

GOVERNMENT DEPARTMENT NEWSLETTER

SKIDMORE COLLEGE
Government Department

Fall 2009

LETTER FROM DEPARTMENT CHAIR:
KATE GRANNEY

Dear Government Majors and Minors:

This edition of the Government Department newsletter reflects nicely the breadth of our department and the fact that we are your one stop shop for both global and local political analysis and reflection. Below you will find study abroad adventures from some of your GO major peers, and you will also learn about the adventures of two of our faculty across the Atlantic - one there right now, one soon to be there, hopefully with some of you in tow! You will also find a recap of the two very exciting and well-attended lecture events sponsored by the Government Department this fall, and find information about an upcoming talk about Lincoln organized by Professor Tim Burns and an upcoming forum on Pakistan featuring some of your peers who are writing their senior theses on this most relevant of countries this year. We have some wonderful topics classes next semester, so please be sure to read those descriptions carefully as well.

I hope that the end of the semester finds you all hale and healthy, or at least coughing into your arms and washing your hands frequently.

Take good care,

Professor Granney



Faculty News

Catching up with the Department

Professor Tim Burns will be leading the Skidmore Semester in Paris Program in the Fall of 2010, where he will be teaching two courses. "The Political Thought of Alexis deTocqueville" will aim at developing an understanding of deTocqueville's critique of liberal democracy, and the key concepts within his writings. "Contemporary French Political Philosophy" will look at the new school of political thinkers, influenced by Alexis deTocqueville, and examine the modern French view on liberal democracy, modernism and postmodernism. Professor Burns has applied for a NEH grant for a course based on answering the question "what is happiness?" This course will look at three different positions within the debate over happiness; the classical, the Hobbesian, and the Rousseauian and Nietzschean. Professor Burns will be editing a collection of essays, *Recovering Reason: Essays in Honor of Thomas L. Pangle*, which will honor Thomas L. Pangle's efforts as a scholar and teacher. In addition, Professor Burns is currently teaching an independent study this fall, centered on the topics of relativism and social science within the works of Leo Strauss.

Professor Roy Ginsberg published an article entitled "A New Germany Rises from the Wall's Fall in *The Berlin Wall: 20 Years Later*. In addition, Professor

Ginsberg and coauthor, Dr. Susan Penska, have signed a book contract with Palgrave Macmillan on the European Union in Global Security.

Professor Steve Hoffmann spent last Spring semester in India, where he spent two and a half months working at a research center, "Think Tank," which belonged to the ministry of Defense. While working at the center Professor Hoffmann was subject to the rules, regulations and deadlines of the center. In addition he faced the grading and criticism, just like students. Professor Hoffman was responsible for producing three presentations, and two papers, one of which he is currently revising.

Professor Flagg Taylor organized a panel for the annual American Political Science Association meeting in early September called "Art and Politics in Florian Henckel von Donnersmarck's *The Lives of Others*." He presented a paper called "Post-totalitarianism in The Lives of Others." Professor Taylor is working with fellow panelist Carl Scott, on a book proposal for an edited volume on the film. Professor Taylor used this film in his Dissident Political Thought course which he taught last spring semester.

Academic Council

For the 2009-2010 Academic Year, Adrian Texidor (2010), Matthew Rothenberg and Ben Vail (2011),— who is currently abroad but will join us in the spring— will be sitting on the Student Government Association Academic Council (AC) as representatives of the Government department. As the chief liaison between students and Academic departments and programs, Academic Council is the primary SGA body that addresses academic issues and programs academic events such as the Major Fair, with the overarching goal of improving Skidmore's academic environment by Academic Council forging positive relationships with faculty, staff, and administrators.

At the beginning of the year, members of Academic Council divided into subcommittees charged with working on an issue or project important to the Skidmore

community. One of the main initiatives of Academic Council is to explore the Goals for Student Learning constructed by the Assessment Steering Committee (ASC). We currently sit on a subcommittee responsible for holding a panel discussion in which a select group of faculty shares their own undergraduate learning experiences. The goal of our proposed panel is to ask faculty what they valued in their own educational experience and to see how those values have translated into their roles as citizens and professors at a liberal-arts institution. By exploring these issues, we hope to start a productive and thought-provoking conversation about student-learning goals and assessment.

We also hope to facilitate communication between the Government department faculty and the student body. We look forward to serving the Skidmore community for the remainder of the year!

Constitution Day

Speakers Frame Lincoln and Douglass's Opinions of Slavery in Constitutional Context

LAURA SWARTZ '10

On October 15 in Davis Auditorium, Professor Flagg Taylor introduced two speakers for Skidmore's annual Constitution Day Lecture Series, this year entitled, "Abraham Lincoln and Frederick Douglass on Union, Liberty, and the Constitution." Lucas E. Morel, a professor of politics at Washington and Lee University in Lexington, Virginia, spoke about the range of opinions on slavery and the constitution in the decades preceding the Civil War. He also discussed Lincoln's own opinions about the constitutional provisions relating to slavery and how those provisions were understood at the time of the founding compared with the 1850s. Diana Schaub, a professor of political science at Loyola College in Maryland, then spoke on Frederick Douglass' own struggle with these constitutional questions.

Professor Morel began by setting the scene: pre-Civil War America, utterly divided ideologically over the issue of slavery. On one end of the spectrum, there were Southern slaveholders and their apologists. One of these was Chief Justice Roger Taney, author of the Opinion of the Court in the Dred Scott case. Taney ruled that slaves were property and that slaveholders could therefore take their slaves into free territories without the slaves gaining their freedom. He also ruled that blacks could never be citizens under the Constitution. On the other end of the spectrum were radical abolitionists, who also believed that the Constitution condoned slavery. In fact, the pro-slavery southerners and the radical abolitionists had nearly identical views of the Constitution. Abolitionists saw these compromises with slavery as a "covenant with death" and a "deal with the Devil" which ought not to be respected or followed. Professor Morel pointed out, these people would not even have voted to abolish slavery, since voting would have been perpetuating the evil system, tainting the results and negating their good.

Lincoln, as Professor Morel discussed, fell between these two ends. He did not believe the Constitution condoned slavery, as did either extreme of the spectrum; instead, he believed that the Constitution compromised with slavery by necessity, enabling the Union to come into being. But the Founders intended that the Constitution contain no hint of moral sanction

toward the institution. Lincoln, like the Founders, thought slavery was a moral wrong. He was therefore dedicated to stopping its spread and perpetuation, but only through constitutional means. This question of slavery and union was one Lincoln grappled with, both in his earlier career and then as president. Lincoln is famously quoted as saying, "*If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that.*" Professor Morel argued that Lincoln's love of the Union stemmed from his love of what the Union meant in terms of liberty, as laid out in its founding documents. Without a strong Union, the end of slavery could never be realized; thus, preserving the Union must be paramount.

Professor Schaub then took the floor to discuss Frederick Douglass ideological development and his shift from separatism and disunion to union. Douglass began as a slave in Eastern Maryland, and escaped to the North in 1838. There he began to attend abolitionist meetings at which William Lloyd Garrison, a noted abolitionist, spoke. He was asked to speak about his own experiences as a slave, and soon became an anti-slavery lecturer. He travelled abroad to the United Kingdom, during which time his freedom was purchased by his British friends, a move which was highly opposed by radical abolitionists.

After his escape from slavery, Professor Schaub noted, Douglass joined with more radical abolitionists in the belief that the Constitution was a "covenant with death" which promoted slavery. However, as Douglass travelled and spoke about his experiences, he came to understand the Constitution as a "glorious liberty document" which advocated freedom for all. After this ideological change, Douglass began to see the Union as something he could use to promote freedom for all, linking him ideologically with Lincoln and allowing both of them to work towards the same goal.

This year's Constitution Day Lecture provided enlightening insight into two brilliant pre-war minds and their evolution on the topic of Union and slavery.

The Annual Fiscus Lecture Congressional Field of Blood

SIMONE PEREZ '10

In the annual Fiscus Lecture, distinguished speaker, Professor Joanne Freeman of Yale University, addressed the larger story of the pattern of Congressional violence that occurred during the antebellum period. Many are aware of the incident in 1865 which Senator Charles Sumner was caned on the floor of the Senate House by the South Carolinian Representative Preston Brooks. This incident, however, was actually part of a greater pattern of Congressional violence that plagued Washington politics throughout the antebellum period. During the years between 1820 and 1860, there were over 170 incidents of violence that occurred in Congress, either in the Capitol itself or in the City of Washington; with incidents being defined as duels, duel negotiations, brandishing of weapons, fist fights and the occasional wild malady of twenty men. While such violence would be shocking to today's citizens, congressional violence was seen as being normal for those who witnessed it during the antebellum period.

Professor Freeman used the incident involving Senator Sumner and Mr. Brooks as way to decode the culture of Congressional violence that had been estab-

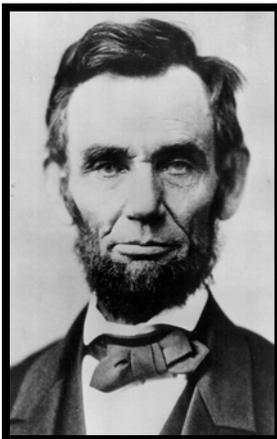


lished. Professor Freeman explained that within Congress there were formal and informal rules that served to govern instances of violence that broke out. While the formal rules were few and vague, the informal rules developed through a need to regulate the sectional cultural difference that occurred within Congress. Professor Freeman explained that the congressional violence that broke out was reflective of the difficulties that were faced when reconciling different sectional interests in order to pursue national interests. Professor Freeman explained that as political parties of the time were a unification of varying sectional and local interests.

As her lecture proceeded Professor Freeman explained that according to the informal rules the actions of Preston Brooks against Charles Sumner was justified, however the growth of the national press caused exaggerations of the incident to be widely circulated within hours of it happening. Professor Freeman examined the impact the growing national press had in exacerbating the tensions and violence in Congress, as Representatives had to account for their words and actions being displayed to a national audience. As Professor Freeman showed in her lecture, Congress is a rich source of cultural, and political information about the nation as a whole.

“Every Honorable Device” :

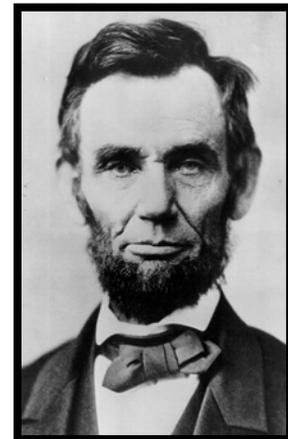
The Democratic Statesmanship of Abraham Lincoln



Steven Kautz
Professor of Political Science
Michigan State University

Friday, November 13, 2009

4:30 p.m.
Davis Auditorium



Re-Living a Junior Year Abroad One Professor's Return to Britain

PROFESSOR BOB TURNER

I spent my junior year abroad in London hanging out with members of the Student Socialist Worker Party and discussing the evils of Reagan and Thatcher's laissez faire capitalism. I met my first communist and my Friday afternoons were spent with classmates protesting against Thatcher followed by a cold pint at the local pub talking about politics. The exposure to different ideas radically challenged my perspectives on politics and markets.

This fall I returned to London after nearly 20 years to teach my Scribner Seminar, "An Outsider's Perspective on British Politics." Whatever I may have thought about capitalism back in 1988, I am very grateful for the changes it has wrought. I can get a mobile phone in 30 minutes from any of 5 multinational companies, instead of waiting the 3 months I waited in 1988 for a land line from the state owned British Telecom. Instead of take-away fish and chips and kebab shops; London is full of every ethnic restaurant you can imagine (and they deliver).

I confess I have yet to attend any demonstrations or meet any communists so far-- too busy teaching and sightseeing. However, my time in London is once

again radically challenging how I think. When we arrived, we were very distraught to learn that our children would not automatically go to the neighbourhood school, but one decided in an elaborate system of school choice. However, my perspective changed after enrolling my kids in schools which have made significant improvements in their curriculum, teachers, and facilities to attract students. (I also have learned I love school uniforms!) In the U.S., I have been thinking about the challenges of diversity and multiculturalism.

However, my kids don't think there is anything unusual about girls with headscarves in their classes. My UK carbon footprint is a fraction of my normal American lifestyle. I eat less meat because it is so expensive. The borough I live in recycles 85% of my garbage. I only walk and take public transit.

England has changed dramatically since 1988. People are less political, but more cynical about politics. There is no ideological war between the left and right. Both parties agree on neoliberal economic policies and state provided health care. They are frustrated about the war in Iraq and bailing out the banks. However, the experience of studying abroad is just as transformative now I am 42 as when I was 21.

"I have yet to attend any demonstrations or meet any communists so far"

NEW GOVERNMENT COURSE

GO 315: Immigration Politics and Policy

4 credits

An examination of immigration and the issues arising from it--the reshaping of cities, suburbs and rural areas, and the altering of racial dynamics, labor markets, politics and culture in the U.S. Students will address varied topics such as the historical evolution of American immigration policy, theories of immigration, the economic costs and benefits of immigration, the assimilation of recent immigrants, and the future direction of U.S. immigration policy. *Prerequisite: GO 101*

Counts towards the American Government sub-discipline.

Bob Turner

GOVERNMENT STUDENTS STUDY ABROAD

SARAH MOTOLA '10: MEXICO & BOLIVIA

I spent the past two semesters gallivanting around Latin America and absorbing as much as I could of the impressive energy towards political change. I participated in two SIT study abroad programs. The fall semester I spent studying Grassroots Development and Social Change predominantly in Oaxaca, Mexico and the spring I spent studying Culture and Development in Cochabamba and La Paz, Bolivia. In both countries I lived with homestay families for three months. Throughout those months, I traveled with the program on short excursions to different culturally and politically relevant sites outside of the cities I was living in. Both SIT programs are comprised of four classes: an intensive language class, a thematic seminar taught by guest lecturers from the country, an introductory field studies course, and an independent study. In both countries I poured a lot of creative and analytical energy into my month-long independent studies, as I could focus directly on specific aspects of the country's politics. In Mexico I studied the efforts to gain Mexican government recognition and funding for alternative education in indigenous communities that is directly applicable to indigenous forms of knowledge and learning. In Bolivia I crafted a play that shares the lives of three indigenous members of the Feminist Assembly in relationship to their oral history, definitions of feminism, and perceived roles in Bolivia's current political era as feminists, activists, and women. My studies in Bolivia inspired my senior thesis topic and I hope to return soon to continue my research and to visit my host family. The following are the abstracts of both of my independent study projects:



Pedagogical Protest: Using alternative education created by and for the people of the pueblos originarios of Oaxaca to preserve the heterogeneity of Mexican culture

The state of Oaxaca mirrors the country's heterogeneous culture, with approximately three quarters of the population being of indigenous descent. The national educational system, however, reflects western values and presents a restrictive, homogenous worldview that alienates the cultures of the *pueblos originarios*, or indigenous communities. This project explores how the *pueblos originarios* are creating alternative education that is both applicable to them and approved by the state government. The following pages outline the history, formation, and challenges of the *secundarias comunitarias* program with information provided by a coordinator of the program, an assessor of the program, and the text of the proposed model. It also offers a review of the model in practice based on observations of and interviews with students and teachers of the *secundaria comunitaria* in a zapotec community. The argument pervading this study is that the *secundarias comunitarias* model promotes respect for cultural differences and fortifies the indigenous cultures and languages in a way that the national education does not.

We Are Half of Everything: Histories of Three Aymaran Feminist Women

This study shares the stories of three members of the Feminist Assembly all of whom identify as aymaran women during President Evo Morales' political era. Their stories have been compiled in a play. Julieta Paredes is from the city of La Paz. Mercedes Marquéz Quispe is from the city of El Alto. Lydia Quisbert is from a rural village, but lives in the city of La Paz. These women explain their political role in this decolonized society as aymaran feminist women that are anti-systemic and anti-patriarcal and how they reconcile their political beliefs with their belief in the andean world view and the aymaran customs and values. All of the words in the play are belong to the women. Their words were gathered using formal, recorded interviews.

GOVERNMENT STUDENTS STUDY ABROAD

KRISTA GLENCROSS '10: WASHINGTON, D.C.

Last spring I participated in the Washington Semester Justice Program at American University. I was able to witness the inauguration of President Obama (from a jumbotron next to the Washington monument). My classes for the Washington Semester Program included field trips and guest speakers that allowed you to learn from the people who are most passionate and knowledgeable on the issues. I experienced the justice system through law enforcement, the judicial system, and corrections.

The overarching theme I learned from law enforcement officers in Washington was the amount of change in security post September 11th. Security, scanners, and bag checks were routine at all facilities. I was required to bring my licenses nearly everywhere we went and were allowed access as an educational group, in places not generally open to the public. This included tours of the Pentagon, the Department of Justice, FBI headquarters, and FBI training facility in Quantico, Virginia. My favorite part of law enforcement was my required police ride along. I sat in the passenger seat on a Friday night shift in a Third District Metropolitan Police car. The shift included responding to a shooting, and a child abandonment case where child services was called in. Experiencing justice on the street level was an exciting experience.

The American court system is constantly buzzing in Washington. I was fortunate enough to see multiple levels of the system, from many perspectives. Guest speakers included prosecutors, defense attorneys, public defenders, and judges who are involved in the justice system everyday. Superior Court in D.C. seemed more like an airport terminal than a court house. Digital screen read the names of judges and courthouse room numbers similar to flight numbers. Open to the public, my class was able to walk around and enter different courtrooms. I was able to sit in on a murder trial; however I quickly learn it was not quite as climatic as *Law & Order*. My class was able to sit in on Judge Reggie Walton's District courtroom and see multiple men arraigned on drug charges. I was also privileged enough to hear oral arguments at the Supreme Court and sit before the current Justices of the United States. It was a truly unique experience to witness the levels of our judicial

system first hand.

My class also learned about an often forgotten side of the justice system; corrections. I was able to visit two jails, two prisons, a juvenile detention center, and a pre-release center. I was surprised to learn the U.S. has 2.3 million people behind bars, and we incarcerate more people than any other nations in the world. The most compelling day of the semester was our visit to Baltimore Maryland. We toured the Maryland Correctional Adjustment Center, which included passing men on death row. We also crossed the street to Baltimore's Metropolitan Transition Center, where the State of Maryland houses it's "death chambers." It was a surreal experience to be inside the room and see the gurney where men have been given the lethal injection. The MTC facility still had the gas chamber that could not remove without affecting the structural integrity of the prison. It was an eerie reminder of how our system continues to evolve.

My semester in Washington sparked my continued interest in the Justice system. I am currently writing my senior thesis for the American Studies Department on the American Corrections system.

Pizza, Politics, & Pakistan

Come participate in a discussion with:

Sayed Sarchashmah '10

Ben Zellner '10

Professor Kate Graney

Professor Steve Hoffmann

and Sumita Pahwa

Thursday, November 12th

Intercultural Center, Case

5:00 – 6:30 p.m.

GOVERNMENT STUDENTS STUDY ABROAD

JILLIAN ZATTA '10: ITALY

Last semester, I had the wonderful opportunity to study abroad in Rome, Italy. Due to my studies in European history, government, and the classics, I specifically sought out a program and a city that could satisfy both of my interest in the past and the present. Rome, as I saw it, was at middle of these two worlds: one face looking forward, one face looking back.

I attended John Cabot University through API, one of Skidmore's pre-approved study abroad programs. Although JCU is considered an "American University Abroad", the majority of the degree-seeking students there are either Italians or citizens of another European country. By meeting and befriending other Italian students, I was given the chance to really try and integrate myself into the Italian culture. It is through these relationships that I was able to expand upon my knowledge of European politics and society. I learned of the Italian apathy (especially among voting-age youths) towards their government and their membership in the European Union. A professor whom I had spent a lot of out-of-class time talking to explained to me the predisposition for and level of corruption in government, as well as the tradition of Italians to see letter to no connection between their lives and politics. In one of my classes, I was educated on Italy's Roma (gypsy) problem, which I discovered was much more serious than the petty pick-pocketing that occurred on my tram ride to campus. I also began to accept (but not understand) the Italian disregard for even the most ubiquitous of social norms, such as letting the pedestrian have the right of way or waiting your turn in line.

I was exposed to all of this whilst under the shadows of the Colosseum and St Peter's dome, in between *passeggiatas* and *apertivo*, and before and after travelling to one of Rome's many World Heritage Sites. There are layers and layers of history in Rome, literally and figuratively. For the first time, something made me truly believe that the subjects I study and the courses I take are based on something real, from someplace real. It is a feeling I could never get from a textbook or lecture, and I know it instills a new level of passion into my work at Skidmore.

NADINE DODGE '10: TANZANIA, INDIA, NEW ZEALAND

From September to May, I had the wonderful opportunity to spend my year abroad with International Honors Program, on a program entitled Rethinking Globalization: Nature, Culture, Justice. Together with twenty five other students, five of which were from Skidmore, I travelled to Tanzania, India, New Zealand, and Mexico, taking classes in development economics, environmental politics, social movements, anthropology, and ecology, and trying to figure out what is globalization, and how do the peoples of the world interact under this phenomenon. But it really was so much more than the official title, the course labels, and class time. It was going shopping with my homestay sister in Delhi, at the newly opened largest mall in Asia, right next to one of the biggest slums in Asia. It was playing in an all girl's basketball league in La Garrucha, one of the centers of governance in autonomous Zapatista territory in Chiapas, Mexico. Or maybe it was speaking with women in a village about to be displaced by a World Bank "development" project, with nowhere to go and no compensation, asking naïve American College students for advice. Or playing hackie sack with Maasai herdsman in the Ngorongoro Crater, while German eco-tourists took pictures of the strange Americans leaving their Range Rovers to meet the Africans hawk-ing bracelets.

Rethinking Globalization was so – rich? intellectually stimulating? emotionally overwhelming? – that I am still processing the meaning of everything I did and experienced as I take classes at Skidmore, such as Marxist Political Thought, Immigration Politics, and International Political Economy and the Environment. It infuses all of my thought on international politics, development, and the environment, and I love having seen the embodiment of so many things other students just read in textbooks. If you are at all interested in globalization, international politics, and development I highly recommend Rethinking Globalization. I can't imagine any way you could see more of the world in ten months.

Spring 2010 Topics Descriptions

GO 351B: Rousseau's Political Philosophy

(4 credits, Professor Flagg Taylor)

This course will be entirely devoted to a close examination of some of the writings of Jean-Jacques Rousseau. Rousseau is acknowledged as one of the pre-eminent thinkers of the modern period, perhaps of all time. Though there is some scholarly consensus about his seminal importance, there is extensive disagreement about Rousseau's teaching on fundamental questions about human nature and the just political order. Rousseau's thought seems to be defined by a series of polarities: the quiet independence and self-sufficiency of natural man versus the dignity and virtue of the republican citizen; the solitary life versus the communal, political life; and a defense of cosmopolitan benevolence versus a defense of national particularity. These are just a few, and they have caused many readers (including some of his contemporaries), to claim Rousseau was hopelessly confused or just plain sloppy. We shall take Rousseau at his word however, and begin with the assumption that there is an order to the whole of his thought. As he stated in a letter, "The majority of my Readers must often have found my discourses poorly structured and almost entirely disjointed, for want of perceiving the trunk of which I showed them only the branches. But that was enough for those capable of understanding, and I never wanted to speak to others." We shall therefore undertake the difficult task of understanding Rousseau's "system."

GO 365: Islam and Politics in the Modern Middle East

(4 credits, Professor Sumita Pahwa)

Starting with the intellectual engagements of Islamic scholars with political modernity in the late nineteenth century, we ask how and why Islam came to play such an important political role in the contemporary Middle East, and investigate its relationship with nation-states, colonialism, democracy and modern governments. We will study the growth of Islamist movements that focus on social welfare, on alternative economic models, on creating Islamic states, and on participating in democratic political orders. We will also discuss Islamic responses to feminism and human rights, Islamic 'culture wars,' new Islamic media and televangelists, the rise of jihadism and transnational Islamist networks. We will draw on examples from Egypt, Iran, Turkey, Saudi Arabia, and occasionally Jordan, Lebanon and Iraq.

Designated a non-Western culture course.

GO 366: Understanding Globalization

(4 credits, Professor Aldo Vacs)

A critical examination of globalization as a political, economic, technological, social, and cultural phenomenon, which has wrought fundamental changes to our lives by making the world smaller and more interdependent. The course will explore the meaning, features and impact of globalization on the role of states, intergovernmental organizations, non-governmental organizations, and transnational corporations; the transformation of national sovereignty; the expansion of liberal democracy; the changes in international economic relations (trade, finance, investment) and institutions (GATT/WTO, IMF, World Bank); the promotion of social progress and backwardness; the rise and decline of nationalistic, ethnic, and religious confrontations; and the development of cultural diversity and homogeneity. Special attention will be devoted to analyzing the ideologies, actors, and interests promoting and opposing globalization as well as the risks and opportunities associated with globalization from the perspective of different groups.

GO 315: Immigration Politics and Policy

(4 credits, Professor Bob Turner)

America is in the midst of an immigration boom that rivals that of the early 1900s. The 35 million immigrants currently living in America is more than twice the levels of the peak of the last great immigration wave in 1910. Immigration is one of the most important forces in American society today –reshaping cities, suburbs, and rural areas, altering racial dynamics, influencing families, education, culture, labor markets, and politics. This class will examine these issues from an interdisciplinary perspective incorporating readings from economics, sociology, demography, and political science as well as the depiction of immigration in popular culture. Some of the topics we will address are: push and pull theories of immigration, demographic trends, the historical evolution of American immigration policy, the economic costs and benefits of immigration, the assimilation of recent immigration, state responses to immigration, and the role of economic and family criteria in US immigration policy.

Spring 2010 Schedule

Burns, Tim - Sabbatical Spring 2010

Pat Ferraioli, x5237, Ladd 308

Classes:	GO-101	Introduction to American Government	TU/TH	11:10 AM-12:30 PM	Ladd 307
	GO-314	Civil Liberties	TU/TH	2:10 PM - 3:30 PM	TLC 207
	GO- 353	Sex and Power	W	6:00 PM - 9:00 PM	Ladd 207

Ginsberg, Roy - X5245, Ladd 314

Classes:	GO-103	Intro to Comp and International Politics	M/W	2:30 PM-3:50 PM	Ladd 307
	GO-203	Comparative European Politics	M/W	4:00 PM- 5:20 PM	Ladd 207
	IA- 375	International Affairs Senior Seminar	W	10:10 AM-11:05 AM	TLC 208
			W	6:00-8:00PM	TLC 205

Graney, Kate - X5242, Ladd 309

Classes:	GO-103	Intro to Comp and International Politics	M/W/F	10:10 AM-11:05 AM	Ladd 307
	GO-340	International Human Rights	M/W/F	12:20 PM-1:15 PM	Library 442

Hoffmann, Steven - Sabbatical Spring 2010

Sumita Pahwa - x4299 Ladd 304

Classes:	GO-365	Islam and Politics in the Modern Middle East	TU/TH	12:40 PM-2:00 PM	Library 213
	IA-101	Introduction to International Affairs	TU/TH	9:40 AM-11:00 AM	Emerson Auditorium

Seyb, Ron - x5248, Ladd 310

Classes:	GO-101	Introduction to American Government	TU/TH	3:40 PM-5:00 PM	Ladd 307
	GO-362	Politics of Congress	TU/TH	2:10 PM-3:30 PM	Ladd 207
	GO-362	Politics of Congress	TU	6:00 PM-7:00 PM	Ladd 206

Taylor, Flagg - x5244, Ladd 306A

Classes:	GO-102	Introduction to Political Philosophy	W/F	10:10 AM-11:30 AM	Ladd 206 Tang-
	GO-351B	Rousseau's Political Philosophy	M/W	2:30 PM-4:20 PM	Whitman

Taylor, Natalie x5243, Ladd 306B

Classes:	GO-236	American Political Thought	W/F	12:20 PM-2:10 PM	PMH 202
	GO-354	Feminist Political Thought	M/W	2:30 PM-3:50 PM	Ladd 207

Turner, Bob - x 5251, Ladd 315

Classes:	GO-101	Introduction to American Government	M/W/F	11:15 AM-12:10 PM	Ladd 307
	GO-231	Environmental Politics and Policy	M/W/F	12:20 PM-1:15 PM	Ladd 207
	GO-315	Immigration Politics and Policy	TU/TH	12:40 PM-2:00 PM	Ladd 207

Vacs, Aldo - x5249, Ladd 319

Classes:	GO-209	The Latin American Puzzle	M/W/F	9:05 AM-10:00 AM	Ladd 206
	GO-228	US Foreign Policy	M/W/F	1:25 PM-2:20 PM	Ladd 206
	GO-366	Understanding Globalization	W/F	10:10 AM-11:30 AM	Ladd 106