religious beliefs, institutions, and practices? Is constitutionalism in America on a collision course with the religious commitments of a substantial portion of the American people? This seminar will explore these and related issues. Readings include classical writers such as Locke and Jefferson, contemporary scholars and social critics such as Stanley Fish and Richard John Neuhaus, and leading decisions of the U.S. Supreme Court. The course is open to graduate students and law students. Space may be available to a few seniors who have instructor's permission. Course grade will be based on a term paper, class participation, and assigned oral reports.

#### 517. *The Presidency: Institution and Performance*

(3-0-3) Arnold

This course develops a two-part perspective on the U.S. presidency, examining its institutional development while assessing the leadership behavior of incumbents within it. Readings will survey conceptual strategies for understanding institutional development and leadership performance. Students will write brief, critical essays on readings that will focus class discussion. Additionally, students

will prepare research papers using a case or database to assess the utility of one conceptual approach for understanding presidential leadership.

#### 517C. *International Migrations and Human Rights*

(3-0-3) Bustamante

See Sociology 517. for course description.

#### 518. *Legislative Studies*

(3-0-3) Griffin

This course will examine both the organizational choices within legislatures and the outside influence on legislator behavior. Topics to be covered include problems of collective choice, the party versus preferences debate, legislative elections, roll call behavior, legislator home style, and the historical development of legislative institutions. Although particular attention will be paid to the U.S. Congress, comparative legislatures will also be considered.

#### 520. *Elections and Public Policy*

(3-0-3) Radcliff

This course examines the relationship between the electoral choices of voters and the public policy regimes that the governments so chosen pursue. The central focus is thus on whether and how different types of electoral outcomes (which parties win elections and in what institutional contexts) actually determine the policies that governments pursue.

#### 521. *Federalism and the Constitution*

(3-0-3) Barber

Beginning in 1995, the Rehnquist Court has sought to restore some of the immunities from federal power that the states enjoyed prior to the late 1930s. Cases decided under the Commerce Clause and the 10th and 11th Amendments reflect the view that “federalism” is a fundamental feature of the American constitutional order, dear to the framers and integral to the values of “limited government” and “liberty.” Critics of this “states’ rights revolution” contend that the framers’ first priority was a strong national government and that advances in personal and civil liberties have historically come at the expense of states’ rights. This course asks what American “federalism,” as a normative concept, is, whether it is a genuine constitutional principle, and if so for what textual, historical, or moral reasons. The first part of the course will review Supreme Court cases. The second part will review what statesmen and political philosophers have said about the subject. In addition to around 30 cases, readings will include



selections from *The Federalist Papers* and writings by Tocqueville, Calhoun, Lincoln, Martin Diamond, Herbert Storing, Charles Taylor, and others. Grades will be based on an objective exam covering the cases, oral reports in class, and a term paper. This is a graduate course, but senior undergraduates may register with the instructor's consent.

### *Comparative*

#### *505. Comparative Constitutional Law*

(3-0-3) Kommers

This seminar introduces graduate students and law students to the developing field of comparative constitutional law and constitutionalism. Leading American constitutional cases in topical areas such as church-state relations, freedom of speech, right to life issues (abortion, death penalty, and assisted suicide), political representation, gender and racial discrimination, and social and economic rights will be compared with similar cases handed down by Canada's Supreme Court, Germany's Federal Constitutional Court, and the European Court of Human Rights. Selected cases are also drawn from the Hungarian, Indian, and South African Constitutional Courts. The seminar's task is threefold: to identify the similarities and differences in the reasoning and outcomes of the cases, to explain these differences and similarities, and then to discuss aspects of American constitutional law in the light of the foreign materials. In addition, the seminar will consider and identify the uses that particular courts have made of comparative analysis in deciding questions arising under their respective constitutions. Graduate students with a background in political theory, comparative government, or constitutional law should find the seminar informative and intellectually challenging. Grades are based on oral reports, general participation, and a term paper that assesses some aspect of American constitutional law in the light of foreign constitutional developments.

#### *541. Theoretical Approaches in Comparative Politics*

(3-0-3) (3-0-3) Hagopian, Mainwaring

This course has two objectives. First and foremost, it provides an overview of major theoretical approaches to comparative politics. We will examine structural approaches, contingent action arguments, institutionalism, rational choice, political culture, and eclectic approaches. We will also spend one week discussing international influences on domestic politics.

An important secondary objective is to provide some awareness of comparative methods in political science. Toward this objective, we will begin the semester with some readings on methods in comparative politics, and we will discuss methods of inquiry throughout the semester.

#### *542. Comparative Parties and Party Systems*

(3-0-3) Mainwaring

This course will focus on comparative parties and party systems. The major purpose is to acquaint students with some of the most important theoretical and comparative literature on one of the major themes in political science.

The course has three main units. We will begin with some general reflections on why parties matter. In Part I, we will also examine the literature on the decline of parties and the rise of other vehicles of representation.

In Part II, we will discuss three leading theoretical approaches to the analysis of why different party systems emerge in different nations. In particular, we will discuss authors who emphasize social cleavages, voters' preferences (the spatial model), and electoral systems as factors shaping party systems.

Part III of the course focuses on parties rather than party systems as the unit of analysis.

A fundamental question is the way parties function internally. To what extent can parties be seen as rational actors as opposed to organizations with logics that may not follow the normal dictates of rationality? More broadly, what shapes how parties compete and function?

#### *543. Democracy and Markets in Latin America*

(3-0-3) Hagopian

This course examines the two most significant changes in Latin American politics in the latter part of the 20th century: the consolidation of democratic political regimes and the transition to an economic order in which market forces play a predominant role in the allocation of resources. It begins by introducing contending theoretical perspectives on the ways in which these political and economic transitions take place and the extent to which they are mutually reinforcing or constraining. It then analyzes the roles of various political and social actors and institutions in the processes of democratization and economic liberalization. Specifically, the focus is on the changing foundations of citizen association

and participation, channels of political representation, and political institutions that shape and constrain the trajectories of democratic consolidation and state- and market-oriented reform.

#### *544. State Building and Regime Change*

(3-0-3) Gould

In this seminar we will discuss classic and contemporary works on questions of state-building and regime change in the modern world. State-building and regime change constitute two distinct yet interrelated outcomes that are perennially at the top of research agendas in political science and sociology. Why and how do bureaucracies develop? What are the differences in the organizational infrastructure of various states and why do these differences emerge? Why do different political regimes emerge? What accounts for transitions from one type of regime to another? While there are many possible ways of structuring a look at the broad body of research seeking to answer these questions, this course adopts a threefold division in its presentation: we will examine, in turn, explanations that focus on rationality, culture, and structure. We will also examine renewed attention to modernization theories and to political-economy.

#### *545. The Political Economy of Postindustrial Societies*

(3-0-3) Messina

This course investigates the nexus between politics and economics in the postindustrial societies. After a brief discussion of the theoretical principles of economic liberalism, the course focuses on the impact of economic factors and conditions on politics and the political and economic consequences of the organization of the world economy along free market principles. It concludes by scrutinizing the relationship between domestic politics and the project for deeper economic integration in the case of the European Union.

#### *546. Politics of Nation and Community*

(3-0-3)

This course combines readings in comparative politics and political theory in order to consider political community, nationalism, and alternatives to the nation-state. Possible meanings and applications of "internationalism" receive critical examination. Readings range from Charles Taylor to Eric Hobsbawm to Michel Foucault, all the while probing approaches to national identity and modern dilemmas of governance. Students keep a journal, write one short paper, and work for the latter half of the

semester on a major research paper, the latter combining a case study with the theoretical literature discussed in class.

*550. Theories of Identity and Conflict*

(3-0-3) Collins

This course covers theories of ethnicity, nationality, and religious identity, and their relation to social movements, violence, and civil conflict. The course includes a range of approaches and debates on the sources of identity, causes of identity mobilization, changing identity, the causes of conflict, and strategies for resolving identity-based conflict. We will read rational choice approaches, including Laitin, Fearon, Weingast, Bates, etc., as well as institutionalist theories, such as Horowitz, and culturalist and social theories.

*586. Game Theory, Politics and Institutional Analysis*

(3-0-3) Gould, Rath

This course will focus on game theory as employed in empirical analyses of politics and institutions. It will cover some fundamental concepts of game theory: basic elements of games; several equilibrium concepts and different types of game. Selected applications include: explanations of political party competition, legislative decision making, the maintenance of democracy and constitutionalism, interethnic cooperation and conflict, differences in social norms, transitions from socialist to market economies, the political economy of reforms and the economics of sovereign debt.

*644. Comparing Democracies*

(3-0-3) Coppedge

This is a seminar on the nature and consequences of democracy. It is a companion course to POLS 575, *Comparative Research on Democratization*, which examines causes of democracy. However, neither seminar is a prerequisite for the other. *Comparing Democracies* is a semester-long workshop devoted to establishing rigorous criteria for evaluating how democratic “democracies” are and what difference it makes. We will read and discuss selected theoretical works that propose definitions of and justifications for democracy. We will break down the concepts into measurable components and function as a research team to produce qualitative and quantitative indicators of the quality of democracy. Students will also present and critique their own research on the consequences of these qualities of democracy for regime stability, social equity, or other outcomes. The seminar includes practical instruction on concept formation, measurement theory,

dimensional analysis, and other methodological tools that would be useful for analyzing many complex political phenomena besides democracy.

*645. Comparative Research on Democratization*

(3-0-3) Coppedge

This course is both a survey of major works seeking to explain the birth and survival of democracy and a research seminar that allows students to explore these topics on their own and as members of a research team. Discussions will examine how leading political scientists have studied democratization from a great variety of approaches, including case studies and comparative history, rational choice, political culture, institutionalism, modernization, and large-sample comparisons. The substantive readings provide fodder for discussing major issues of research design. Lectures will provide user-friendly introductions to a variety of analytic techniques. Research assignments will encourage hands-on experience with data collection and statistical analysis. There is virtually no overlap between this course and POLS 579, *Comparing Democracies*, which examines the nature and consequences of democracy.

*654. The Politics of Tropical and Southern Africa*

(3-0-3) Walshe

At first the course will concentrate on tropical Africa: traditional political systems, the impact of colonialism, the rise of African nationalism, political independence and its aftermath—the phenomenon of military/bureaucratic states and the search for legitimate forms of government. The focus shifts for the second half of the semester: the rise of Afrikaner nationalism, the consolidation of the apartheid state, black protests and the liberation movement, the Frontline States, and the U.S. policy towards the region. There will be two examinations. Students who wish to write a research paper should think in terms of signing up for “Special Studies” in a subsequent semester.

*681. Democracy and Democratic Theory*

(3-0-3) O'Donnell

This seminar will explore and discuss what to my mind are the main meanings, conundrums, and predicaments of democratic theory and practice since its origins until today. Active participation in class, two written reports on selected readings per each student, and an option between a research paper or a take-home exam will be expected.

*International Relations*

*524. American Foreign Policy*

(3-0-3) Lindley

This course examines in detail theories about American foreign policy ranging from structural, state-level policy process, to decision making theories. We will also review the history of American foreign policy and assess several prominent policy problems currently facing decision makers. We will work extensively on formulating, critiquing, and testing theories, with a focus on case-study methodology. Book/article reviews and a major research paper are required. Students will lead class at times, will present their own work, and will participate in debates. Qualified undergraduates may take the course with permission.

*525. Ethics and International Relations*

(3-0-3) Philpott

Ethics and International Relations explores diverse international issues through normative political philosophy and case studies. It is suitable for students of political theory and international relations alike. Topics include the justice of war, the problem of killing innocents, terrorism, nuclear weapons, intervention, human rights and pluralism, distributive justice, the status of borders, globalization and development, and women's rights. These will be explored through competing moral frameworks, including duty-based and consequentialist frameworks.

*526. International Political Economy*

(3-0-3) Mosley

This seminar explores the interaction between politics and economics in the international system, with an emphasis on the theoretical development of the subfield of international political economy. We will investigate the balance between cooperation and conflict, the effect of international institutions on economic relations, and the mutual impact of domestic and international politics. Substantive topics include the international trade system, the international monetary and financial systems, the role of the global economy in economic development, and the impact of economic globalization on domestic societies.

Throughout the course, we will consider how well models developed in other fields of political science or economics can be applied to international political economy. We also will attempt to identify the “state of the art” in the study of international political economy. This course serves as a basis for future research in the fields of international political economy,

international relations, and comparative political economy. It also prepares students for the international political economy component of the international relations comprehensive exam. Students are expected to participate in all class sessions, to write several short papers, and to write and present a research design at the end of the course.

*527. War, Human Rights, and Peacebuilding*  
(3-0-3) Johansen

The course considers: (a) global peace issues: the workings of the balance of power system and nationalism; arms trade and arms control; economic sanctions; approaches to international tension reduction; implementing fundamental norms of peace; (b) global human rights issues: the Universal Declaration and Covenants; rights of women and children; collective rights; gross violations of human rights as correlates of violence and war; efforts to hold individuals accountable to prohibitions of crimes against humanity and war crimes; fundamental norms of human rights; issues of identity as they affect exercise of state sovereignty; and compliance with human rights norms; (c) multilateral responses: the work of the UN and its agencies in peacebuilding as well as in reducing violence and helping those victimized by it; attention to regional international organizations; examination of the recommendations of high-profile international commissions on issues of security and human rights; the politics of implementing their recommendations, including the role of nongovernmental organizations; and (d) peace research findings and research methods in the areas of peace and human rights; similarities and differences between world order/peace studies scholarship and political realism.

*528. Issues in Arab/Israeli Conflict*

(3-0-3) Dowty

This course will focus on the historical development of the Arab-Israeli conflict and current issues of that conflict on both the Israeli-Palestinian and interstate (Israeli-Arab) dimensions. Class participation will be emphasized; course requirements include a take-home exam over background material and a substantial research paper.

*529. Theories of International Relations*

(3-0-3) Lieber

This course provides a survey of major theoretical traditions and their applications in the study of international relations. The course explores recent changes in and debates on the key theoretical approaches;

especially neorealism, liberal institutionalism, and structural theories. A main objective of the course is to clarify and assess various methodological commitments, ranging from empiricism to constructivism, that are built in these theoretical ideas and their consequences for the design and conduct of research. The course does not dwell upon the practice of international relations, but it makes an effort to link up theories and methods surveyed with the real world. This happens by tracing the long-term developments in security (war, peace, and deterrence) and economic (protectionism, free trade, and globalization) strategies by state and non-state actors. In this context, there will be a special focus on the international political and economic orders and their historical transitions. The students are expected to read carefully the assigned material, participate actively in the class discussions, write a publishable book review, develop a research design, and complete a final examination.

*532. International Organization*

(3-0-3) Staff

International organizations (IOs) and institutions are pervasive in international relations. IOs can facilitate cooperation as well as institutionalize competition and conflict, including warfare. This course will examine the origins, roles, and prospects for IOs, with an emphasis on understanding change in intergovernmental organizations such as the UN system and regional organizations. Each student will present a briefing on a selected IO and write a research paper on some aspect of IO politics.

*533. Peace and World Order I*

(3-0-3) Johansen

This course examines various ways of understanding the causes and dynamics of inequality and collective violence in contemporary international relations. For this purpose special attention is paid to the following explanations: power rivalries and international anarchy, the acquisition and proliferation of military capabilities, global socioeconomic inequities, and ideological and cultural differences as well as the deterioration of the environmental security. In addition to providing a critical description and explanation of the causes of violence, the course also considers key methodological issues and examines the efforts of peace and conflict studies to better understand and mitigate the problems of violence.

*534. Peace and World Order II*

(3-0-3) Johansen, Väyrynen

This course examines alternative approaches to achieving a peaceful, just, and environmentally healthy world order. Students will explore efforts by governments and citizens' groups to improve international institutions and to implement world order reforms such as suggested in the reports of the Palme, Brandt, Brundtland, and South Commissions; the Commission on Global Governance; and subsequent international efforts. Students explore opportunities for and impediments to implementing their own preferred visions of future world order.

*535. Sustainable Development*

(3-0-3) Staff

This course investigates the politically popular concept of sustainable development both to explore competing values embedded in the term, and to think pragmatically about how sustainable development could be implemented around the world. We look at the constraints on sustainable development imposed by the global systems of trade, aid and finance, and the opportunities for local decision makers to make more sustainable choices. We explore these challenges in depth through case studies in various regions of the world, such as tropical deforestation in Southeast Asia, nuclear safety in the former Soviet Union, biotechnology in Kenya, Brazil, India, and China, corporate environmentalism in Mexico and Brazil, and toxic waste trade between developing and developed countries.

*588. The United Nations and the Maintenance of International Peace and Security*

(3-0-3) Johansen

Students will examine (1) the theory and practice of United Nations peacemaking, peacekeeping, and enforcement; (2) proposals for strengthening UN capabilities in these areas; and (3) the prospects for employing the UN more effectively to reduce the role of military power in the world system.

*625. International Political Economy*

(3-0-3) Mosley, Väyrynen

This seminar explores the interaction between politics and economics in the international system, with an emphasis on the theoretical development of the subfield of international political economy. We will investigate the balance between cooperation and conflict, the effect of international institutions on economic relations, and the mutual impact of domestic and international politics. Throughout the

course, we will consider how well models developed in other fields of political science or economics can be applied to international political economy. We also will attempt to identify the “state of the art” in the study of international political economy.

This course is intended to prepare students for the IPE component of the preliminary exams in international relations, and to lay the groundwork for future research in the fields of international political economy, international relations, and comparative political economy. The course also is open (with the instructor’s permission) to undergraduate students who would like a more theoretically oriented exploration of international political economy.

*626. The Political Economy of International Institutions*

(3-0-3) Mosley

This seminar addresses the formation and functioning of international institutions from a rational-choice perspective. We consider the ways in which theories developed in other branches of political economy—including collective action and path dependence—can be employed to understand international institutions. Under what conditions do international institutions influence state behavior? What are the conditions that facilitate change in international institutions? What is the relationship between ideas and interests in international relations theory?

*Theory*

*571. Plato’s Trilogy*

(3-0-3) C. Zuckert

In this seminar we will explore the significance of the differences in the philosophical positions, political teachings, and pedagogical styles Plato presents in Socrates (especially the *Theaetetus*) and the Eleatic Stranger (in the *Sophist* and *Statesman*). Students will be asked to write a major interpretive study as well as a critique of a recent critical work.

*572. Cicero and the Romans*

(3-0-3) Nicgorski

This course offers the opportunity to study major issues in political theory, moral philosophy, and jurisprudence as they appear in the writings of Cicero and in the teachings of the philosophical schools of ancient Rome. Lucretius is also read. Topics considered include the relation of practice and theory, the virtues and expediency, the basis of right and law, and the natures of republican and mixed constitutions. Above all the course provides

an opportunity for reading and discussing some of Cicero’s most significant writings. Cicero’s skepticism and his metaphysical and theological views come to attention in certain of the readings. Cicero, a leading statesman of the late Roman Republic, endeavored to mediate between the work of Greek theorists and Roman practice; in time, his writings became among the most important sources on ancient moral and political thought for the Christian tradition. His acknowledged influence on key American founders was much greater than that of Plato or Aristotle.

*573. Aristotle*

(3-0-3) Goerner

A basic introduction to Aristotle’s “human philosophy” (*ta anthropina philosophia*) by reading the *Nicomachean Ethics* and the *Politics*. The aim of the course: obtain a critical understanding of the main substantive structure of Aristotle’s theory of excellence in personal and political practice as well as of the method used in presenting the theory. The course will be conducted in seminar style: participants will be expected to take turns presenting short, tightly argued introductions to key passages with a view to focusing discussion on the principal interpretive and theoretical questions posed by the particular text under discussion. Each seminar participant is also expected to write a critical research paper adjudicating a disagreement in the relevant, current, scholarly literature (usually two articles) on some issue in Aristotle’s ethico-political theory.

*574. Rousseau*

(3-0-3) Botting

In this graduate political theory seminar, we will read three of Jean-Jacques Rousseau’s works that he composed and published almost simultaneously—*Julie* (1761), *Emile* (1762) and *On the Social Contract* (1762)—and ask whether or not they can be understood as substantively interrelated works of political theory. Students will write a 25-page research paper on Rousseau, a five-page book review of a major work of Rousseau scholarship, and give an in-class presentation based on the book review.

*575. Medieval Political Theory: Thomas Aquinas*

(3-0-3) Keys

This seminar in medieval thought will focus on the politically relevant writings of Thomas Aquinas. Special attention will be given to the interplay between faith and reason, and between ethics and politics, in his work. Our aim will not be solely to gain a historical grasp

of one of the great thinkers of the past, but also and especially to examine what relevance the problems he tackled and the approaches he proposed might have for us today. We will read selections from Aquinas’s commentaries on Aristotle’s *Nicomachean Ethics* and *Politics*; the *Summa Theologiae* on political authority and government, justice, prudence, and law; and the *De Regno (On Kingship)*. Students will also gain familiarity with contemporary secondary literature and debate regarding aspects of Aquinas’s ethical and political thought.

*575. Medieval Political Theory*

(3-0-3) Roos

This course is aimed at introducing students to some of the main elements of political theory in the Middle Ages. It will use one survey book, but its main concentration will be a more intensive investigation of the thoughts of Thomas Aquinas and Augustine. The course will pay special attention to the conception of nature in Aquinas, and the relationship between nature and grace, politics and salvation, contemplation and action, and virtue and law.

*576. Hume’s Practical Philosophy*

(3-0-3) Hösl

Hume is not only one of the most revolutionary theoretical philosophers; in his essays he deals with many moral, economical and political questions and defends a peculiar form of liberalism. In the course, we will read the “Treatise of Human Nature” the “Inquiry concerning the Principles of Morals” and his various essays on political issues. A particular accent of the course is to probe into the connections between Hume’s epistemology and anthropology and his concrete political views.

*577. Social Contract*

(3-0-3) Goerner

The seminar reads one or more works by a major social contract theorist. (In recent years the seminar has treated one of the following: Hobbes, Locke, Rousseau, and Rawls). The aim is to achieve a critical understanding of the theorist’s teaching on the relationships of individual, social, and political life. Participants are expected to take turns presenting short, tightly argued introductions to key passages with a view to focusing discussion on the principle interpretive and theoretical questions posed by the particular text under discussion. Each seminar participant is also expected to write a critical research paper adjudicating a disagreement in the relevant scholarly literature (usually two articles) on some issue.

578. *Nature and Modern Democracy*

(3-0-3) Nicgorski

From 1951 to 1953, the University of Chicago Press published three sets of the *Walgreen Lectures* dealing with the intellectual basis of various 20th-century challenges to democracy. These three books—Yves Simon's *Philosophy of Democratic Government*, Leo Strauss's *Natural Right and History*, and Eric Voegelin's *The New Science of Politics*—have functioned to outline three highly influential and overlapping approaches to defining the crises of modern democracy and to restoring viable democratic foundations. This seminar-style course focuses on the reading and discussion of these books. Special attention is given to the concepts of history, science, nature, modernity, and democracy itself as they appear in the three works and in related writings.

579. *Democratic Theory and Multiculturalism*

(3-0-3) Dallmayr

We live increasingly in a multicultural world. But is this trend compatible with democracy? In recent decades, democratic theory has been a battle field between “liberals” and “communitarians.” In both camps, multiculturalism is problematic. Liberals give primacy to autonomous individuals, outside cultural contexts. Communitarians stress community values, neglecting the multiplicity of cultural and religious values. The seminar explores the possibility of a multicultural democracy, beyond liberal detachment and communitarian parochialism. Starting from the liberal-communitarian debate, the seminar proceeds to a discussion of multicultural democracy both on the domestic level and on that of “cosmopolitan democracy.” Some of the texts used are Charles Taylor's *Multiculturalism*, Bhikhu Parekh's *Rethinking Multiculturalism*, Iris M. Young's *Inclusion and Democracy*, Seyla Benhabib's *Democracy and Difference*, and David Held and Archibugi's *Cosmopolitan Democracy*.

580. *Theories of Modernity*

(3-0-3) Dallmayr

“Modernity” today is a contested concept, embroiled in multiple and often conflicting interpretations. For some, modernity is the highway to social progress, the advancement of knowledge, and human liberation. For others, modernity is an aberration, a deviation from the path charted in ancient and medieval times—an aberration manifest in the “crisis of modernity.” Still others view modernity as deficient but salvageable, or else as exhausted and obsolete (to be replaced by postmodernity). In our age or globalization,

modernity also plays a crucial role in debates about Western colonialism and hegemony. The seminar seeks to chart a course through these debates. Beginning with a survey of some social science literature on modernity and modernization, the seminar turns to Jurgen Habermas's defense of modernity (as an “unfinished project”) and to Charles Taylor's qualified defense. Discussion then shifts to critics of modernity, from Strauss, Voegelin, and MacIntyre to Adorno and Derrida. Some attention will also be given to non-Western critics of “Western” modernity. Some texts for the seminar are: Jurgen Habermas, *The Philosophical Discourse of Modernity*; M. Passerin d'Entreves and Seyla Benhabib, *Habermas and the Unfinished Project of Modernity*; Charles Taylor, *A Catholic Modernity?*; Anthony Giddens, *The Consequences of Modernity*; and Gary Gutting, *Pragmatic Liberalism and The Critique of Modernity*. Selective reference will also be made to Agnes Heller, *A Theory of Modernity*; Eric Voegelin, *Modernity Without Restraint*; Alasdair MacIntyre, *After Virtue*; Hans Blumenberg, *The Legitimacy of the Modern Age*; and Scott Lasch, *Another Modernity*.

587. *Global Human Rights*

(3-0-3) Dallmayr

We live in an age of rapid globalization. Part of this globalizing process is the extension of the idea of “human rights” to societies around the globe. Rooted in modern Protestant and Enlightenment principles, the idea of human rights forms part not only of globalization, but also of the worldwide drive toward democratization and human emancipation. Although enjoying widespread and deserved popularity, human rights discourse is also enmeshed in difficult theoretical or philosophical quandaries. The seminar will review three main question areas. (1) Question of grounding: What is the source of human rights? To what extent can rights be justified, or what is the “rightness” of human rights? (2) Question of universality: Is the idea of human rights peculiarly Western (tied to Western modernity)? How can the idea be defended against charges of ethnocentrism and such counter-ideas as “Asian” or “Islamic” values? (3) Question of application: If one admits the universality of human rights, can such rights only be exercised by subjects against their own government, or can they also be pressed against hegemonic superpowers oppressively intervening in other societies? Can they be marshalled against multinational conglomerates and the effects of global capital speculation? And what about the destruction of natural resources (such as rainforests) and the

survival rights of native communities? Students are expected to participate actively in class discussions, to present a number of oral reports, and to write a research paper related to the topic of the seminar.

591. *Rawls*

(3-0-3) M. Zuckert

John Rawls has undoubtedly been the most significant theorist of the liberal tradition in the late 20th century, and this seminar will explore the body of his work, including his early doctoral dissertation, through his *A Theory of Justice* and his late *Political Liberalism*. The guiding questions will be: (1) that of Rawls's development—how are we to understand the various phases of his thought; (2) that of Rawls as a philosopher of liberalism—does Rawls present a plausible and attractive version of liberalism; and (3) that of the inherent truth and value of Rawls's theory.

594. *Nature, Grace, History*

(3-0-3) Roos

This seminar will explore several interrelated themes concerning the relationship between religious belief and politics. It will critically compare several authors on a variety of questions including the status of politics, its natural versus conventional status, whether religion is understood as natural theology or divine particular providence, whether reason and revelation can conflict, toleration of other religions, and what claims are made about the role of revealed religion in establishing political obligation. Readings will include parts of Plato's *Laws*, Augustine's *City of God*, Aquinas's *Summa Theologica*, Maimonides' *Guide of the Perplexed*, Alfarabi's *Plato's Laws*, John Calvin's *Institutes of the Christian Religion*, and selections from Martin Luther. Requirements will include two five-page seminar papers, four one-page commentaries, and a 20-page term paper due at the end of the semester.

596. *Machiavelli and Shakespeare*

(3-0-3) M. Zuckert

This seminar will explore the relations between these two great writers; the central hypothesis is that Shakespeare was a deeply political artist, akin to, if not quite a political philosopher, whose works reveal an almost obsessive concern with the texts and themes of Machiavelli. We will proceed by reading texts that seem to be in dialogue with each other; examples include *The Prince* on founders along with *A Midsummer Night's Dream*; Machiavelli's comedy *Mandragola* along with Shakespeare's *The Rape of Lucrece*, both

versions of the story of the Roman matron Lucretia; Machiavelli's *Discourses on Livy* and Shakespeare's *Coriolanus* and *Julius Caesar* on the early and late days of the Roman republic; Machiavelli on the conquest of *Fortuna*, along with *Macbeth*.

599. *Thesis Direction*

(V-V-V) Staff

Research and writing on an approved subject under the direction of a faculty member.

600. *Nonresident Thesis Research*

(0-0-1) Staff

Required of nonresident graduate students who are completing their theses in absentia and who wish to retain their degree status.

671. *Socrates*

(3-0-3) C. Zuckert

Who was Socrates, and what effect did he have on later history and thought? According to Cicero, Socrates was the first political philosopher; according to Nietzsche, he was a logical monster, a pessimist disguised as an optimist; according to Kierkegaard, he was a moral teacher, second only to Jesus. We will examine several of the Platonic dialogues leading up to Socrates' trial and death in an attempt to discover which of these or other later interpretations is correct.

672. *Plato's Laws*

(3-0-3) C. Zuckert

In his last and longest dialogue, Plato explored the nature and limitations of the rule of law. What are its sources—intellectual and emotional? Must the laws have or at least be believed to have a divine foundation? How can people be persuaded freely to obey? What set of laws and institutions would be best and why? Plato's *Laws* contains the first explication and analysis of the "mixed regime" that is transformed by later, modern theorists into the "separation of powers" and "checks and balances" of the American Constitution. Plato himself seems to think that a regime that attempts to form the character of its citizens would be preferable. We will investigate the reasons why. Students will be required to lead a discussion of part of the text and to write a long seminar paper.

674. *Hegel*

(3-0-3) Staff

The seminar examines the political philosophy of Hegel. As a critic of both the modern liberal state and the 18th- and 19th-century romantic reactions to it, Hegel attempted to construct a political philosophy which could make sense of these competing models of the

state and ultimately posit the beginnings of their overcoming and synthesis. We will study Hegel's theories of the state, politics, society, and history with attention to their development from his early writings to his mature work. Students will be expected to write one substantial paper on some aspect of Hegel's thought and will be responsible for critical presentations of the readings.

675. *Kant*

(3-0-3) Hösle

The purpose of the seminar is to become familiar with Kant's practical philosophy and particularly with its implications for political philosophy and the philosophy of history. We will start with Kant's *Groundwork* and the *Critique of Practical Reason*, which lay the foundation of his enterprise, continue with Kant's materially most important works *Metaphysics of ethics* and *Anthropology* and then deal with the smaller works on the philosophy of history and the relation between theory and practice.

680. *Heidegger and Praxis*

(3-0-3) Dallmayr

In recent years there has been much debate concerning Heidegger's politics. Although important, the controversy has often had the effect of impeding access to Heidegger's philosophy and its implications. One of the larger issues often obscured is this: What is the relation between philosophy and politics, between theory and praxis? How can philosophy and praxis enter into a relationship which is mutually enriching while preserving their respective integrity? The seminar explores Heidegger's philosophy with an accent on his contributions to "practical philosophy" (including ethics and politics). Following a close reading of some of Heidegger's key texts — from (parts of) *Being and Time* to the *Letter of Humanism* and *On the Way to Language* — the seminar turns to some assessments of the "practical" implications of his thought in our time of globalization, technological dominance, and civilizational conflict.

696. *Examination Preparation*

(V-V-V) Staff

Preparation for comprehensive examination.

697. *Directed Readings*

(V-V-V) Staff

Reading and research on specialized topics that are immediately relevant to the student's interests and not routinely covered in the regular curriculum.

699. *Research and Dissertation*

(V-V-V) Director of Graduate Studies  
Independent research and writing on an approved subject under the direction of the director of graduate studies.

700. *Nonresident Dissertation Research*

(0-0-1) Director of Graduate Studies  
Required of nonresident graduate students who are completing their theses in absentia and who wish to retain their degree status.

*Faculty*

Peri E. Arnold, *Professor and Director of the Hesburgh Program in Public Service*. B.A., Roosevelt Univ., 1964; M.A., Univ. of Chicago, 1967; Ph.D., *ibid.*, 1972. (1971)

Louis J. Ayala, *Assistant Professor*. B.A., Princeton Univ., 1955; Ph.D., Stanford Univ., 2001. (2001)

Sotirios A. Barber, *Professor*. B.A., Univ. of Illinois, 1964; M.A., Univ. of Chicago, 1966; Ph.D., *ibid.*, 1973. (1986)

Eileen Botting, *Assistant Professor*. B.A., Bowdoin College, 1993; B.A., Cambridge Univ., 1995; M.A., Yale Univ., 1997; M. Phil., *ibid.*, 1998; M.A., Cambridge Univ., 1999; Ph.D., Yale Univ., 2001. (2001)

David Campbell, *Assistant Professor*. B.A., Brigham Young Univ., 1996; M.A., Harvard Univ., 2001. (2002)

Kathleen A. Collins, *Assistant Professor, Fellow in the Joan B. Kroc Institute for International Peace Studies, and Fellow in the Helen Kellogg Institute for International Peace Studies*. B.A., Univ. of Notre Dame, 1993; M.A., Stanford Univ., 1995; Ph.D., *ibid.*, 2000. (2001)

Barbara Connolly, *Assistant Professor and Fellow in the Nanovic Institute for European Studies*. B.A., Brown Univ., 1988; M.A., Univ. of California, Berkeley, 1990; Ph.D., *ibid.*, 1997. (2001)

Michael Coppedge, *Associate Professor, Fellow in the Helen Kellogg Institute for International Studies, and Fellow in the Nanovic Institute for European Studies*. B.S., Randolph-Macon College, 1979; M.A., Yale Univ., 1982; Ph.D., *ibid.*, 1988. (1995)

Fred R. Dallmayr, *the Packey J. Dee Professor of Political Science, Professor of Philosophy, Fellow in the Helen Kellogg Institute for International Studies, Fellow in the Joan B. Kroc Institute for International Peace Studies, and Fellow in the Nanovic Institute for European Studies*. LL.B., Univ. of Munich, 1955; M.A.,

- Southern Illinois Univ., 1956; Ph.D., Duke Univ., 1960. (1978)
- Alan K. Dowty, *Professor and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., Shimer College, 1959; M.A., Univ. of Chicago, 1960; Ph.D., *ibid.*, 1963. (1975)
- Michael J. Francis, *Director of the Latin America Area Studies Program, Professor, Fellow in the Helen Kellogg Institute for International Studies, and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., Fort Hays State Univ., 1960; Ph.D., Univ. of Virginia, 1963. (1966)
- Edward A. Goerner, *Professor Emeritus*. A.B., Univ. of Notre Dame, 1952; M.A., Univ. of Chicago, 1957; Ph.D., *ibid.*, 1959. (1960)
- Andrew C. Gould, *Director of Graduate Studies, Associate Professor, Fellow in the Helen Kellogg Institute for International Studies, and Fellow in the Nanovic Institute for European Studies*. A.B., Harvard Univ., 1985; M.A., Univ. of California, Berkeley, 1986; Ph.D., *ibid.*, 1992. (1993)
- John Griffin, *Instructor*. B.A., Boston College, 1990; J.D., Univ. of Colorado School of Law, 1995; M.A., Duke Univ., 2000. (2002)
- Frances Hagopian, *the Michael Grace III Associate Professor of Latin American Studies*. B.A., Brandeis Univ., 1975; Ph.D., Massachusetts Institute of Technology, 1986. (1999)
- Rodney E. Hero, *Chair of Political Science and the Packey J. Dee Professor of American Democracy*. B.S., Florida State Univ., 1975; M.A., Purdue Univ., 1976; Ph.D., *ibid.*, 1980. (2000)
- Robert C. Johansen, *Professor, Fellow in the Helen Kellogg Institute for International Studies, and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., Manchester College, 1962; M.A., Columbia Univ., 1963; Ph.D., *ibid.*, 1968. (1986)
- Mary M. Keys, *Assistant Professor*. B.A., Boston College, 1988; M.A., Univ. of Toronto, 1989; Ph.D., *ibid.*, 1998. (1996)
- Donald P. Kommers, *the Joseph and Elizabeth Robbie Professor of Political Science, Concurrent Professor of Law, and Fellow in the Nanovic Institute for European Studies*. B.A., Catholic Univ. of America, 1954; M.A., Univ. of Wisconsin, 1957; Ph.D., *ibid.*, 1962. (1963)
- David C. Leege, *Professor Emeritus*. B.A., Valparaiso Univ., 1959; Ph.D., Indiana Univ., 1965. (1976)
- Keir Lieber, *Assistant Professor and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., Univ. of Wisconsin-Madison, 1992; M.A., Univ. of Chicago, 1996; Ph.D., *ibid.*, 2000. (2001)
- Daniel A. Lindley III, *Assistant Professor and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., Tufts Univ., 1983; Ph.D., Massachusetts Institute of Technology, 1998. (1999)
- George Lopez, *Professor of Political Science, Director of Policy Studies and Senior Fellow in the Joan B. Kroc Institute for International Peace Studies, and Fellow in the Helen Kellogg Institute for International Studies*. B.A., Saint John Fisher College, 1972; Ph.D., Syracuse Univ., 1975. (1986)
- Scott P. Mainwaring, *the Eugene and Helen Conley Professor of Political Science, Fellow in the Helen Kellogg Institute for International Studies, and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., Yale Univ., 1976; M.A., *ibid.*, 1976; Ph.D., Stanford Univ., 1983. (1983)
- A. James McAdams, *Director of the Nanovic Institute for European Studies, the William M. Scholl Professor of International Affairs, Fellow in the Helen Kellogg Institute for International Studies, and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., Earlham College, 1976; M.A., Univ. of California, Berkeley, 1977; Ph.D., *ibid.*, 1983. (1992)
- Anthony M. Messina, *Associate Professor, Fellow in the Helen Kellogg Institute for International Studies, and Fellow in the Nanovic Institute for European Studies*. B.A., Assumption College, 1975; M.A., Drew Univ., 1977; Ph.D., Massachusetts Institute of Technology, 1984. (1999)
- Peter R. Moody Jr., *Professor*. A.B., Vanderbilt Univ., 1965; M.A., Yale Univ., 1967; Ph.D., *ibid.*, 1971. (1971)
- Layna Mosley, *the Thomas J. and Robert T. Rolfs Professor of Political Science, Fellow in the Helen Kellogg Institute for International Studies, Fellow in the Nanovic Institute for European Studies, and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., Rollins College, 1993; M.A., Duke Univ., 1996; Ph.D., *ibid.*, 1999. (1999)
- Walter J. Nicgorski, *Professor in the Program of Liberal Studies and Concurrent Professor of Political Science*. A.B., Georgetown Univ., 1960; M.A., Univ. of Chicago, 1962; Ph.D., *ibid.*, 1966. (1964)
- Guillermo O'Donnell, *the Helen Kellogg Professor of Political Science and Fellow in the Helen Kellogg Institute for International Studies*. LL.B., National Univ. of Buenos Aires, 1957; M.Phil., Yale Univ., 1971; Ph.D., *ibid.*, 1986. (1982)
- Daniel Philpott, *Assistant Professor, Fellow in the Helen Kellogg Institute for International Studies, and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., Univ. of Virginia, 1989; Ph.D., Harvard Univ., 1996. (2001)
- Benjamin F. Radcliff, *Associate Professor*. B.A., Univ. of Illinois, 1984; M.A., *ibid.*, 1986; Ph.D., *ibid.*, 1991 (1991)
- L. John Roos, *Professor*. B.A., Univ. of Notre Dame, 1965; M.A., Univ. of Chicago, 1968; Ph.D., *ibid.*, 1971. (1969)
- Mitchell Sanders, *Assistant Professor*. B.A., Duke Univ., 1991; Ph.D., Univ. of Rochester, 1997. (2001)
- Rev. Timothy R. Scully, C.S.C., *Professor, Fellow in the Helen Kellogg Institute for International Studies, and Fellow in the Nanovic Institute for European Studies*. B.A., Univ. of Notre Dame, 1976; M.Div., *ibid.*, 1979; M.A., Univ. of California, Berkeley, 1985; Ph.D., *ibid.*, 1989. (1990)
- Alvin R. Tillery Jr., *Assistant Professor*. B.A., Morehouse College, 1993; Ph.D., Harvard Univ., 2000. (2000)
- Raimo Väyrynen, *Professor, Fellow in the Nanovic Institute, and Senior Fellow in the Joan B. Kroc Institute for International Peace Studies*. Cand.Soc.Sci., Univ. of Tampere, 1968; Lic.Soc.Sci., *ibid.*, 1970, Dr.Soc.Sci., *ibid.*, 1973. (1993)
- A. Peter Walshe, *Director of the African Studies Program, Professor, and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., Wadham College, Oxford Univ., 1956; M.A., Oxford Univ., 1959; D.Phil., *ibid.*, 1968. (1966)
- Christopher J. Welna, *Director of Latin American Studies, Acting Director of the Kellogg Institute for International Studies, and Concurrent Assistant Professor*. B.A., Carleton College, 1978; M.A., Princeton Univ., 1982; Ph.D., Duke Univ., 1997. (1998)
- Christina Wolbrecht, *the Packey J. Dee Associate Professor of Political Science*. B.A., Pacific Lutheran Univ., 1992; M.A., Washington Univ., 1994; Ph.D., *ibid.*, 1997 (1997).

Catherine Zuckert, *the Nancy Reeves Dreux Professor of Political Science*. B.A., Cornell Univ., 1964; M.A., Univ. of Chicago, 1967; Ph.D., *ibid.*, 1970. (1998)

Michael Zuckert, *the Nancy Reeves Dreux Professor of Political Science*. B.A., Cornell Univ., 1964; M.A., Univ. of Chicago, 1967; Ph.D., *ibid.*, 1974. (1998)

## Psychology

### Chair:

Cindy S. Bergeman

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### The Program of Studies

The graduate program seeks an individualized balance between training in basic research and the learning of skills in applied behavioral science. The basic training program rests on the assumption that there is a common core of knowledge required for effective action in either sphere. It consists of mastery of the general areas in psychology (such as cognition, perception, and social) and of basic methods (such as inferential statistics, research design, and the skills of scientific writing). Solid training in this core prepares the student to make an active contribution to scholarly research as academics or to solve problems in various community, clinical, or other nonacademic settings. The student becomes an active pursuer of knowledge and is trained to put knowledge already acquired to use in practical settings.

Graduate programs exist at the doctoral level in cognitive, counseling, developmental, and quantitative psychology.

### I. Cognitive

Doctoral candidates in cognitive psychology can acquire knowledge in several areas of cognition, including human memory, attention, psycholinguistics, perception, sensation, cognitive neuroscience, and higher order processes, as well as expertise in experimental methods and quantitative analysis. Research in these substantive areas stresses issues in memory retrieval, spatial cognition, language production and comprehension, music cognition, visual and auditory processing, attention, and aging. A sophisticated

array of methodologies are used, including eye tracking, event related potentials, and psychophysical scaling. This combination of experiences prepares students for postdoctoral careers in university, industry, and government settings.

### II. Counseling

The counseling psychology program, which is accredited by the American Psychological Association, is dedicated to preparing research scholars, who are grounded in traditional and innovative methodologies, culturally astute, informed, and aspire to making a significant contribution to scholarship in the discipline. Faculty members are conducting research in following areas of psychology: multicultural, health, marital, social-counseling interface, and research methods. Research training starts early in the program as all students participate in research with their advisor and in an ongoing research seminar with the full program faculty. In addition to the core counseling courses, all students take a sequence of statistics and methodology courses that provides a foundation for their research activities. Students are expected to be engaged in productive research activities throughout their graduate studies.

The counseling program faculty represent a variety of research interests. Several faculty members are interested in social, social-cognitive, and cultural issues in mental and physical health. One area of research focuses on social-cognitive factors influencing perceptions of discrimination and stigmatized status, and the relationship of perceived social inequity to psychological health, social action engagement, and perceived social networks. Another area of research concerns the effects of concealment of stigma and the general processes and results of secret keeping. The effects of concealment are studied with regard to its effects on mental and physical health. Also, there is a program of research on multicultural psychology, counseling, and education. This research includes cultural and racial identity development, cultural competency training, multicultural supervision, acculturation, and issues of mental health for persons of color.

Program faculty also conduct research in the areas of marital discord, coping with chronic and terminal illness, and the adequacy of traditional research methods. In the marital area research activity focuses on marital discord and depression. Research on chronic illness has focused on coping with cancer from the perspective of self-regulation and self-efficacy

theories and on the coping efficacy of caregivers. Finally, research is being conducted into the adequacy of traditional research practices in psychology, with a focus on the development and testing of alternative research procedures.

### III. Developmental

Doctoral candidates in the developmental program study development of individuals, families, and how the two interrelate. A life-span perspective is emphasized for both the individual (infancy to old age) and the family (formation to dissolution). Typical as well as atypical development, normative transitions, and the impact of nonnormative events are examined. The methodology of developmental research is stressed, and effort is made to generate knowledge and theory that have potential for application to social issues related to the development of individuals across the life span. Areas of specialization emphasize theoretical frameworks that view the individual from a systems perspective, methodology to assess family interaction and patterns of change, and intervention techniques to facilitate human development. The emphasis is on developing substantive knowledge bases necessary for careers in research and scholarship, in teaching, and in intervention. Concentrations in developmental psychology vary according to the specific interests of students and fit into three categories: cognitive development, socioemotional development, and developmental psychopathology.

#### Cognitive Development

This area stresses research in various specialty areas in cognition, including memory and cognitive changes during childhood, cognitive styles, and metacognition. Also included in this area is an opportunity to interface with our developing emphasis in educational psychology and our cognitive program. Developmental research emanating from the cognitive program focuses on the effects of age on the neural architecture supporting executive control and prospective memory, as well as the representation and processing of information in situational models.

#### Socioemotional Development

Research in this area of developmental psychology focuses on social and emotional development in infancy, early childhood, adolescence, and later life. Particular areas of emphasis are attachment, parenting behaviors, friendships, and social support. The interface between personal characteristics (such as personality, gender, or temperament) and contextual factors (such as family environment, marital conflict, or parental adjustment



to the teen's transition into adolescence) is highlighted. Faculty research, using behavioral genetic methodologies, also assesses genetic and environmental influences on individual differences in many of these attributes.

#### *Developmental Psychopathology*

Researchers in this area focus on dysfunctional development in families and individuals across the life span, including evaluating children for behavioral and emotional disorders, mental retardation, and learning disabilities. Research on topics such as the impact of marital conflict on children's emotions; child neglect; important transitions during the teen years; and the causes of developmental delays in the children of adolescent mothers is underway. Results are sometimes used to formulate and evaluate intervention programs for remediating dysfunctional behavior. Of related interest is the identification of not only the risks and vulnerabilities associated with development, but the protective mechanisms that promote more optimal outcomes as well.

#### *IV. Quantitative*

Doctoral candidates in the quantitative program receive advanced training in statistical methods and quantitative models applicable to psychology. The quantitative area emphasizes a wide range of topics, including traditional analysis of variance and regression, categorical data analysis, structural equation modeling, dynamical systems modeling, resampling methods, and item response theory. Quantitative students will typically apply these methods to a topic in a substantive area of psychology, such as cognitive, counseling, or developmental. The extent of the substantive training above and beyond the quantitative training will depend on the interests of the individual student.

The quantitative program faculty train students to have expertise in a variety of analytical tools and to advance methodology through novel research on statistical applications and creative use of existing techniques. Areas of expertise within the program include math modeling and statistics. As in all of our programs, there is great flexibility of curriculum, and students may work with a variety of faculty, both within and between programs.

#### *Curriculum*

The graduate program in psychology is primarily oriented toward the doctoral degree and consists of two stages. The first requires a minimum of 24 hours of course work and

completing and defending a research thesis. During their first year, students are expected to take PSY 507 and 508. Upon completion of first-stage requirements, a student is eligible to receive a master's degree by completing the additional requirements of the Graduate School and their particular program.

The second stage of the program ordinarily involves two more years of course work, research activity, practicum (where appropriate), and preparation for the doctoral preliminary examinations, followed by an additional year of work on the dissertation and internship (in the counseling program). To fulfill the doctoral degree requirements, students must take Advanced Research Methods (PSY 610) or Psychological Measurement (PSY 609), one additional statistics course, and at least four graduate-level seminars and achieve a total of 72 or more credit hours. In the second stage, the written preliminary examinations and the oral dissertation proposal defense are ordinarily completed during the third year. The awarding of the doctor of philosophy degree requires: (1) satisfactory performance on the departmental preliminary examinations; (2) completion of course requirements with a B average; and (3) submission of an approved dissertation to the Graduate School.

#### *Special Facilities*

Haggar Hall contains faculty offices, a variety of research laboratories, a faculty-student lounge, and classrooms. In addition, the University Counseling Center is available as a training facility for doctoral students in the counseling psychology program, and the Laboratory for Social Research provides a number of interdisciplinary training and research services.

#### *Application*

In order to be considered for admission in August, applications and supporting materials must be received by January 2 of that year (the University's deadline is February 1). No applicants are considered for January admission. The program is oriented to students who plan to attend on a full-time basis. Applicants will be expected to have completed undergraduate courses in general and experimental psychology and statistics. Applicants must take the Graduate Record Examination. Advanced subject test in psychology is preferred, but not required.

#### *Course Descriptions*

Each course listing includes:

- Course number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructor
- Course description
- (Semester normally offered)

#### *I. Quantitative Methods Courses*

##### *506. Formal Representations of Psychological Hypotheses*

(3-0-3) Wenger

This course would serve as an introduction to methods for representing hypotheses regarding psychological processes and phenomena as mathematical and/or computational models. Emphasis is placed on stochastic process models, and analytic and computational tools for constructing and exploring such models, in the context of particular psychological phenomena, will be introduced. Issues of model identifiability and testability will be emphasized. Students will be responsible for constructing and exploring the predictions of a formal representation of a hypothesis in their own area of expertise and interest.

##### *507. Quantitative Methods in Psychology I*

(3-0-2) Maxwell, Schuster

*Prerequisite:* Elementary Statistics or its equivalent.

All first-year psychology graduate students at Notre Dame are required to take a two-semester statistics sequence. The first semester begins with an introduction to descriptive statistics, probability theory, and statistical inference. Well-known one- and two-sample tests will be presented. In addition the course introduces students to regression analysis for analyzing the dependence of a continuous variable onto one or more other variables.

Emphasis is given to an adequate specification of the regression model by including polynomial and interaction terms in the regression functions and to the evaluation of the regression model by means of model comparison and residual analysis. *Students enrolled in 507 must also enroll in the lab section 507L.* (Fall)

##### *507L. Quantitative Methods in Psychology I (Lab)*

(0-3-1) Maxwell, Schuster

Corequisite lab section for 507.

*508. Quantitative Methods in Psychology II*  
(3-0-2) Maxwell

*Prerequisite:* PSY 507.

The second semester of the required sequence focuses on experimental design and analysis of variance as a method for investigating mean differences among groups, whether or not the groups are formed experimentally. The course begins by developing principles for assessing the validity of various types of experimental and non-experimental approaches for investigating psychological phenomena. This semester continues the model comparison theme developed in the first semester by showing how questions of mean differences can be conceptualized in terms of various statistical models. Special emphasis is placed on repeated measures designs, including the multivariate approach to data analysis. *Students enrolled in 507 must also enroll in the lab section 507L.* (Spring)

*508L. Quantitative Methods in Psychology 1 (Lab)*

(0-3-1) Maxwell

Corequisite lab section for 508.

*509. Exploratory and Graphical Data Analysis*  
(3-0-3) Boker

The process by which psychological knowledge advances involves a cycle of theory development, experimental design and hypothesis testing. But after the hypothesis test either does or doesn't reject a null hypothesis, where does the idea for the next experiment come from? Exploratory data analysis completes this research cycle by helping to form and change new theories. After the planned hypothesis testing for an experiment is finished, exploratory data analysis can look for patterns in these data that may have been missed by the original hypothesis tests. Successful exploratory analyses help the researcher modify theories and modify or design novel experiments with focused hypothesis tests. A second use of exploratory data analysis is in diagnostics for hypothesis tests. There are many reasons why a hypothesis test might fail. There are even times when a hypothesis test will reject the null for an unexpected reason. By becoming familiar with data through exploratory methods, the informed researcher can understand what went wrong (or what went right for the wrong reason).

*510. Seminar in Quantitative Psychology*

(3-0-3) Boker, Maxwell, Schuster, Yuan

This seminar is designed to facilitate the acquisition of a minor in quantitative psychology and to assist quantitative students in the

development of their early research projects. Methodological and analytical tools will be highlighted and discussed, the procedures for doing research on quantitative issues will be examined, and direction on how to write up the results will be provided.

*565. Quantitative Genetics*

(3-0-3) Bergeman

Quantitative genetic research provides a powerful tool for studying both genetic and environmental influences on individual differences in behavioral development. This course covers the genetic principles, methods (including family, twin, and adoption designs), and analytical techniques (e.g., intraclass correlations and model-fitting analyses) necessary for understanding hereditary and environmental influences on behavior. The use of multivariate and longitudinal models is stressed.

*607. Multivariate Analysis*

(3-0-3) Boker, Maxwell, Schuster

*Prerequisite:* PSY 508.

Multivariate analysis provides the fundamental basis for psychometric measurement and the identification of underlying common factors associated with behavior. This course begins with a review of linear algebra and provides the student with a background in multivariate regression, multivariate analysis of variance and covariance, factor analysis, canonical correlation, and discriminant function analysis. This course provides the foundations for more advanced methods for longitudinal modeling. (Fall)

*608A. Structural Equation Modeling*

(3-0-3) Boker, Yuan

*Prerequisite:* PSY 508.

Structural equation modeling has become one of the most powerful tools available for the analysis of experimental and epidemiological data arising in gerontological research. This course presents a variety of models in the context of practical theory in order to develop the student's ability to translate competing theories into testable alternative structural models. (Spring)

*608B. Advanced Structural Equation Modeling*

(3-0-3) Boker, Yuan

This course builds on the practical approach used in PSY 608A by introducing a general algebraic method for calculating covariance and means expectations. Multigroup structural modeling with means are introduced and models from twin studies, growth curve analysis models, and missing data models are used as examples.

*609. Psychological Measurement*

(3-0-3) Bergeman, Yuan

*Prerequisite:* PSY 507.

This course introduces concepts from classical test theory, generalizability theory, and item response theory. Students review the foundations of test instruments construction from these three perspectives in creating self-report, standardized, and observation/interview measures. The course also highlights issues of equality across groups, assessing change versus measurement error, criterion-referenced tests, and clinical versus statistical prediction. (Every other spring)

*610. Advanced Research Methods*

(3-0-3) Carlson, Day

This course offers students an overview of philosophy of science, study design, threats to internal and external validity, measurement, qualitative research methods, and research ethics. Techniques of scientific writing and journal editing are described and practiced.

*611. Dynamical Systems Data Analysis*

(3-0-3) Boker

Questions posed by researchers in psychology require studying evolving behavior over time. Dynamical systems methods were developed to study just such evolving systems and can be helpful in both experimental design as well as analysis of resulting data. This course presents methods that can be used to analyze intra-individual variability from a dynamical systems perspective. Recently developed techniques such as mutual information, state-space embedding, fractal dimension, and surrogate data tests are presented along with more traditional time series and linear statistical methods.

*613. Longitudinal Data Analysis*

(3-0-3) Maxwell

The first reading in this course is a book chapter by John Nesselroade describing two fundamentally different ways of conceptualizing change: change in individual differences or individual differences in change. The former can be studied by such techniques as multiple regression and standard longitudinal applications of structural equation modeling, but the latter requires a different approach. In particular, this course focuses on multilevel models (i.e., hierarchical linear modeling, or HLM) as a methodology for studying individual growth and individual differences in change.

617. *Seminar in Quantitative Psychology* (3-0-3) Boker, Maxwell, Schuster, Yuan  
Discussion-oriented course focusing on special topics in quantitative psychology.

618A. *Formal Representations of Psychological Hypotheses I*

(3-0-3) Wenger

*Prerequisite:* Permission of instructor.

This course serves as an introduction to methods for representing hypotheses regarding psychological processes and phenomena as mathematical and/or computational models. Emphasis is placed on stochastic models, and analytic and computational tools for constructing and exploring such models in the context of particular psychological phenomena will be introduced. Issues of model identifiability and testability will be emphasized. Students will be responsible for constructing and exploring the predictions of a formal representation of a hypothesis in their own area of expertise.

618B. *Formal Representations of Psychological Hypotheses II*

(3-0-3) Wenger

*Prerequisite:* Permission of instructor.

This course extends the methods introduced in PSY 618A by considering particular forms of stochastic models in psychology. Course content will vary by semester and will include one-dimensional and multidimensional signal detection theory (as an approach to both modeling and measurement), deterministic and stochastic linear dynamic systems theory as methods for modeling phenomena, and simple neural networks and learning models. In all cases, issues of model identifiability and testability will be considered. Students will be responsible for constructing and exploring the predictions of a formal representation of a hypothesis in their own area of expertise.

692C. *Introduction to Categorical Data Analysis*

(3-0-3) Schuster

The course provides an introduction to analyzing categorical data by means of log-linear models. The log-linear model approach is very well suited to analyze the joint distribution of categorical variables and the association among categorical variables, as well as the dependence of categorical variables upon other variables. Hence, research questions pertaining to the joint distribution, the association, and/or the dependence of categorical variables can be answered using log-linear models. Participants of the course are expected to have a basic understanding of statistical

inference (hypothesis testing and parameter estimation) and regression analysis.

II. *Cognitive Area*

514. *Cognitive Psychology*

(3-0-3) Carlson

A general overview of the field of cognitive psychology, including issues in perception, attention, memory, language, problem solving, reasoning, cognitive neuropsychology, and cognitive science.

515, 516. *Instructional Systems Design*

(3-0-3) (3-0-3) Crowell

This course provides an introduction to the field of instructional technology with particular emphasis on computer-based learning. Topics for consideration include instructional design and measurement, computer hardware components/requirements and approaches to instructional programming. A project requirement will enable students to get practical experience in the development of educational courseware.

518. *Memory*

(3-0-3) Radvansky, West

A specialized course covering basic issues in human memory, including models of memory, forms of memory representation, basic memory phenomena, developmental changes in memory performance, and current research.

519. *Learning*

(3-0-3) Crowell, West

A study of the methods, theories, and facts associated with the investigation of the basic processes in learning. Emphasized areas include classical conditioning, instrumental learning, and operant training. The various research paradigms used in these areas will be closely examined. Some attention also is given to basic motivation theory. (Every other fall)

520. *Psycholinguistics*

(3-0-3) Eberhard

This course focuses on the major theoretical issues motivating research in each of the three primary areas of psycholinguistics: language acquisition, comprehension, and production. Topics that will be covered include the debate over whether the mechanisms of language and acquisition are innate, past and present theoretical perspectives on the interaction between linguistic and discourse processes during language comprehension, and the pragmatic and linguistic factors involved in communicating thoughts through speech.

521. *Perception and Attention*

(3-0-3) Gibson, Wenger

A specialized course covering basic foundations and recent theories of perceptual processing attention.

522. *Human Reasoning and Problem Solving*

(3-0-3) Radvansky

A specialized course covering issues of how people perform tasks that require logical reasoning. Also covered are topics on how people solve problems that confront them in the world, including issues of analogical reasoning. Emphasis will be on current issues in human reasoning and problem solving.

525. *Cognitive Methods*

(3-0-3) Carlson

This course will focus on methodology specific to studies in cognitive psychology and cognitive science. The goal is to equip the student with the necessary skills to set up and run a lab. To that end, topics will include basic programming (enough to get an experiment up and running in Basic, C, and Pascal), basic electronics (enough to enable interface of peripherals to a computer), use of various test equipment (oscilloscope, function generator), exposure to more sophisticated equipment (scleral reflectance eye tracker, purkinje eye tracker, head mounted eye tracker, ERP system), data manipulation, trimming, and analysis.

529. *Neuropsychology*

(3-0-3) Gibson, West

This course investigates the relationship between mind and brain from the perspectives of cognitive psychology, neuroscience, and computer science. Major topics include brain imaging techniques (e.g., PET, MRI, fMRI, and ERP), hemispheric specialization, motor control, object recognition, spatial processing, attention, language, memory, executive functions, and consciousness. The major objective of the course is to show how each of these mental processes can be linked to neuroanatomical substrates.

563. *Cognitive Development*

See course description under the developmental area course offerings.

612. *Language and Thought*

See course description under the developmental area course offerings.

615A. *Seminar in Cognition: Memory*

(3-0-3) Radvansky, Wenger, West

615B. *Seminar in Cognition: Learning*  
(3-0-3) Crowell

615C. *Seminar in Cognition: Perception*  
(3-0-3) Dawson, Gibson, Carlson, Wenger

615D. *Seminar in Cognition: Language*  
(3-0-3) Eberhard, Carlson

615E. *Seminar in Cognition: Attention*  
(3-0-3) Gibson, Carlson

615G. *Seminar in Cognition: Spatial Cognition*  
(3-0-3) Carlson

619. *Seminar in Psychophysiology*  
(3-0-3) West

The research, theories, and methodologies employed in the electrophysiological study of the thinking, feeling, and behaving organism are discussed. Particular emphasis is placed on the interrelationships among the cognitive, affective, and neurologic processes and the manner in which these components relate and contribute to the total functioning system.

620. *Seminar in Psychophysics*  
(3-0-3) Dawson

A study of the relations between physical variables and their psychological effects. Topics will vary with the interests of the students and the instructor.

621. *Research Projects in Learning*  
(0-0-3) Crowell, Whitman  
Supervised research in learning.

622. *Research Projects in Perception*  
(0-0-3) Carlson, Dawson, Gibson, Wenger  
Supervised research in perception.

623. *Research Projects in Cognitive Processes*  
(0-0-3) Borkowski  
Supervised research in cognitive processes.

### III. Counseling Area

501A–H. *Science/Practice Seminar*  
(2-0-1) Smith

Classic and contemporary topics in the science and practice of counseling psychology. Topics rotating by semester. Typical topics include ideographic versus nomothetic research, clinical versus actuarial prediction, evidence based practice, and manualized treatment.

502. *Research Seminar*  
(3-0-3) Staff

This seminar focuses on specific topics within counseling psychology research. The course is intended to help students to develop research

expertise and hone their critical thinking and presentation skills. (Spring)

530. *Research Methods*  
(3-0-3) Merluzzi

This course covers issues central to the conduct of research by counseling and clinical psychologists. Topics include research ethics and professional issues, measurement, design, and data analysis. Readings, assignments, class discussion, and lectures focus on the mastery of research skills, the development of research ideas, critical thinking, and collegueship. Evaluation includes exams, assignments, and the completion of a research proposal.

531. *Personality*  
(3-0-3) Kelly, Meara, Merluzzi

This course considers the history and background of the study of personality as well as the influence that heredity, culture, learning, and motivation have on the development of personality throughout the life span. It also deals with personality abnormality, perceptual-cognitive influences on personality, creativity, and other topics. (Spring)

532. *Professional Psychology: Methods and Practice*

(3-0-3) Kelly, Merluzzi

Students will be introduced to the key research methods, empirical findings, and theories from the clinical/counseling psychology literature. Prospects for developing and testing new theories of psychotherapy will be discussed. Students will be encouraged to begin conceptualizing research projects and developing their own integrated theoretical approaches to treating clients. (Fall)

533. *Adult Psychopathology*  
(3-0-3) Staff

DSM IV classification of mental illness. Theoretical and research approaches to an understanding of the etiology of personality disturbances. (Spring)

534. *Group Dynamics and Consultation*  
(3-0-3) Merluzzi

The course will cover the theoretical foundations of small group behavior. Research on interpersonal behavior, communication, and small group dynamics will be used as the basis for laboratory experiences in which these processes can be observed and coded. The theory and research on interpersonal behavior, communication, and small group dynamics will be applied to group therapy and family therapy through a series of laboratory classes. Finally, the information on group dynamics

will be applied to the consultation process. Models of consulting will be reviewed ranging from clinical supervision to consulting in commercial business and health care. (Spring)

535. *Developmental Psychopathology*  
(3-0-3) Cummings

This course articulates principles for a lifespan perspective on the origins and development of individual patterns of adaptation and maladaptation. (Spring)

536. *Diversity Issues: Gender, Race, Sexuality*  
(3-0-3), Pope-Davis

This course provides students with theory, knowledge, and skills in diversity issues pertaining to clinical and counseling psychology. (Spring)

537. *History and Systems/Ethics*  
(3-0-3) Pope-Davis, Merluzzi

This course has two sections. The first covers historical trends and influential theorists in psychology. The second covers ethical and professional issues involved in psychological research and practice. In the latter section issues of ethics ethnicity and culture are reviewed. (Fall)

539. *Clinical Skills and Interventions I*  
(3-0-1) Corning

Prerequisite to practicum. Prepares doctoral students in foundational clinical skills and various counseling techniques. (Fall)

540. *Clinical Skills and Interventions II*  
(3-0-1) Corning

Prerequisite to practicum. Prepares doctoral counseling students in various dimensions of the therapeutic, including providing an advanced skill base for clinical case management. (Spring)

542. *Neuropsychological Assessment*  
(3-0-3) Staff

This course covers brain physiology and normal and abnormal neuropsychological functioning. In addition, procedures for assessing the integrity of neuropsychological functioning are described.

631. *Individual Personality Assessment*  
(3-0-3) Monroe

This course focuses on the science and practice of psychological assessment. Students become familiar with current theoretical and empirical issues in assessment, learn about assessment methods for intellectual and personality assessment, and practice the application of a variety of approaches to assessment.

*631A. Adult Individual Psychological Assessment*

(2-4-3) Smith

An examination of the theoretical foundations and practical applications of individual intelligence tests and projective techniques. (\$10 fee) (Fall)

*631B. Adult Individual Psychological Assessment—Laboratory*

(2-3-3) Staff

Supervised experience in using psychological assessment instruments with adults. (Spring)

*633. Supervised Counseling Practicum*

(1-6-3) Staff

Supervised counseling experiences with various types of clients.

A. University Counseling Center

B. University Counseling Center

C & D. Community placements

E & F. Advanced practicum

(Fall, spring, summer)

*637, 638, 639. Supervised Internship in Counseling Psychology*

(0-0-1) (0-0-1) (0-0-1) Staff

Work with clients individually, in groups, and in field setting as a full-time counseling trainee. (Every year)

*642A. Psychological Assessment of Children*

(3-0-3) Staff

This course is designed to provide (1) an overview of the procedures available for the psychological assessment of children and (2) supervised experience in the utilization of these procedures. (Fall)

*642B. Psychological Assessment of Children—Laboratory*

(2-3-3) Staff

Supervised experience in using psychological assessments with children. (Spring)

*644. Supervision of Counseling*

(3-0-3) Pope-Davis, Steibe-Pasalich

An examination of strategies for supervising counseling as well as practice at being a supervisor of counseling activities. (Fall)

**IV. Developmental Area**

**A. General Courses**

*535. Developmental Psychopathology*

See course description under the counseling area course offerings.

*561. Theories of Development Across the Life Span*

(3-0-3) Bergeman, Narváez, Day

A survey of the issues, theories, and research relevant to human psychological change across the life span.

*562. Socio-Emotional Development I*

(3-0-3) Braungart-Rieker

Current research and theory in social and emotional development in infancy and early childhood are reviewed. Some of the topics covered include: attachment, temperament, emotion regulation, parenting and family issues, and peer relationships.

*563. Cognitive Development*

(3-0-3) Day, West, Narváez

Major theories in cognitive development and data relevant to those theories are reviewed. Mechanisms that might account for observed developmental changes across the life span (e.g., processing speed) are discussed.

*564. Psychology of Aging*

(3-0-3) Bergeman

A broad survey of topics relevant to the psychology of aging including social and biological aspects, personality, maladjustment and psychopathology, psychological correlates of aging, and special problems related to the psychological and physical well-being of the elderly.

*565. Behavioral Genetics*

(3-0-3) Bergeman

Behavioral genetic research provides a powerful tool for studying both genetic and environmental influences on individual differences in development. The course will cover the genetic principles and methods necessary for understanding hereditary influences on behavior and will overview genetic and environmental influences on behavioral, biomedical, and biobehavioral attributes.

*566. Socio-Emotional Development II*

(3-0-3) Gondoli

This course focuses on socio-emotional development from adolescence to late adulthood. Topics include the life-span view of attachment, developmental changes in the nature and importance of friendship and social support, and autonomy and connection in family and peer relationships.

*612. Language and Thought*

(3-0-3) Staff

The psychology of language is approached from a number of different perspectives,

drawing on research from linguistics, cognitive psychology, language acquisition, developmental psychology, and philosophy. Issues covered include: the production and understanding of speech, children's acquisition of their first language, the development and structure of concepts and categories, and the relations between cognition and language.

*632. Adult Personality Assessment*

(3-0-3) Staff

This course is a continuation of PSY 630 and focuses on more complex issues in psychological assessment of adults. Topics include projective testing, neuropsychological screening, learning disabilities, assessment responses to specific questions (i.e., potential for violence, dementia vs. depression), and an introduction to forensic assessment issues (i.e., parenting, competency). This course assumes prior understanding of basic assessment techniques such as intelligence and achievement testing, self-report personality inventories, and basic report writing skills.

*635. Laboratory II and III*

(3-0-3) Staff

Supervised clinical practicum for second-year doctoral students in counseling psychology.

*636A. Practicum IV and V*

(3-0-3) Staff

Supervised clinical practicum for third-year doctoral students in counseling psychology.

*645. Marriage, Children, and the Family*

(3-0-3) Cummings

This course focuses on current trends and findings in several major areas of research on family relationships and their implications for human development, including marital relationships, parent-child relationships, marital relationships and children, sibling relationships, the role of extended family in family functioning, and intergenerational transmission of family patterns. Themes include a family systems perspective, that is, an assumption that relationships are bidirectional, or more complex, the relevance of research to understanding adjustment, and research design and methodology for the study of family.

*646. Seminar in Family Therapy*

See course description under counseling area course offerings.

*646A. Children/Families in Conflict*

(3-0-3) Cummings

Current trends and findings pertaining to conflict within families and the effects of

conflicts within families on children will be considered. A focus will be on interrelations between family systems (marital, parent-child, and sibling) and methodologies for studying these questions. A particular concern will be how positive and negative conflict processes in the marital relationship affect children. The role of interparental conflict in various family contexts (divorce, parental depression, violence and abuse, custody, and physical illness or disability) and relations between family and community conflict and violence, will be examined. The positive side of family conflict will also be considered, including the elements of constructive marital and family conflict and strategies for promoting for constructive conflict processes within families.

*646B. Marital Therapy Seminar*  
(3-0-3) Smith

This didactic course covering the principles and practice of couples therapy prepares trainees for the companion practicum (646C), through which they will subsequently carry cases at the Marital Therapy and Research Clinic. Sample topics include communication, problem-solving, domestic violence, parenting, and sex/intimacy.

*646C. Marital Therapy Practicum*  
(V-V-V) Smith

Trainees who have successfully completed the Marital Therapy Seminar (646B) register for this supervised practicum every semester. They carry cases at the Marital Therapy and Research Clinic.

*661. Seminar in Developmental Psychology*  
(3-0-3) Bergeman, Borkowski, Day  
Contemporary topics will be offered from either the child development or the life span development area.

*662. Research Projects in Developmental Psychology*  
(3-0-3) Staff  
Supervised research in developmental psychology.

*663. Teaching and the Development of Thought*  
(3-0-3) Day  
An examination of current research in cognition and instruction. The focus is on how cognitive processes can be enhanced through education. Also included are readings and discussions on how individual differences, such as special aptitudes, may influence learning in the classroom.

*664. Personality, Psychopathology, and Aging*  
(3-0-3) Bergeman

The personality development and psychopathological problems of the elderly are considered in connection with biological, social, and personal factors that relate to changes beyond young adulthood. Etiologies of mental health disorders and therapeutic interventions are covered.

*665. Motivation and Academic Learning*  
(3-0-3) Turner

The course examines student motivation for learning as a function of both individual differences and classroom environments. We study the major theories of achievement motivation and will discuss them from theoretical, empirical, and developmental points of view. Formulating motivational implications for teaching and learning in K through 12 and college classrooms is an integral part of the course.

*666. Seminar: Theory and Research in Aging*  
(3-0-3) Bergeman

This course covers contemporary research topics in gerontological research, theoretical approaches to these issues, and types of research designs used in the study of the aged.

**B. Mental Retardation Courses**

*667. Seminar: Experimental Analysis of Behavior*  
(3-0-3) Whitman

The basic principles governing human behavior within the framework of social, operant, and respondent learning. The technology derived from these principles is surveyed with special attention to the analysis of behavior and application of change procedures within educational, home, and institutional settings.

*668. Seminar: Mental Retardation*  
(3-0-3) Borkowski, Whitman

A general descriptive, theoretical, and empirical overview of the area of mental retardation with special emphasis on the etiology and modification of retardation within a learning-developmental framework.

*669. Seminar: Comparative Approaches to Cognition and Intelligence*  
(3-0-3) Borkowski

Methods, data, and theory relating to cognitive changes in normal and handicapped children, adults, and the aged are considered. The content focus is on the use of theories of intelligence and cognition to understand the performance of "special" children.

*670. Developmental Issues in Mental Retardation*

(3-0-3) Borkowski, Whitman  
Effect of early experience upon the incidence and development of mental retardation is examined. Special attention is given to the defect vs. difference theories and the controversies surrounding the issue of intelligence.

*671. Sociocultural Aspects of Mental Retardation*

(3-0-3) Borkowski, Whitman  
An examination of the reciprocal effects of the mentally retarded and society upon each other. The effects of the family, institutionalization, and normalized community programs upon the retarded and their ethical implications are examined within a psychological and sociological perspective.

*672. Research and Theory in Mental Retardation*

(3-0-3) Borkowski, Whitman  
Current research literature in mental retardation with emphasis devoted to the types of theories and methodologies being employed.

*673. Mental Retardation: Learning, Memory, and Cognition*

(3-0-3) Borkowski, Whitman  
Current research in learning, memory, and cognition in both normal and retarded children. Focus is on theories and techniques that yield behavioral generalization across time and settings.

*675, 676. Practicum: Behavioral Assessment and Programming with the Mentally Retarded*

(3-0-3) (3-0-3) Borkowski, Whitman  
A practicum providing the student with the opportunity to develop, use, and assess the effects of behavior modification procedures in institutional, school, and other community settings.

*677A, B. Research Projects in Mental Retardation*

(0-0-V) (0-0-V) Borkowski, Whitman  
Students are supervised during the conceptualization, conduct, data analysis, and formal written presentation of projects using mentally retarded subjects.

*695A. Research/Special Topics*  
(V-V-V) Staff

*695B. Reading/Special Topics*  
(V-V-V) Staff

### V. Additional Course Offerings

#### 685. Seminar in Social Psychology

(3-0-3) Staff

Contemporary topics in social psychology. Student participation includes presenting research results and experimental proposals and leading discussions. Sample topics include social cognition, person perception, attitudes, and stereotypes.

### VI. Research and Unspecified Courses

#### 593, 594. Seminar: Special Topics

(3-0-3) (3-0-3) Staff

Topics and prerequisites to be specified by the instructor.

#### 595A, B. Seminar in Behavioral Techniques in Business

(3-0-3) (3-0-3) Staff

An ongoing seminar on the principles of behavioral techniques and their application to ongoing organizational and work settings.

#### 596A, B. Practicum in Behavior Management

(V-V-V) (V-V-V) Crowell

Supervised internship in practice of behavior management.

#### 599. Thesis Direction

(V-V-V) Staff

For students doing work for a research master's degree, maximum of six hours allowed.

#### 600. Nonresident Thesis Research

(0-0-1) Staff

For master's degree students.

#### 647. Seminar: Computer Programming and Applications

(3-0-3) Staff

An introduction to computer programming for psychologists.

#### 695. Seminar: Special Topics

(3-0-3) Staff

Topics and prerequisites to be specified by the instructor.

#### 696. Seminar: Instrumentation in Psychology

(3-0-3) Staff

Practical training in the use of instruments and types of equipment often employed in psychological research.

#### 699. Research and Dissertation

(V-V-V) Staff

For resident graduate students who have completed all course requirements for the Ph.D.; maximum of 12 hours allowed.

#### 700. Nonresident Dissertation Research

(0-0-1) Staff

For doctoral students.

#### 701A. Graduate Seminar: Introduction to Teaching

(1-0-1) Staff

Designed to be taken concurrently with the first two semesters of a student's teaching assistantship, ordinarily in years one, two, or three. It will meet five times (approximately every third week) per semester for 1-1/2 hours. The primary goals of the course are to orient students to the profession of teaching, assist them in their assigned tasks as TAs, and practice the skills of observing and reflecting on their experiences in the classroom setting. An additional five hours of observing/interviewing in other departments of the University and in local schools/colleges/universities will be required. The courses will be graded Satisfactory or Unsatisfactory.

*N.B. Those who are assigned teaching assistantships, but who do not plan to take the above course for credit, would be welcome to participate as fully as they wish in the meetings, especially the processing of their experience as TAs, but they would not be responsible for any materials or activities outside these meetings.*

#### 701B. Graduate Seminar: Theories and Methods

(3-0-3) Day

Recent theory and research on students' learning is reviewed, particularly as such learning occurs in institutions of higher education. Models of effective instruction are described. Other topics include writing lesson plans, developing a teaching philosophy, testing, and grading. (Offered every other fall for students in their second year or beyond.)

#### 702A. Graduate Practicum: Course Planning

(3-0-3) Staff

Students will meet on a regular basis as they prepare to be the instructor of record in an Intro or Stats/Methods or 300-level content course (e.g., abnormal, developmental, cognitive, etc.). Ordinarily, students will have their teaching assignment for the following year by this point and can focus on a specific preparation. They will write objective, create syllabi, critique planned assignments, design tests, discuss grading, etc. In conjunction with the current instructor of record, they may be responsible for giving a lecture/presenting a unit in the instructor's class. Grading is S/U. (Offered every spring for students in their second year or beyond.)

#### 702B. Graduate Practicum: Course Delivery and Evaluation

(1-0-1) Staff

(May be elected for a maximum of two semesters.) Graduate students who are new instructors of record, ordinarily in their fourth or fifth years, will meet throughout the semester to reflect on their experience of teaching, engage in group problem solving, and revise their syllabi. A central component of this level of the teaching practicum is being observed by other class members as well as the supervisor, and learning to improve teaching skills through the integration of constructive feedback. Grading is S/U. (Offered fall and spring semesters).

#### 702C. Graduate Practicum

(V-V-V) (V-V-V) Staff

Supervised teaching in the classroom or laboratory for first year composition or other departmental courses. May be elected for a maximum of two semesters.

### Faculty

#### Cognitive Area

D. Chris Anderson, *Professor Emeritus*. B.S., Univ. of Portland, 1955; M.A., *ibid.*, 1957; Ph.D., *ibid.*, 1966. (1967)

Laura A. Carlson, *Director of Graduate Studies and Associate Professor*. B.A., Dartmouth College, 1987; M.A., Michigan State Univ., 1991; Ph.D., Univ. of Illinois, 1994. (1994)

Charles R. Crowell, *Associate Professor and Director of the Computer Applications Program*. B.A., Univ. of Notre Dame, 1969; M.A., Univ. of Iowa, 1972; Ph.D., *ibid.*, 1973. (1974)

William E. Dawson, *Associate Professor*. B.S., Wayne State Univ., 1961; M.A., *ibid.*, 1963; Ph.D., Harvard Univ., 1968. (1969)

Kathleen M. Eberhard, *Assistant Professor*. B.A., Univ. of Rochester, 1987; M.A., Michigan State Univ., 1991; Ph.D., *ibid.*, 1993. (1996)

Bradley S. Gibson, *Associate Professor*. B.S., Colorado State Univ., 1982; Ph.D., Univ. of Arizona, 1992. (1994)

Gabriel A. Radvansky, *Associate Professor*. B.A., Cleveland State Univ., 1987; M.A., Michigan State Univ., 1989; Ph.D., *ibid.*, 1992. (1993)

Michael J. Wenger, *Assistant Professor*. B.S., Univ. of Washington, 1982; M.S., *ibid.*, 1989; Ph.D., Binghamton Univ., 1994. (1999)

Robert L. West, *Assistant Professor*. B.A., Western Kentucky Univ., 1991; M.A., *ibid.*, 1993; Ph.D., Univ. of South Carolina, 1996. (1999)

#### Counseling Area

Willis E. Bartlett, *Associate Professor Emeritus*. B.S., Ohio State Univ., 1960; M.A., *ibid.*, 1962; Ph.D., *ibid.*, 1967. (1968)

Alexandra Corning, *Assistant Professor*. B.S., Univ. of Florida, 1988; M.S., Loyola Univ., 1990; Ph.D., Ohio State Univ., 1994. (2000)

George S. Howard, *the Morahan Director of the Arts and Letters Core Course Program, Professor, and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., Marist College, 1970; M.A., Southern Illinois Univ., 1972; Ph.D., *ibid.*, 1975. (1981)

Anita E. Kelly, *Associate Professor*. B.S., Northwestern Univ., 1986; M.S., Univ. of Florida, 1988; Ph.D., *ibid.*, 1991. (1994)

Sheridan P. McCabe, *Associate Professor Emeritus*. A.B., St. Mary's Seminary, 1952; S.T.B., *ibid.*, 1954; M.A., Catholic Univ. of America, 1956; Ph.D., *ibid.*, 1958. (1967)

Naomi M. Meara, *the Nancy Reeves Dreux Professor of Psychology Emerita*. B.A., Ohio State Univ., 1958; B.Sc., *ibid.*, 1960; M.A., Syracuse Univ., 1962; Ph.D., Ohio State Univ., 1967. (1986)

Thomas V. Merluzzi, *Associate Professor*. A.A., St. Thomas Seminary, 1966; M.A., Ohio State Univ., 1971; Ph.D., *ibid.*, 1975. (1974)

Donald Pope-Davis, *Associate Vice President for Graduate Studies and Associate Dean of the Graduate School, Professor of Psychology, Director of McNair Program, Fellow in the Center for Social Concerns, and Fellow in the Institute for Educational Initiatives*. B.A., Illinois Benedictine College, 1976; M.Sc., Indiana Univ., 1978; Ph.D., Stanford Univ., 1989. (2000)

David A. Smith, *Associate Professor*. B.A., Univ. of Minnesota, 1983; M.A., *ibid.*, 1986; Ph.D., State Univ. of New York, Stony Brook, 1991. (1997)

William F. Tageson, *Associate Professor Emeritus*. B.A., San Luis Rey College, 1948; M.A., Catholic Univ. of America, 1955; Ph.D., *ibid.*, 1960. (1969)

#### Developmental Area

Cindy S. Bergeman, *Chair and Associate Professor*. B.S., Univ. of Idaho, 1979; M.S., Pennsylvania State Univ., 1987; Ph.D., *ibid.*, 1989. (1990)

John G. Borkowski, *the McKenna Family Professor of Psychology and Fellow in the Institute for Educational Initiatives*. A.B., St. Benedict's College, 1960; M.A., Ohio Univ., 1962; Ph.D., Univ. of Iowa, 1964. (1967)

Julia M. Braungart-Rieker, *Associate Professor*. B.S., Syracuse Univ., 1987; M.S., Pennsylvania State Univ., 1990; Ph.D., *ibid.*, 1992. (1992)

E. Mark Cummings, *the Notre Dame Professor of Psychology, and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., Johns Hopkins Univ., 1972; M.A., Univ. of California, Los Angeles, 1973; Ph.D., *ibid.*, 1977. (1996)

Jeanne D. Day, *Professor*. B.A., Univ. of California, San Diego, 1974; M.A., Univ. of Illinois, 1977; Ph.D., *ibid.*, 1980. (1980)

Dawn M. Gondoli, *Assistant Professor*. B.A., State Univ. of New York at Buffalo, 1986; M.S., Univ. of Arizona, 1991; Ph.D., *ibid.*, 1994. (1996)

Darcia Narváez, *Associate Professor*. B.A., Univ. of Northern Colorado, 1976; M.Div., Luther Northwestern Seminary, 1984; Ph.D., Univ. of Minnesota, 1993. (2000)

John Francisco Dos Santos, *Professor Emeritus*. B.S., Tulane Univ., 1948; M.S., *ibid.*, 1952; Ph.D., *ibid.*, 1958. (1965)

Julianne C. Turner, *Assistant Professor and Concurrent Assistant Professor in the Institute for Educational Initiatives*. B.A., College of New Rochelle, 1968; M.Ed., Boston College, 1975; Ph.D., Univ. of Michigan, 1992. (1995)

Thomas L. Whitman, *Professor*. B.S., St. Norbert College, 1962; M.A., Univ. of Illinois, 1965; Ph.D., *ibid.*, 1967. (1967)

#### Quantitative Area

Steven M. Boker, *Assistant Professor*. B.S., Univ. of Denver, 1972; M.A., Univ. of Virginia, 1994; Ph.D., *ibid.*, 1996. (1996)

Rev. William A. Botzum, C.S.C., *Professor Emeritus*. B.A., Univ. of Notre Dame, 1938; Ph.D., Univ. of Chicago, 1950. (1948–51, 1966)

Scott E. Maxwell, *the Matthew A. Fitzsimons Professor of Psychology*. B.S., Duke Univ., 1972; M.A., Univ. of North Carolina, 1974; Ph.D., *ibid.*, 1977. (1982)

Christof Schuster, *Assistant Professor*. B.A., Technical Univ. of Berlin, 1987; M.S., *ibid.*, 1992; Ph.D., *ibid.*, 1997. (1999)

Anre Venter, *Associate Professional Specialist*. B.A., Univ. of Cape Town, 1980; M.A., Univ. of Notre Dame, 1994; Ph.D., *ibid.*, 1996. (1996)

Ke-Hai Yuan, *Associate Professor*. B.S., Beijing Institute of Technology, 1985; M.A., *ibid.*, 1988; Ph.D., Univ. of California at Los Angeles, 1995. (2001)

## Sociology

#### Chair:

Daniel J. Myers

#### Director of Graduate Studies:

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#### The Program of Studies

The Department of Sociology offers training leading to the conferral of two graduate degrees: the master of arts (M.A.) and the doctor of philosophy (Ph.D.). Although the M.A. degree is available to graduate students, admission is given to applicants whose goal is the doctorate.

The principal aims of this graduate training are to educate students in the theory and methods of social science, and to develop in them a competence as professionals in specific fields of sociology. A mastery of sociology in general and a strong background in the techniques that are used in scholarship and teaching in the discipline will enhance the potential of graduates for employment as academic and applied researchers, as instructors in colleges and universities, and as practitioners in government and the private sector.

Preference for admission to the graduate program in sociology is given to students who have taken social science at the undergraduate level. A course in elementary statistics is also preferred. If a student does not have this course, it may be made up while in graduate school.

The M.A. degree requires 30 hours of credit, of which six credit hours may be earned for the master's thesis. All students must complete and defend a research thesis for the master's degree.



The doctoral program normally occupies four years of full-time work for students with the bachelor's degree. Core requirements must be fulfilled in the first two years according to scheduled sequencing. Intensive independent study in the student's field of specialization is generally initiated in the second year. It is expected that the student will have completed all but the dissertation requirement by the conclusion of the third or fourth year of graduate study.

Several basic courses are required of all students who enter with only a bachelor's degree; in addition, they are required of other students who cannot demonstrate previous equivalent work at the graduate level. These courses include: one semester of classical sociological theory, for three credit hours; a one-semester overview of sociological methods, for three credit hours; one semester of advanced social statistics (SOC 593), for three credit hours (the student must have taken a more elementary statistics course as a prerequisite, or have received the permission of the instructor); a proseminar, extending across two semesters for a total of three credit hours (includes an introduction to faculty and facilities at the University and sessions on professional skills such as computing); and one semester of participation in a research practicum for a total of three credit hours.

Students are required to take at least four seminars, including at least one from each of the following two divisions: (1) advanced seminars in sociological theory and (2) advanced seminars in sociological methods or social statistics.

Beyond these, students may choose their areas of specialization in sociology, but the department is particularly strong in methodology and statistics, theory, organizations, social psychology, family, sociology of religion, comparative historical, political sociology, sociology of education, and sociology of culture.

If the emphasis and needs of the student's interests require course work in other departments, the student may undertake such courses with the approval of his or her adviser and the director of graduate studies. It is also possible for the student to construct specialty areas provided faculty specialization is available.

To fulfill the training and research requirements, each candidate must select two specialty areas and pass a comprehensive examination in each. Dissertation research

must be undertaken in at least one of the specialty areas.

Faculty members in sociology are affiliated with various institutes and centers providing additional opportunities for graduate studies: the Center for Research on Educational Opportunity, the Helen Kellogg Institute for International Studies, the Erasmus Institute, the Institute for Latino Studies, and the Nanovic Institute for European Studies.

Teaching and research assistantships, fellowships for applicants from minority groups, dissertation-year fellowships, and tuition scholarships are available.

For a more detailed description of the graduate program requirements, the student is urged to send for a copy of the department's special bulletin.

#### *Course Descriptions*

Each course listing includes:

- Course number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructor
- Course description
- (Semester normally offered)

#### *502. Population Dynamics*

(3-0-3) Williams

Demography, the science of population, is concerned with virtually everything that influences, or can be influenced by, population size, distribution, processes, structure, or characteristics. This course pays particular attention to the causes and consequences of population change. Changes in fertility, mortality, migration, technology, lifestyle, and culture have dramatically affected the United States and the other nations of the world. These changes have implications for a number of areas: hunger, the spread of illness and disease, environmental degradation, health services, household formation, the labor force, marriage and divorce, care for the elderly, birth control, poverty, urbanization, business marketing strategies, and political power. An understanding of these is important as business, government, and individuals attempt to deal with the demands of the changing population.

#### *503. The Information Society*

(3-0-3) Hachen

This seminar explores the social, political, economic, cultural, and organizational

impacts of the information technology revolution. Among the topics examined are globalization, networked enterprises, transformation of work and employment, mass communication, conceptions of time and space, new social movements, the role of the nation state, and the crisis of democracy. Attention is also given to assessing the adequacy of existing sociological theories for understanding the changes that are occurring as the result of the information technology revolution.

#### *504. Exploring Identities*

(3-0-3) Pínglé

How do we define ourselves? What are the various components of one's identity and how do we begin to understand these issues sociologically? These themes form the outlines of this course. We will explore identities, their formation, and their consequences, in post-colonial and in Western societies, in peaceful, and in societies experiencing ethnic/racial conflict, among women and men, and in developed and in developing countries. Drawing on novels, films, autobiographies, and sociological arguments we will piece together a framework for understanding the identity landscapes of which we are a part.

#### *510. The Legacy of Exile: Cubans in the U.S.*

(3-0-3) Guillermo, Grenier

This class deals with one of the most visible and political of all U.S. immigrant groups: Cubans. The theme of the class is that the Cuban presence has been shaped by the experience of exile. In understanding the case of the Cuban immigration to the United States, the students will gain insight into the dynamics of U.S. immigration policy, the differences between immigrants and exiles, inter-ethnic relations among newcomers and established residents, and the economic development of immigrant communities. The class will explore the long tradition of Cuban immigration to the United States, the elements of Cuban culture that have emerged and reinforced this tradition of migration, and the impact that Cubans have had on the Miami area as well as the changes within the community as it develops into a well-established minority group within the United States.

#### *511. Classical Social Theory*

(3-0-3) Halton, Valenzuela, Weigert

An examination of the characteristics of the 19th-century episteme in knowledge and the space occupied by the human sciences. Specific theorists are discussed. (Fall)

*513. Research Methods*

(3-0-3) LeClere, Williams, Pingle

Introduction to the philosophy of science, theory construction, research design, measurement, and sampling as they apply to sociological research. (Spring)

*515. Political Sociology*

(3-0-3) Fishman, Valenzuela

A survey of the major theoretical traditions in the field, followed by a special focus on issues such as the process of state formation, sequences and forms of political development, the social bases of parties and their formation, the characteristics of party systems, the origins of democracies, the breakdown of democracies, the characteristics of authoritarian regimes, etc. Examples and case studies will be drawn from Europe and the Americas.

*516. Visual Sociology: Exploring Society**Photographically*

(3-0-3) Cárdenas

This course examines the uses of photography and film in sociology and explores the impact of visual expression on society. This includes introductory work in documentary photography and film, gender advertising, ethnographic film, political cinema, muralism, and social protest art. This is a sociology course and emphasizes the study of societal aspects of photography, film, and artistic expression, rather than technique, without ignoring the relationship between the two aspects. The course does not emphasize the technical/lab training in photography. This course, while broad in scope, relies on content that is very heavily grounded on a social problem context as is found in the U.S., the American Southwest, Mexico, and Latin America.

*517. International Migrations and Human Rights*

(3-0-3) Bustamante

This seminar focuses on research reports on U.S. immigration from Mexico and critiques research methods and basic differences in the interpretation of data. A review of the literature is discussed with an emphasis on policymaking on immigration in the U.S. and Mexico. A comparison is made between the debate concerning migrants' human rights in various parts of the world. A critique of scientific theories focusing on the relationship between international migrations and human rights is also included.

*519. Social Stratification in American Society*

(3-0-3) Carbonaro

This course is designed to give students an overview of the major theories and empirical

research that describe and explain social and economic inequality in American society. In the course, we will cover the following topics: social mobility across generations; gender and racial inequalities in status and income; the role of labor markets in creating inequality; studies of the "underclass" (or urban poor); and the role of social policy in ameliorating the social problem of poverty. Special attention will be given to the role of education as a mechanism of stratification in each of the topics covered.

*520. Organizations*

(3-0-3) Hachen

This seminar is an in-depth introduction to theories of and research on organization. Theoretical perspectives on social organization examined include functionalism, systems theory, contingency models, action frameworks, and both Marxian and Weberian approaches. The utility of theoretical perspectives is assessed by examining organizational dynamics. Among the topics investigated are goals and strategies, technologies, decision making, conflict, power, legitimation processes, forms of control, and organization-environment relations.

*521. Labor Markets and Social Class*

(3-0-3) Hachen

In alternating years, focuses on social class and labor markets. The seminar on social class examines theories of and research on class structure, class formation, and social inequalities. Special attention is given to issues concerning the nature of the "middle class," historical changes in class structures, the relation between class and income, intergenerational mobility, and debates about the emergence of new social classes. The seminar on labor markets focuses on economic and sociological approaches to understanding labor market processes and structures. After examining economic analyses of supply and demand in labor markets, various sociological perspectives are discussed, including segmentation theories, discussions of internal labor markets, research on job mobility, and models of employment relations. Historical, case study, quantitative, and comparative research is surveyed.

*524. Cultural Studies: Art and Cultural Critique*

(3-0-3) Halton

Cultural studies is a catchall term describing a wide array of writings in the social sciences and humanities, the common concern of which involves a concept of culture and a sense that the borders between disciplines are either unnecessary or, at the least, highly

permeable. Although the term "culture" has come into the foreground in the social sciences, literary criticism, and philosophy, it often signifies a highly contested terrain with widely diverse understandings of what constitutes a culture. The seminar will explore the ways the arts relate to cultural critique, both as expression of new modes of feeling and understanding and as a source for a critical perspective.

*525. Sociology of Culture*

(3-0-3) Spillman

Examines thinking about values, norms, symbols, and rituals in sociological analysis. We read important classical and contemporary texts with concrete illustrations.

*527. Culture and Power*

(3-0-3) Spillman

How do norms, values, symbols, and rituals operate to dominate or empower? In this class we will examine a number of important classical and contemporary texts that offer answers to this question, which has been a theme of recent work in a variety of fields in sociology. At the same time we will examine concrete cases selected from studies of development, deviance, gender, mass communications, organizations, social movements, and stratification.

*528. Social Ties, Social Networks, Social Capital*

(3-0-3) Fishman

This course examines three fundamental and interrelated sociological concepts, each of which offers us an approach to the study of social connections and their impact on the human experience. Social ties, social networks, and social capital overlap substantially in their scholarly usage but the concepts are far from identical. We will review theoretical and methodological literature on all three concepts as well as major empirical studies that examine the world through one or more of these perspectives. We will explore both theoretical and practical arguments for the selection of one or more of these conceptual approaches as the basis for studying how social connections shape the human experience. The course is intended to stimulate a critical reading of recent literature on contemporary society and to assist students who wish to use one or more of these concepts in their work.

*530. Crime and Deviance in Ideological Perspective*

(3-0-3) Welch, McVeigh

This seminar course examines selected issues in the study of crime and deviance such as

white-collar crime, gang violence, and pornography. Issues will change each time the course is offered. We compare responses made by those representing the left and right in American society and critique the adequacy of these responses from a sociological viewpoint.

*531. Social Interaction*

(3-0-3) Weigert

This course develops a symbolic interactionist perspective within social psychology. Readings focus on theoretical and empirical aspects of the interactional dimensions of the way we live as selves in relationship to others and social organizations. Students are responsible for discussions and a term paper.

*534. The Schooled Society: How Schools Shape Who We Are and How Society Works*

(3-0-3) Carbonaro, Sikkink

Everyone knows schools teach students the “three Rs” (reading, ’riting, and ’rithmetic). However, few people think about the fourth “R” that schools teach us: our roles in society. In this course, we will examine how our experiences in school affect who we are as individuals. How do schools influence the way in which we play our many roles in life? Do schools have a “hidden curriculum” to make us good workers, conscientious citizens, responsible family members, etc.? What stake do various actors in society have in the people we become? We will examine both functionalist and conflict interpretations of how schools reproduce social relations and who benefits from such social arrangements.

*535. World Families*

(3-0-3) Aldous, Klein

World Families is a course designed to examine families across space and through time. The families to be studied come from a number of societies other than the United States. Also considered will be families in the United States as they existed in earlier periods to give another basis for comparison among families today.

*539. Sociology of Education*

(3-0-3) William Carbonaro

Sociologists have identified the school as a fundamentally important social institution that both shapes, and is shaped by, the larger society. In this course, we will examine where schools “came from,” how schools “work,” and focus on how they “fit” with society’s main social, economic, and political institutions. Topics covered in the course will include school expansion, the school as an agent of socialization, schools and social inequality, school organization, and school reform.

*541. Family Policy Seminar*

(3-0-3) Aldous

The seminar covers family policy in the United States and in other countries, with a concentration in the United States. There are comparisons of the background, content, and consequences of policies in the various countries. Such provocative topics as welfare policy, parental leave, and child care are discussed. The relation between families and the work setting or families and government will also be addressed. A discussion format is used. Students write a term paper on some aspect of family policy.

*542. Labor Movement Formation and Politics*

(3-0-3) Valenzuela

There have been two important changes in the position of workers within national societies since their early “heroic” period of protest. First, workers have won the right to organize into unions, and second, organized workers have created new political parties or established privileged links to existing ones. The course focuses on this dual process of change by examining various theoretical perspectives.

*545. Family I*

(3-0-3) Aldous, Klein

Covers current theoretical developments in the area of the family as well as particular data collection methods. Contemporary and continuing issues that family scholars have addressed are covered in the context of theory and research. Application of family research findings to policy, therapy, and other service-oriented fields is also covered. (Typically offered in the fall)

*546. Family Problem Solving*

(3-0-3) Klein

This course provides an in-depth analysis of the processes families use to solve the problems they face. Material is drawn from the social psychology of small groups, the sociology of formal organizations, and research and theory directly concerned with family problem solving.

*547. Designing Research Projects: Practical Problems and Theoretical Issues*

(3-0-3) Fishman

The course is intended to familiarize students with practical problems and options—as well as some underlying theoretical issues—encountered by social scientists in the course of qualitative or field research. Themes covered include consideration of the relationship between broad interpretive categories and specific empirical observations as well as the delineation of a research problem. Research

strategies discussed include comparative historical work, historical case studies, observation, survey research, and qualitative interviewing. Students are asked to formulate a research proposal and to carry out practical exercises involving the use of several research strategies.

*549. Sociology of Masculinity*

(3-0-3) Staff

This seminar explores the social construction of masculinity its many forms, both traditional and emerging, through readings, movies, discussions, and writing assignments. Members of the seminar will seek a better understanding of shifting roles, identities, and social structures that influence the way both males and females develop the meaning of masculinity. Topics include socialization, role conflicts, gender violence, sexuality, the impact of fathering, and men’s movements. The course draws attention to the often unnoticed existence of multiple masculinities in the United States and around the world. This course is intended to complement the study of gender in other disciplines.

*550. Sociology of Development: Theories and Issues*

(3-0-3) Bustamante, Valenzuela

The first part examines critically major theoretical statements, classical and contemporary, that inform the field. Readings are from Smith, Marx, Durkheim, Weber, and present-day modernization and dependence perspective authors. The second part discusses specific issues of Third World development. Topics vary but generally include trends in urbanization, impact of multinational corporations on host countries, political authoritarianism or democracy, equity versus growth, etc.

*551. Sociology of Religion I*

(3-0-3) Christiano, Welch, Yamane

Classical and contemporary theories in the sociology of religion. Culture, stratification, ideology, and determinations of experience are some of the key issues related to societal and personal formulations of religion. Classical authors such as Durkheim, Marx, and Weber are considered.

*553. Building Democratic Institutions in Latin America and European First Wave Democracies*

(3-0-3) Valenzuela

Elements of democratic regimes emerged long before the regimes as such can be identified as being minimally in place. Beginning with a brief discussion of the essential features of democracies, the course examines how and

why such institutions emerged, and the critical moments in which the actual transitions to the new democratic regimes occurred. The course focuses on democratizations that took place before World War II, and will examine key European and Latin American cases.

*557. Historical and Comparative Sociology*  
(3-0-3) Valenzuela

Reviews some of the basic techniques in historical research, discusses comparative research designs in the social sciences, and examines critically major works using comparative analysis. Students are encouraged to write proposals using comparative analysis.

*560. Research in Sociology of Education*  
(3-0-3) Hallinan

This seminar is a research practicum in the sociology of education. It will address theoretical, empirical, and policy-related issues in education from a sociological perspective. Ongoing research and analysis of major longitudinal surveys will be discussed. Students will have the opportunity to participate in the analyses of these data. The seminar would be useful to students beginning research on a master's thesis or doctoral dissertation in the sociology of education.

*565. Religion in Postwar America*  
(3-0-3) Yamane

This course surveys the major developments in religious life in the United States since the 1950s through an in-depth examination of several of the most important recent books on the subject, such as: Wade Clark Roof's *Spiritual Marketplace*, Tom Beaudoin's *Virtual Faith*, Christian Smith's *American Evangelicalism*, and Helen Berger's *A Community of Witches*. With these works as the backdrop, each student will research and write his or her family's religious history across three generations.

*566. Sociology of Consumption*  
(3-0-3) Halton

Consumption touches on themes that were not only crucial to the founders of sociology, but that reach from the sources of identity and small-scale processes to the problems of the emerging global economy and culture. Consumption studies are becoming increasingly prominent throughout the social sciences.

Today's consumer societies offer the promises of affluence, of conveniences, of "the good life." Yet it is by no means clear that the massive technological advances and material gains in advanced industrial societies have contrib-

uted to a better way of life—many would say increased meaninglessness is the actual result; a "goods life" instead of "the good life." This seminar will consider some of the central issues and works in the emerging field of consumption studies.

*567. Schools in Society*  
(3-0-3) Hallinan

This seminar examines and discusses major contemporary issues about schools and the schooling process. Topics include the role of schools in society; the political, economic, and social dimensions of schooling; education reform and its underpinnings; the social and organizational structure of schools; and the transformation of higher education. Invited speakers from off and on campus lead or participate in the discussions.

*569. School Organization and Community*  
(3-0-3) Hallinan

This course will provide students with knowledge about the current state of educational practice in the United States. Contemporary educational issues will be analyzed from the perspective of sociological theory and research. The seminar will have two components. First, students will read and critique studies published in sociology and education journals. Second, students will make progress on their own research projects in sociology of education, make presentations of this work in class, and submit a final paper as a course requirement.

*570. School Organization in Public Policy*  
(3-0-3) Hallinan

In this seminar students employ sociological theory and research to examine current educational issues and policies. Topics may include school organization, student achievement, national assessment, school choice, school integration, student networks, and school financing.

*571. Protests, Riots, and Movements*  
(3-0-3) Myers

This course is concerned with how people act together to pursue collective political aims via extrainstitutional forms of behavior: When and why do people go outside the conventional political structure to address social issues important to them? During the course, we examine political behavior ranging from the relatively mild (like a letter writing campaign) to the severe (like rioting, looting, and killing). We also discuss aspects of collective behavior that are less political in nature (like panics and fads). Some of the social movements we discuss include the civil rights

movement, the women's movement, the anti-war movement, the gay and lesbian movement, pro-life and pro-choice movements, and the environmental movement (among many others). In the end, we try to explain how grievances, resources, the political environment, repression, individuals, decision making, and movement tactics all contribute to the success and failure of protest movements, their impact on social change, and the future of activism.

*574. Society and Identity*  
(3-0-3) Weigert

This course looks at sources, dynamics, and consequences of identity in contemporary society. Identity is conceived as definitions of an individual that self and others use as a basis for interacting with one another. Significant outcomes of the way we are defined are the life chances, evaluations, and emotional meanings we experience. The course format is a discussion seminar. Grades are based on participation, an essay examination, and a 15-page research paper.

*575A, B. Research Practicum (M.A.)*

(3-0-3) (3-0-3) Fishman, Hachen, Hallinan  
The aim of this research practicum is to assist second-year graduate students in writing their master's theses.

*576. Social Breakdown in American Society*  
(3-0-3) Welch

This course examines the apparent weakening of the fabric of social life in America that has occurred within the past half-century. It investigates the past influences of both the market economy and the political welfare state on several central societal problems, such as the deterioration of interpersonal trust, the erosion of social obligations and informal social control, and the lessening of altruistic concern for others. Students will discuss the significance of these problems, as well as potential solutions.

*577. Families and their Interrelations with Gender*

(3-0-3) Aldous

A consideration of the part gender plays in family processes like the couple formation through cohabitation and/or marriage, having and rearing children, division of labor, and the post-children era.

*578. CREO Seminar*

(3-0-3) Hallinan

Most sessions of the CREO Seminar feature a presentation of educational research by an invited speaker from off campus or by a Notre

Dame faculty member or graduate student. The content of the presentation is discussed and students write a brief reaction. Other sessions are devoted to a discussion of chapters in the *Handbook on the Sociology of Education*. The seminar runs for both semesters during the academic year and students receive three credits for the entire year.

*585. Materials and Methods of Demographic Analysis*

(3-0-3) LeClere

This course is a survey course in techniques widely used in demographic analysis. These techniques include those that describe population structure, analyze demographic dynamics, and evaluate demographic data. In addition, many of the analytic skills and techniques stressed throughout the course have more general applicability in social science research. The aim of the course is to acquaint students with the nature and structure of a variety of techniques and to provide students with the experience in applying those techniques.

*586. Primary Data Collection and Survey Methodology*

(3-0-3) LeClere

This course is offered to graduate students in sociology and other social sciences who have an interest in the design, implementation, and use of social surveys and databases in social science research. The course examines all practical aspects of survey design including sample design and selection, questionnaire design, measurement, mode of administration, field methods, data editing, and database development. We also cover theoretical developments in survey methodology, including research on cognitive process and questionnaire response, the role of social theory in questionnaire design, and other specialized topics. This course will prove useful for both conducting primary data collection and interpreting data from secondary sources.

*590. Computing for Social Science Research*

(1-0-1) LeClere

This is a laboratory course designed to introduce first-year graduate students to the basic computational and statistical techniques used in social science quantitative research. The main goal of the course is to show students how to build and access a data set for analysis. As such, it is complementary to the core statistical and econometrics course offered in the social sciences. Students will be exposed

to the different operating systems available at Notre Dame, and to a variety of statistical software applications. Topics treated include reading data in different formats and checking it for errors, carrying out exploratory analyses, recoding and creation of new variables, merging data sets, performing extracts, and moving a data set between different operating environments.

*591. Proseminar*

(2-0-2) Hachen, Myers, Williams

Designed to acquaint first-year graduate students with the resources available in the department and at the University to assist them with their research. The key component of the seminar is a series of presentations by faculty on their current research.

*592. Statistics I*

*592L. Statistics I Lab*

(3-0-3) Myers, Sikkink, Williams

*Prerequisite:* Prior course in statistics.

This course reviews basic descriptive statistics and probability, then concentrates on inferential hypothesis testing (analysis of variance, linear regression, dummy variables, standardized coefficients, chi-square tests and basic contingency table analysis). (Fall)

*593. Statistics II*

(3-0-3) Myers, Sikkink, Williams

The second course in the graduate sequence focuses on the general linear model in all its forms: special topics in multiple regression (multicollinearity, autocorrelation, heteroscedasticity), nonlinear models, causal modeling (recursive and nonrecursive systems), structural equations, logit equations, and probit models. (Spring)

*599. Thesis Direction*

(V-V-V) Staff

Reserved for the six-credit-hour thesis requirement of the master's degree.

*600. Nonresident Thesis Research*

(0-0-1) Staff

For master's degree students.

*604. Seminar in the Family*

(3-0-3) Aldous, Klein

This seminar is directed to the advanced students interested in specific topics and research developments in the family area. The students are encouraged to plan their own research and theory projects or to work on their thesis proposals. Offered to students specializing in family.

*610. Seminar in Theory and Social Psychology*

(3-0-3) Weigert

A discussion of current theoretical approaches in sociological social psychology. Attention is paid to the interrelationship between macrosociological processes and the formation of self-identity. Application is made to contemporary interpretations of American culture.

*613. Contemporary American Theory*

(3-0-3) Halton

A survey of current developments including social Darwinism, pragmatism, structural functionalism, and Chicago school.

*615. Advanced Theory Construction*

(3-0-3) Klein

Techniques of formalized theory building are covered, including axiomatic systems, causal models, and cybernetic systems. The course is based on principles in the philosophy of science and gives students experience in shaping the structural and linguistic features of the theories to be used in their dissertation research.

*617. Advanced Theory Seminar: Interpretation*

(3-0-3) Halton

Social theory, formerly more the province of sociologists, has come to the forefront of contemporary intellectual life for philosophers, literary critics, and others in the humanities. This seminar will be geared toward coming to terms with some of the principal issues and controversies animating contemporary theory, particularly the nature of signification and interpretation, and will reveal how much in the sociological tradition figures into these contemporary debates. We will explore the traditions of interpretation that form the basis for much contemporary social theory, including semiotics and semiology, phenomenology, pragmatism, and interpretive sociology.

Topics will include: What is the place of the act and of action/practice as a basis for interpretation? Are there natural bases for signification and social construction? What are the varieties of ways in which the self can be seen as a complex of signs, relativism, and objective interpretation?

*618. Meaning, Materialism, and Modern Life*

(3-0-3) Halton

In the 20th century the problem of meaning has come to the forefront of modern civilization, animating revolutionary movements in art, forming the basis of a variety of philosophies and social theories, looming as the silent spectre behind mass society and its drama of

consumption. Yet despite its obsession with meaning—or perhaps because of it—the 20th century as a whole might be said to avoid the central questions of the purpose of life: Why are we here? Where are we going?

By exploring the rise of the modernist world view, key expressions of 20th-century modern culture and recent criticisms of modernity and “post-” culture, we will attempt to achieve a new understanding of the problem of meaning and the possibilities of a transformed civilization. Key topics to be taken up in the course include the problem of meaning, the rise of modern materialism, the modern metropolis, artistic modernism and post-modernism, and the prospects of epochal transformation.

*619. Seminar in Social Theory*

(3-0-3), Halton, Klein, Weigert  
Content specified by agreement among faculty, students, and the committee for graduate studies. May be directed to the analysis and research of topics such as issues on the epistemology of the social sciences, specific orientations in contemporary sociological theory, the theoretical contributions of particular individuals, etc. Offered to students specializing in social theory.

*622. Event History Analysis*

(3-0-3) Hachen, LeClere  
This course provides an in-depth introduction to event history analysis methods for analyzing change in discrete dependent variables. The course draws on methodological and empirical research from the social sciences. Special attention is given to the relationship between theories of social change, life-cycle processes, and dynamic models. The course begins by examining nonparametric discrete-time life table models and then turns to continuous-time discrete-state models for the analysis of hazard rates. Parametric and partially parametric models that allow for dependency of rates both on explanatory factors and time are introduced. Problems concerning censored data and competing risks are also addressed.

*646. Family II*

(3-0-3) Aldous, Klein  
Focuses on a critical analysis of current issues in the family. Such topics as work-family relations, changing gender roles, and historical studies are included. Other issues of particular interest to participating students and faculty are explored. (Typically offered in the spring)

*652. Sociology of Religion II*

(3-0-3) Christiano, Welch, Yamane  
Contemporary empirical studies in the sociology of religion are examined. Current developments and movements of religious behavior are related to such issues as political action, family structure, economic actions, and leisure.

*659. Sociology of Education*

(3-0-3) Hallinan, Sikkink, Carbonaro  
This seminar examines in depth the various ways schools and classrooms are organized for instruction and the consequences of that organization for students' cognitive and social development. Of particular concern are issues of equity and organization. More general topics related to equity issues in education are also discussed, including school desegregation plans, public versus private schools, and school funding. Social science research informing these issues will be highlighted. The focus is on stratification and equity in elementary and secondary schools, rather than higher educational institutions.

*675A, B. Research Practicum (Ph.D.)*

(3-0-3)(3-0-3) Fishman, Hachen, Hallinan  
The aim of the research practicum is to assist graduate students in writing their dissertation proposals.

*680. Writing for Academic Journals*

(3-0-3) Welch  
This seminar is intended for advanced (post-M.A.) graduate students in sociology. It requires students to develop and submit a paper to an appropriate academic journal. The course takes students through the following steps: (1) final preparation of a manuscript, (2) pre-submission review, (3) selecting an appropriate journal, (4) submitting the paper, (5) reviewing process, (6) interpreting reviewers' and editors' comments, (7) revising the paper, and (8) re-submission.

*697A, B. Directed Readings*

(V-V-V) Staff  
*Prerequisite:* Departmental permission.  
Reading and research on highly specialized topics that are immediately relevant to the student's interests and that are not routinely covered in the regular curriculum.

*699. Research and Dissertation*

(V-V-V) Staff  
For resident graduate students who have completed all course requirements for the Ph.D.

*700. Nonresident Dissertation Research*

(0-0-1) Staff  
For doctoral students.

*701. Graduate Teaching Seminar*

(3-0-3) Christiano, Klein  
The purpose of this course is to prepare graduate students in sociology for a career in teaching at colleges and universities. Course content includes treatment of practical concerns of teachers such as construction of a syllabus, selection of readings, composition of lectures, and grading of student performance. In addition, seminar time is devoted to discussion of larger issues, including the role of sociology in the liberal arts curriculum, the mission of teachers in the American professoriate, and the state of the academic labor market. A term project is required of all participants.

*702. Graduate Teaching Practicum*

(3-0-3) Christiano, Klein  
Supervised experience for graduate students in the teaching of undergraduate sociology. Enrollment normally is limited to those students who have taught one course on their own or who will be teaching such a course. The purpose is to contribute to the professional development of students.

*Upper-level Undergraduate Courses*

A sampling of all possible 400-level courses to fulfill noncredit prerequisites or to fill up to 10 credit hours of the credit-hour requirement:

*414. Minorities in America*

*419. Self, Society, and Environment*

*423. Race, Ethnicity, Identities*

*425. Ethnicity in America*

*431. The Fifties*

*432. Blues in American Culture*

*442. Family Careers (Family Development)*

*463. Health and Sickness*

*466. Sex Inequality in the Workplace*

*467. Global Food Systems*

*Faculty*

Joan Aldous, *the William R. Kenan Jr. Professor of Sociology*. B.S., Kansas State Univ., 1948; M.A., Univ. of Texas, 1949; Ph.D., Univ. of Minnesota, 1963. (1976)

Jorge A. Bustamante, *the Eugene and Helen Conley Professor of Arts and Letters and Fellow in the Helen Kellogg Institute for International Studies*. LL.B., Centro Univ. Mexico, 1954; M.A., Univ. of Notre Dame, 1970; Ph.D., *ibid.*, 1975. (1986)

- William Carbonaro, *Assistant Professor and Fellow in the Institute for Educational Initiatives*. B.A., Washington Univ. in St. Louis, 1990; M.A., *ibid.*, 1991; M.A., Univ. of Wisconsin-Madison, 1996; Ph.D., *ibid.*, 2000. (2000)
- Gilberto Cárdenas, *Director of Center for Latino Studies, the Julian Samora Professor of Latino Studies, Assistant Provost for Institutional Relations and Diversity, and Fellow in the Helen Kellogg Institute for International Studies*. A.A., East Los Angeles College, 1967; B.A., California State Univ., Los Angeles, 1969; M.A., Univ. of Notre Dame, 1972; Ph.D., *ibid.*, 1977. (1999)
- Kevin J. Christiano, *Associate Professor*. B.A., College of William and Mary, 1977; M.A., Princeton Univ., 1980; Ph.D., *ibid.*, 1983. (1983)
- Leonard F. Chrobot, *Adjunct Professor, Concurrent Professor of History, and Coordinator of American Polish Research*. B.A., St. Mary's College, Orchard Lake, Mich., 1960; M.Div., SS. Cyril and Methodius Seminary, 1964; M.A., Purdue Univ., 1967; Ph.D., Wayne State Univ., 1975. (1989)
- Fabio B. DaSilva, *Professor Emeritus*. B.A., Univ. of Sao Paulo, 1957; M.A., *ibid.*, 1960; Ph.D., Univ. of Florida, 1963. (1967)
- Robert M. Fishman, *Associate Professor, Fellow in the Helen Kellogg Institute for International Studies, and Fellow in the Nanovic Institute for European Studies*. B.A., Yale College, 1977; M.A., Yale Univ., 1979; M. Phil., *ibid.*, 1980; Ph.D., *ibid.*, 1985. (1992)
- David S. Hachen Jr., *Associate Professor*. B.A., Lake Forest College, 1974; M.A., Univ. of Wisconsin, 1978; Ph.D., *ibid.*, 1983. (1987)
- Maureen T. Hallinan, *Director of the Center for Research on Educational Opportunities, Chair of Graduate Admissions, and the William P. and Hazel B. White Professor of Arts and Letters*. B.A., Marymount College, 1961; M.S., Univ. of Notre Dame, 1968; Ph.D., Univ. of Chicago, 1972. (1984)
- Eugene W. Halton, *Professor*. A.B., Princeton Univ., 1972; Ph.D., Univ. of Chicago, 1979. (1982)
- Rev. C. Lincoln Johnson, *Associate Professor*. B.A., Univ. of Arkansas, 1963; B.D., Southern Methodist Univ., 1966; M.A., New School for Social Research, 1968; Ph.D., Univ. of Kansas, 1973. (1971)
- David M. Klein, *Director of Graduate Studies and Associate Professor*. B.A., Univ. of Washington, 1967; Ph.D., Univ. of Minnesota, 1978. (1976)
- Richard A. Lamanna, *Associate Professor Emeritus*. B.S., Fordham Univ., 1954; M.A., *ibid.*, 1961; Ph.D., Univ. of North Carolina, 1964. (1964)
- Felicia B. LeClere, *Director of the Laboratory for Social Research, Associate Professor of Sociology, and Fellow in the Center for Social Concerns*. A.B., Mount Holyoke College, 1980; M.A., Univ. of Minnesota, 1985; M.S., Pennsylvania State Univ., 1987; Ph.D., *ibid.*, 1990. (1997)
- Rory M. McVeigh, *Assistant Professor*. B.A., Univ. of Arizona, 1991; M.A., Univ. of North Carolina-Chapel Hill, 1993; Ph.D., *ibid.*, 1996. (2002)
- Daniel J. Myers, *Chair and Associate Professor, and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., Ohio State Univ., 1988; M.A., *ibid.*, 1991; M.S., Univ. of Wisconsin, 1995; Ph.D., *ibid.*, 1997. (1998)
- Monique Payne, *Visiting Instructor*. B.A., Duke Univ., 1997; M.A., Northwestern Univ., 1999; Ph.D., *ibid.* (2003)
- Vibha Pínglé, *Assistant Professor and Fellow in the Helen Kellogg Institute for International Studies*. B.A., Delhi Univ., 1988, M.A., Brown Univ., 1990; Ph.D., Brown Univ. 1996. (2000)
- Ann Marie Power, *Professional Specialist*. B.A., Westchester Univ., 1974; M.Ed., Boston Univ., 1977; M.A., Univ. of Notre Dame, 1993; Ph.D., *ibid.*, 1999. (2000)
- David Sikkink, *Assistant Professor and Fellow in the Institute for Educational Initiatives*. B.A., Bethel College, 1985; M.A., Univ. of North Carolina, 1994; Ph.D., *ibid.*, 1998. (1999)
- Lynette P. Spillman, *Associate Professor and Fellow in the Helen Kellogg Institute for International Studies*. B.A., Australian National Univ., 1982; M.A., Univ. of California, Berkeley, 1984; Ph.D., *ibid.*, 1991. (1992)
- J. Samuel Valenzuela, *Professor, Fellow in the Helen Kellogg Institute for International Studies, and Fellow in the Nanovic Institute for European Studies*. Lic., Univ. de Concepcion, 1970; Ph.D., Columbia Univ., 1979. (1986)
- Robert H. Vasoli, *Associate Professor Emeritus*. A.B., LaSalle College, 1952; M.A., Univ. of Notre Dame, 1953; Ph.D., *ibid.*, 1964. (1957)
- Andrew J. Weigert, *Professor and Fellow in the Joan B. Kroc Institute for International Peace Studies*. B.A., St. Louis Univ., 1958; M.A., *ibid.*, 1960; B.A., Woodstock College, 1964; Ph.D., Univ. of Minnesota, 1968. (1968)
- Michael R. Welch, *Associate Professor*. B.A., LeMoyne College, 1972; M.A., Univ. of North Carolina, 1975; Ph.D., *ibid.*, 1980. (1981)
- Richard A. Williams, *Associate Professor*. B.A., Creighton Univ., 1977; M.S., Univ. of Wisconsin, 1981; Ph.D., *ibid.*, 1986. (1986)
- David Yamane, *Assistant Professor*. A.B., Univ. of California, Berkeley, 1991; M.S., Univ. of Wisconsin, 1991; Ph.D., *ibid.*, 1998. (1998)