Tufts University
Leadership Studies
Interdisciplinary Minor

New Minor
Spring 2010
Course Listing
Leadership studies at Tufts analyses the influence of historical, political, economic, psychological, and technological forces on effective leadership and leadership models. The Minor focuses on leadership that bridges cultural divides.

The Minor in Leadership Studies develops creative, analytical and practical skills and attitudes: creative to generate a vision; analytical to assess whether creative ideas are good ideas; practical to execute ideas. Skill development is encouraged through courses emphasizing public speaking, cross-disciplinary and cross-cultural communication and team building, persuasion, negotiation, mediation, framing, and creative problem solving. Students analyze issues relating to ethics, risk assessment and decision making under uncertainty, organizational behavior, power and power relations, failed leadership and corruption, and policymaking.

Requirements:

**Two Tier 1 courses:** These courses introduce the basic principles of leadership and discuss theories of leadership that have been developed in a number of different disciplines:

- EC 74 Entrepreneurship, Economics 192 Economics of Leadership and Policymaking, Engineering 95 Team Leadership in Science and Technology or Civil and Environmental Engineering
- Sociology 184 Nonprofits, States, and Markets (Crosslist as UEP 273)
- American Studies 140 Innovative Non-profits,
- Anthropology 145 Power, Politics, and Protest
- Biology 97 Seminar in Contemporary Biosocial Problems in America
- Civil and Environmental Engineering 84 Issues in Professional Engineering Practice (if not taken in Tier 1)
- Civil and Environmental Engineering 185 Legal Issues Of Engineering Leadership
- Child Development 158 Psychological Study of Creativity
- Classics 65 Journey of the Hero
- Classics 140 Classical Epic
- Drama 10 Acting I: Introduction to Acting
- DR 011-01Introduction to Physical Theater
- Drama 27 Public Speaking
- Economics 74 Entrepreneurship
- EC 009101Intro Selected Topics: Labor Markets
- Economics 175 Economics of Management and Strategy
- Engineering Mgmt 0250 Human Perspectives On Engineering Leadership
- Engineering Science 52 Engineering Management
- Gordon Institute 107 Entrepreneurial Leadership
- Mechanical Engineering 54 Management of Technology and Innovation
- Philosophy 0024 Introduction To Ethics
- Philosophy 121 Ethical Theory
- Philosophy 191 Ethics, Law and Society
- Philosophy 0192 Seminars In Philosophy: Collective Responsibility
- Political Science 101 The Presidency and the Executive Branch
- Political Science 145 Seminar: The Political Thought of Machiavelli
- Political Science 119 Campaign for the Presidency
- Political Science 135 Comparative Revolutions
- Political Science 158-02 Topics In Political Thought: Political Philosophy Of Kant
- Political Science 160 Force, Strategy and Arms Control
- Political Science 181 Public Opinion: Foreign Policy (M)
- Political Science 188 Neo-Cons and American Foreign Policy
- Political Science 188-19 Topics In International Relations: Human Rights & American Foreign Policy
- Psychology 17 Industrial and Organizational Psychology
- Psychology 134 Interpersonal Conflict and Negotiation
- Religion 53 Introduction to Religions of China (Cross-list CHNS 0071-010)
- Sociology 111 Social Change and Community Organizing
- Sociology 184 Nonprofits, States, and Markets (Cross-list as UEP 273)
- UEP 230 Negotiation, Mediation, and Conflict Resolution
- UEP 0273-01/SOC 0184 Nonprofits, States And Markets
- UEP 176 Leadership and Organizational Development

A fifth course that may be selected from Tier 1 or Tier 2. No more than two courses in Tiers 1 and 2 may be taken in a single department.

The Director of the Minor in Leadership Studies advises on course selection to fit each student’s interests and to establish the basis for the Tier 3 capstone senior project.

**Tier 3 capstone:** A senior project in which students put theory into practice, and a seminar course in which they reflect on their experience in the context of their leadership courses. With permission of the director of the program, students can complete Tier 3 by undertaking a senior thesis on leadership.

**NOTE:** All courses taken for the Minor in Leadership Studies must be taken for letter grade and may not be used for fulfillment of the foundation requirements. A maximum of two credits from the Minor may be counted toward a major or majors and up to two credits may be used for distribution requirements.

Students interested in pursuing a minor in Leadership Studies should register with:
Professor George Norman, Economics
Braker Hall ■ Phone: 617-627-3663 ■ Email: george.norman@tufts.edu

http://ase.tufts.edu/leadershipstudies
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Block</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMER 016/ ENG0192</td>
<td>(Un)making American Identities</td>
<td>Wed 4:30-7:15</td>
<td>Wu / Sharpe</td>
</tr>
<tr>
<td>AMER 0131-01</td>
<td>Active Citizenship</td>
<td>10</td>
<td>Wu</td>
</tr>
<tr>
<td>ANTH 025</td>
<td>Anthropology of War and Peacemaking</td>
<td>D+</td>
<td>Shaw</td>
</tr>
<tr>
<td>CD 0187</td>
<td>Teaching through Drama and Improvisation</td>
<td>6 t</td>
<td>Camara</td>
</tr>
<tr>
<td>DNC 51-01</td>
<td>Dance, Movement and Creative Process</td>
<td>F+ tr</td>
<td>Trexler</td>
</tr>
<tr>
<td>DR 001-01</td>
<td>Introduction to Acting</td>
<td>Mult Sections</td>
<td>See Dept.</td>
</tr>
<tr>
<td>DR 27</td>
<td>Public Speaking</td>
<td>Mult Sections</td>
<td>See Dept.</td>
</tr>
<tr>
<td>EC 91-1</td>
<td>Blacks and Labor Markets</td>
<td>F+</td>
<td>Loury</td>
</tr>
<tr>
<td>EC124</td>
<td>State and Local Public Finance</td>
<td>E+</td>
<td>Downes</td>
</tr>
<tr>
<td>EC 130</td>
<td>Topics in Environmental Economics*</td>
<td>D+</td>
<td>Gnedenko</td>
</tr>
<tr>
<td>EC 136</td>
<td>Topics in Econ Development*</td>
<td>F+</td>
<td>McMillan</td>
</tr>
<tr>
<td>EC 191-1</td>
<td>Topics in Labor and Development*</td>
<td>6</td>
<td>Dehejia</td>
</tr>
<tr>
<td>EC191-2</td>
<td>Cities in the Developing World*</td>
<td>E+</td>
<td>Hardman</td>
</tr>
<tr>
<td>EC192</td>
<td>Quant. Behavioral Economics</td>
<td>D+</td>
<td>Garman</td>
</tr>
<tr>
<td>ENG 126-01</td>
<td>Empire and Counterculture: British Lit 1859-1900</td>
<td>6t</td>
<td>Emerson</td>
</tr>
<tr>
<td>HST 001</td>
<td>International Relations: The Historical Perspective</td>
<td>E+ mw</td>
<td>Malchow</td>
</tr>
<tr>
<td>HST 22</td>
<td>Changing American Nation: The 19th &amp; 20th Centuries</td>
<td>H+ hf</td>
<td>Ueda</td>
</tr>
<tr>
<td>HST 23</td>
<td>Colonial North America and the Atlantic World to 1763</td>
<td>I mwf</td>
<td>Carp</td>
</tr>
<tr>
<td>HST 29</td>
<td>U.S. Foreign Relations since 1900</td>
<td>K+ mw</td>
<td>Ekbladh</td>
</tr>
<tr>
<td>HST 54</td>
<td>Europe Since 1815: French Revolution to Present</td>
<td>G+ mw</td>
<td>Foster</td>
</tr>
<tr>
<td>HST 75</td>
<td>Renaissance and Reformation Europe</td>
<td>ARR</td>
<td>Marrone</td>
</tr>
<tr>
<td>HST 60</td>
<td>Early and Imperial Russia</td>
<td>ARR</td>
<td>Mulholland</td>
</tr>
<tr>
<td>HST 195</td>
<td>Comparative Anti-Colonialism</td>
<td>7+ w</td>
<td>Manjapra</td>
</tr>
<tr>
<td>MUS 59/PSY80</td>
<td>Psychology of Music</td>
<td>D+ tr</td>
<td>TBA</td>
</tr>
<tr>
<td>PHIL24-01</td>
<td>Introduction to Ethics</td>
<td>H+ tr</td>
<td>Denby</td>
</tr>
<tr>
<td>PHIL 33-01</td>
<td>Logic</td>
<td>ARR</td>
<td>Russinoff</td>
</tr>
<tr>
<td>PHIL 123-01</td>
<td>Philosophy of Law</td>
<td>D+ tr</td>
<td>Kelly, E.</td>
</tr>
<tr>
<td>PHIL124-01</td>
<td>Bio-Ethics</td>
<td>11 t</td>
<td>Silver</td>
</tr>
<tr>
<td>PHIL 141-01</td>
<td>Global Justice</td>
<td>F+ tr</td>
<td>McPherson</td>
</tr>
<tr>
<td>PS 63</td>
<td>Sophomore Seminar: Realism and U.S. Grand Strategy</td>
<td>7 W</td>
<td>Taliaferro</td>
</tr>
<tr>
<td>PS 101</td>
<td>Presidency and the Executive Branch</td>
<td>E+ mw</td>
<td>Berry</td>
</tr>
<tr>
<td>PS 120</td>
<td>Sem: Power and Politics in China</td>
<td>5 M 1:30-4</td>
<td>Remick</td>
</tr>
<tr>
<td>PS 138</td>
<td>Seminar: Authoritarianism in Comparative Perspective</td>
<td>5 m</td>
<td>Art</td>
</tr>
<tr>
<td>PS 138-02</td>
<td>Political Violence in State and Society</td>
<td>1 mwf</td>
<td>Cruz</td>
</tr>
<tr>
<td>PS 158-01</td>
<td>Topics in Political Thought: Plato’s Socrates</td>
<td>G+ mw</td>
<td>Evrigenis</td>
</tr>
<tr>
<td>PS 158-03</td>
<td>Topics in Political Thought: Political Philosophy of Leo Strauss</td>
<td>N+ tr</td>
<td>Devigne</td>
</tr>
<tr>
<td>PS 158-04</td>
<td>How to ‘Do’ things with Words: ‘Fables’ and Political Theories</td>
<td>TR: 1:30-2:45</td>
<td>London</td>
</tr>
<tr>
<td>PS 159-01</td>
<td>Political Theory Methods: Machiavellism</td>
<td>10 m</td>
<td>Evrigenis</td>
</tr>
<tr>
<td>PS 159-02</td>
<td>Seminar in Political Thought: Enlightenment Political Thought</td>
<td>7w</td>
<td>Rasmussen</td>
</tr>
<tr>
<td>PS 188-19</td>
<td>Human Rights and American Foreign Policy</td>
<td>7w</td>
<td>Swett</td>
</tr>
<tr>
<td>PS 188-20</td>
<td>International Environmental Negotiations</td>
<td>D+ tr</td>
<td>Geason</td>
</tr>
<tr>
<td>PSY 17</td>
<td>Industrial and Organizational Psychology</td>
<td>Mon 4:30-7:15</td>
<td>Miller-Jacobs</td>
</tr>
<tr>
<td>PSY 134</td>
<td>Interpersonal Conflict and Negotiation</td>
<td>5+ m</td>
<td>Nathanson</td>
</tr>
<tr>
<td>PSY 136</td>
<td>Stereotypes, Prejudice, Discrimination</td>
<td>6</td>
<td>Krendl</td>
</tr>
<tr>
<td>Soc 050</td>
<td>Globalization &amp; Social Change</td>
<td>G mw</td>
<td>Centner</td>
</tr>
<tr>
<td>Soc 121</td>
<td>Sociology of Law</td>
<td>K+ mw</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Students interested in pursuing a minor in Leadership Studies should register with: Professor George Norman, Economics Braker Hall • Phone: 617-627-3663 • Email: george.norman@tufts.edu • Website: http://ase.tufts.edu/leadershipstudies
In this interdisciplinary, team-taught course we will examine, in depth, some of the means by which “Americans” are made and unmade. We will begin by mapping the legal/juridical and social constructions of raced identities in the U.S. alongside the histories and lived experiences of people of African and Asian descent. We will explore, for example, the ways that these groups have been aligned with and pitted against each other as they are positioned within those spaces (institutional, national, familial, etc.) that shape, confer, demand, and withhold access. We will read non-fiction, theoretical texts, short stories, and novels and we will view film and other visual texts in our exploration of institutional and other forces and counter forces that go into (un)making “American” identities. Topics may include: Reading Race/Reading Rodney King and Sā-i-Gu, Affirmative Action, racial violence & hate crimes, coalition building, National/International and Transnational and transracial adoption patterns. Pre-reqs: none (High Demand—Please email instructor to register)

AMER 0131-01 Active Citizenship
Wu
10

This course is designed for students interested in exploring active citizenship in a Boston urban community setting and who wish to deepen their involvement with the community through public service and community advocacy. Each student will intern in a community organization throughout the academic year. Course materials will focus on: 1) the history and contemporary issues of the community, e.g., new immigrant experiences and rights, sustainable development, etc.; 2) the role of the “outsider with something to offer a community”; and 3) improving skills for building coalition within a community. Speakers from the community and the university will discuss how they create vision and sustain commitment to community work. Boston’s Chinatown is the site for participation. 2 credits upon of completion of this year-long course, including all meetings, classes, and service commitments. Pre-reqs: Com. Ser. / year-long course. Continuation of year-long course begun in Fall, 2009

ANTH 025 Anthropology of War and Peacemaking
Shaw
D+

Introductory-level study of armed conflict and conflict transformation from standpoint of anthropology of violence. Critical examination of causes of conflict; gendered, ethnic, cultural, and religious dimensions; globalization of conflict through media, transnational flows of commodities, international interventions; impact of 9/11 and the global “war on terror”; intersection of local, national, and international techniques of conflict transformation. Focus in depth on experience and initiatives from the ground up.

CD 0187 Teaching through Drama and Improvisation
Camara
6 t

CD 0187 (Cross-listed as Drama 187 and Education 187.) Review of the theory and practice of using drama in education. Aspects of dramatic expression, including dramatic play, improvisation, and story dramatization, as tools for extending the educational experiences of children and adolescents. Particularly suited for those interested in teaching preschool, elementary, middle, or secondary school.

DNC 51-01 Dance, Movement and Creative Process
Trexler
F+ tr

Vigorous non-level movement, group processes, and creative problem-solving, culminating in ensemble jamming. World dance videos provide a context for nonstylized materials. One-half or one course credit.
DR 001001  Introduction to Acting
Mult Sections
See Dept.

A basic course in acting aimed at enhancing self-confidence, oral expression, and creativity. Emphasis on concentration, motivation, and improvisation, and what it means to create a character and speak before an audience. Limit of eighteen students per section.

DR 27  Public Speaking
Mult. Sections
See Dept.

Introductory course exploring the fundamentals of clear, confident, and effective communication in one-on-one and group settings. Development of tension management skills, good breathing habits, awareness of body language, and the ability to engage an audience through a series of practical exercises. Specific vocal work focuses on tone, variety of pitch, rate, volume, and articulation. Satisfies Humanities Requirement Fall 2006 and beyond.

EC 91-1  Blacks and Labor Markets
Loury
F+

See Department for Course Description.

EC124  State and Local Public Finance
Downes
E+

Issues in the provision and financing of public services by state and local governments. Provision of local public services, their adequacy, alternative models of local government decision making, optimal size of local governments, merits of the property tax, who really pays the property tax, alternative revenue sources, suburbs vs. central cities, metropolitan governance, the fiscal crisis of large cities, fiscal federalism, school finance reform, and the impact of tax and expenditure limitation. Prerequisite: Economics 11, or consent.

EC 130  Topics in Environmental Economics*
Gnedenko
D+

Research seminar for students who wish to pursue environmental economics beyond the level of Economics 30. Topics may include the design and administration of environmental excise taxes, the theory and practice of benefit-cost analysis, the economics of renewable and exhaustible resources, and the sustainability of economic growth. Prerequisites: Economics 11 and 30, or consent.

EC 136  Topics in Econ Development*
McMillan
F+

Selected major current problems in various less-developed countries. Students will be asked to utilize and extend the theoretical insights from Economics 35 by applying them in specific cases. Topics will include problems in energy, agriculture, balance of payments, and industrialization. Elements of benefit-cost analysis will also be covered. Prerequisites: Economics 11 and 35; Economics 13 suggested.
This course discusses current research in labor and development economics through the lens of the modern empirical methods that are used in these fields. The goals of the course are to learn to think critically about empirical research and to provide students with a starting point for their own research.

This course looks at cities in the third world as an economic phenomenon. More than half the world's population including a rapidly growing share of the population of developing countries now lives in urban areas. The course explores their role as a locus of both economic productivity and of policy problems. It sets out to review recent research on cities by urban and development economists, to equip students with analytical tools and to inform them about policy instruments. While the course focuses on urbanization in developing countries, it will draw parallels from experience and research in middle and upper income countries in Europe, in the Americas and in Asia.

This seminar reexamines some “standard” models of economic decision making in light of research results from psychology, cognitive science, and the growing field of behavioral economics. The standard assumptions under question include: rationality, expected utility maximization, independent utility functions, consistent preferences over time, and fungibility of income. We study the implications of these assumptions, prediction failures of models based on these assumptions, and alternative assumptions that lead to new models. We look at empirical evidence from experimental testing and field data, and some issues in designing experiments. Readings for the class include many “classic” journal articles and a sampling of recent research articles. Preparation for a typical class meeting involves reading one or two articles and posting comments on Blackboard. A typical class session involves student presentations or student-led discussions of the readings for the day. A few class sessions involve lectures or running illustrative experiments. Grades will be based on attendance, participation, quality of postings, two midterm exams and two small projects. This seminar qualifies as one of the “quant electives” required of Quantitative Economics majors.

An introductory survey of the historical evolution of systems of diplomacy (“conflict management”) that compares and contrasts the European sovereign state system with relations between peoples and regimes elsewhere in the world from the
medieval period to the present. Clans, dynasties, states and empires; how wars begin and end; interrogating the nation-state idea in a world of superpower hegemony and NGOs; how historical, cultural and sociological approaches to the field of international relations may differ from and perhaps challenge aspects of formal IR theory.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 22</td>
<td>The Changing American Nation: The 19th and 20th Centuries</td>
<td>Ueda</td>
</tr>
<tr>
<td>HST 23</td>
<td>Colonial North America and the Atlantic World to 1763</td>
<td>Carp</td>
</tr>
<tr>
<td>HST 29</td>
<td>U.S. Foreign Relations since 1900</td>
<td>Ekbladh</td>
</tr>
<tr>
<td>HST 54</td>
<td>Europe Since 1815: From the French Revolution to Present</td>
<td>Foster</td>
</tr>
<tr>
<td>HST 57</td>
<td>Renaissance and Reformation Europe</td>
<td>Marrone</td>
</tr>
<tr>
<td>HST 60</td>
<td>Early and Imperial Russia</td>
<td>Mulholland</td>
</tr>
</tbody>
</table>

The reconfiguration of national identity in the U.S. by socioeconomic, demographic, and cultural change. Evolution from an Atlantic-centered colonial society, to an urban-industrial transcontinental nation, to a globalizing nation on the Pacific Rim. Reed Ueda [formerly HST. 80]

Explores the colonial origins of American society and how a broad array of peoples encountered one another in different regions of North America. Themes: religion and power, warfare and slavery, civilization and wilderness, province and empire. The course ends with the Seven Years War, a world war with lasting repercussions in America. [formerly HST. 82]

This course explores the twentieth century rise of the United States from a regional power to a superpower. Two world wars, a global depression, the Cold War, as well as, a series of smaller conflicts marked this advance to dominance. But the story is more than these events. The imposing position of the United States was not solely a product of the actions of the American state as the country's power was enhanced by efforts of, nongovernmental groups as well as the appeal and pervasiveness American culture, among other elements. However, the United States found itself transformed as new opportunities and tensions arose domestically as the nation grasped global hegemony. [formerly HST. 91]

The forces that shaped and characterized the history of Eastern and Western Europe from the Congress of Vienna into the contemporary era. Topics include nationalism, ethnic consciousness, the Industrial Revolution, political ideologies, the development of nation-states, Great Power diplomacy, the impact of the "Eastern Question," the disruptions of the First and Second World Wars with resulting consequences, and the current conditions of the European states. [formerly HST. 11]

Reformation Social and cultural developments in Europe from about 1350 to 1648. Topics include the development of humanism, the growth of courts and the city-state, innovations in arts and letters, the prominence of the bourgeoisie, Protestant revolution and Catholic reformation, the wars of religion, the discovery of the New World and the expansion of Europe, and the rise of nation-states. [formerly HST. 22]

**HST 195  Comparative Anti-Colonialism**
*Manjapra*
*7+ w*

This course offers a comparative study of "anti-colonialism", or the politics and ideologies aimed at ending European colonial rule in the nineteenth and twentieth centuries. Our study will span the decades from the 1850s to the 1970s, as we compare varieties of anti-colonial action in colonial India, the Dutch East Indies (especially Indonesia), Vietnam and Algeria. Special attention will be given to the role of social class in defining strategies of resistance, the tension between radicalism versus reformism, the history of European imperial competition, counterinsurgency, and the many coalitions that developed between colonial politicians and European anti-colonial activists. A number of small-group projects during the semester will culminate in the research paper at the end of the course. [formerly HST. 183]

**MUS 59/PSY80  Psychology of Music**
*TBA*
*D+ tr*

Examination of a wide range of topics in the psychology of music: music perception; music cognition; music aesthetics; music and emotions; the influence of music on human behavior; the nature and measurement of musical abilities; music education; and child development. (Cross-listed as Psychology 80.)

**PHIL24-01  Introduction to Ethics**
*Denby*
*H+ tr*

An introduction to moral judgment—and the reasoning it is based on—by a detailed study of current issues such as abortion, vegetarianism, and responsibility for war crimes, and the application to such problems of ethical theories, such as egoism, utilitarianism, and the doctrine of rights. Spring.

**PHIL 33-01  Logic**
*Russinoff*
*TRF 1200PM - 1250PM*

An introduction to fundamental concepts of modern formal logic, including sentence logic, quantification theory, and identity. Emphasis on the application of formal methods to reasoning in philosophy, mathematics, and everyday affairs. Please note: only one of Philosophy 33 and 103 may be taken for credit.

**PHIL 123-01  Philosophy of Law**
*Kelly, E.*
*D+ tr*

An examination of selected problems in jurisprudence and legal theory arising from the study of the nature of a legal system. Class discussion of decided cases is an integral part of the work in this course. (Cross-listed as Classics 123).

**PHIL124-01  Bio-Ethics**
*Silver*
*11 t*
A survey of major ethical problems of interest to the public and the medical profession, including life-and-death issues (abortion, euthanasia) as well as issues raised by medical research and technology (organ transplants, cloning, genetic engineering, psychosurgery, human experimentation) and the delivery of health services. The implications of ethical theories for the particular problem issues. Spring.

**PHIL 141-01  Global Justice**  
McPherson  
F+ tr

A philosophical study of justice in a global context. Topics selected from the following: nationalism, identity and group rights, political resistance and revolution, the conduct of war, human rights and duties of aid, population control, and environmental justice. Theoretical discussions of cultural pluralism and the requirements of justice, universalism vs. relativism, and the limits of partiality. PHIL0141 (Cross-listed as Peace and Justice Studies 141.)

**PS 63  Sophomore Seminar: Realism and U.S. Grand Strategy**  
Taliaferro  
7 W

See Department for Course Description.

**PS 101  Presidency and the Executive Branch,**  
Berry  
E+ mw

Study of the constitutional development of the presidential office, its power, prestige, and functions, as well as the influences of the person occupying that office. Major emphasis is on the process of policy formulation in the executive branch. Analysis of the president's relations with his staff, the bureaucracy, the Congress, the press, and the public.

**PS 120  Sem: Power and Politics in China**  
Block 5 M 1:30-4  
Remick

Advanced seminar on sources of political power and resistance in post-Mao Chinese politics. Debates in recent research over state strength, origins of political reform, development of civil society, prospects for democratization, corruption, censorship, religion, and protest. Please see departmental website for specific details.

**PS 138  Seminar: Authoritarianism in Comparative Perspective**  
Art  
5 m

Throughout human history, most political regimes have not been democratic. Until recently, however, the field of comparative politics treated authoritarian regimes as theoretically uninteresting. This upper-level seminar examines the politics of non-democratic regimes in different regions of the world and across time. Topics include types of authoritarian regimes, political institutions in authoritarian regimes, methods of repression and control, and economic development. Prerequisite: PS 21 or an upper-level course in comparative politics.
This course examines the varieties in form and scale of political violence. It also assesses salient theories that aim to explain or trace the origins and logic of such violence. Finally, the course tests these theories against empirical cases mainly drawn from the Latin American experience.

Cicero claimed that Socrates was the first to call philosophy down from the heavens, place it in cities and homes, and compel it to inquire about life and morals as well as good things and bad. Phaedo described Socrates as "the best, and also the wisest and the most upright" of men, and yet Athens tried him, convicted him, sentenced him to death, and executed him. After his death, Plato wrote dialogues many of which feature Socrates as the protagonist, and changed philosophy forever. This course will study Plato's Socrates in the dialogues recounting his last days, as well as the Republic, Meno, Symposium, Protagoras, and Laches, in an attempt to understand Plato's Socrates and his teachings regarding knowledge, virtue, justice, courage, and the care of one's soul.

A study of the mid/late 20th century thinker, Leo Strauss, who argued that the Enlightenment's fundamental principles - if not countered - will lead to the denigration of reason and ennobling modes of conduct. We will analyze Strauss's thesis that the premises of modernity necessarily engender a philosophic and moral crisis where both intellectuals and the public increasingly adopt a nihilistic or moral relativist outlook: sowing confusion as to whether political principles are either knowable or necessary; creating the pre-conditions for periodic political crises. We also will examine Strauss's thesis that the Enlightenment project and its offsprings (the challenges to it by Rousseau and Nietzsche, for instance), and not the West's entire philosophic and religious tradition, is the source of the modern world's increasing uncertainty and doubt as to its purpose.

In this course we will challenge certain Western assumptions about what it means to speak politically, and we will analyze how people have used fables to share their political views and present theories of politics. To understand the significance of the fable for how we think about political theory, we will tackle two different subjects: the fable as a medium for thinking about politics; and existing theories on the relationship between language and politics. To do so, we will read Aesop's Fables, Kalila wa-Dimna, a collection of medieval Arabic fables, and works by western scholars interested in how people can use words to incite political changes. In our analysis of these texts, we will identify certain assumptions that these authors make about what it means to speak politically. Our goal will be to question the literary dimensions of political theorizing and how it is articulated in these stories.

What is the relationship of political science to political practice, and what do we mean when we refer to the study of politics as a science? Why should we study political treatises, especially old ones, and how should we do so? What is the relationship of political theory to the rest of political science? Political theorists offer many answers to these questions, and apply a wide range
of methods to the study of politics. Focusing on the interpretation of Machiavelli and Machiavellism, this course surveys the most important of these methods, and assesses their contribution to knowledge about politics.

Prerequisites: PS/Phil 41 or 42

PS 159-02  Seminar in Political Thought: Enlightenment Political Thought  
Rasmussen  
7w

Examination of the political theory of the Enlightenment, focusing on the thought of David Hume, Adam Smith, Montesquieu, Voltaire, and Diderot. On the one hand, we will consider the ways in which the Enlightenment inspired our liberal democratic politics, market capitalist economies, embrace of technological progress and scientific inquiry, and toleration of religious pluralism. On the other hand, we will also assess several recent critiques of the Enlightenment that claim that this outlook is fundamentally (even dangerously) misguided – that it entails, e.g., an archaic belief in universal moral and political foundations, a blind faith in reason, and a reductive and isolating focus on the individual.

PS 188-19  Human Rights and American Foreign Policy  
Swett  
7w

This course will be an exploration of a range of issues regarding human rights in US Foreign Policy. The course will touch on the historical roots of the human rights idea in American foreign policy but the primary focus will be on the post WW II era when the modern human rights movement took shape with a particular interest in some of the most pressing human rights issues of the day. It will examine the respective roles of the Congress and the President in advancing (or in some cases hindering) a focus on human rights in America's international relations. The role of the NGO community will be looked at as well. The costs and benefits of a vigorous human rights policy will be explored and recent controversies surrounding "enhanced interrogation techniques", waterboarding and the challenges to a human rights policy during war-time will be examined.

PS 188-20  International Environmental Negotiations  
Gleason  
D+ tr

This course seeks to highlight effective responses to global environmental problems in the international treaty making arena. Students will explore the negotiation process, the structure of the United Nations treaty making system, the convention-protocol approach and the politics of the north v. south divide. Topics will include the weaknesses of the international environmental negotiation process, the importance of non-state actors, and potential solutions for the system.

PSY 17  Industrial and Organizational Psychology  
Miller-Jacobs  
Mon 4:30-7:15

This course examines how psychology impacts businesses, companies, and non-profit organizations. Topics will include motivation of employees, classical and contemporary approaches to management, what it means to be an effective manager, group dynamics and consumer psychology. Emphasis will be placed on preparing students for the “working world” through the foundations of psychology. As part of the final project, all students will select a current issue in the field of Industrial/Organizational Psychology, present an overview to the class and submit a research paper on the topic.

Prerequisites: Junior or senior standing.
PSY 134 Interpersonal Conflict and Negotiation  
Nathanson  
5+ m

This semester will examine social psychological theories for conflict escalation and reduction of conflicts. The class will focus on research findings concerning social conflicts, negotiation and medication. Topics include: methodology for studying conflicts, individual differences and negotiation styles, the effect of physical components and culture on adversaries, strategic choices, social dilemmas, negotiators’ power and effective third party intervention in interpersonal and group settings. Case studies, various classroom demonstrations and exercises will be used. Prerequisites: Psychology 13, junior or senior standing or consent.

PSY 136 Stereotypes, Prejudice, Discrimination  
Krendl  
6

History is replete with examples of differential beliefs about and treatment of others based on group membership. This is an advanced course in social psychology where we will examine a social psychological perspective on stereotypes, prejudice, and discrimination. In particular, this course emphasizes how a social cognition perspective in social psychology has informed our understanding of the formation, maintenance, and expression of stereotypes. In addition, we'll examine the implications that stereotypes, prejudice, and discrimination have for stigmatized individuals' thoughts, behavior, and outcomes. The goal of the course is to develop students' understanding of how stereotypes, prejudice, and discrimination operate in human relations. Prerequisites: Psychology 13 or 31 or junior or senior standing or consent.

Soc 050 Globalization & Social Change  
Centner  
G+mw

Review of progress and social problems associated with the development of globalization. Alternative interpretations of the core features of the world system. Exploration of specific issues including distribution of economic and political power, role of multinational businesses, movement of peoples, cultural flows, intersection of global and local, the negative features of globalization, global cities, "anti-global" social movements, and different models for reform.

Soc 121 Sociology of Law  
TBD  
K+mw

Law as an agency of social control and its relation to other social institutions. Legal enactments and decisions seen in sociological perspective. Social functions of courts, judges, and the legal profession. The potential contribution of social research to understanding, formulating, and implementing law.

Soc 130 Wealth, Poverty & Inequality  
Ostrander  
H+tr

Socioeconomic class in U.S. with some global comparison. Intersections with race and gender. Social analysis of distribution of economic, social, political resources. Alternative visions and strategies for change. Opportunity for field placements in local community organizations. (Cross-listed as Peace and Justice Studies 130.)
Leadership Studies Advisory Board 2009
- Professor George Norman, Economics, Director
- Professor Nalini Ambady, Psychology
- Assistant Professor Ryan Centner, Sociology
- Professor James Glaser, Dean, Undergraduate Education
- Professor Robert Hollister, Dean, Tisch College
- Associate Professor Chris Swan, Civil and Environmental Engineering

Students interested in pursuing a minor in Leadership Studies should register with:
Professor George Norman, Economics
Braker Hall ■ Phone: 617-627-3663 ■ Email: george.norman@tufts.edu
http://ase.tufts.edu/leadershipstudies

Updated: 2/19/2010