In this course we will examine two of the most significant theorists to map out the meaning of modern politics and economy: Karl Marx and Max Weber. Using Marx’s *Capital* and his copious political writings including among others *The Eighteenth Brumaire and The Civil War in France* and and Weber’s *The Protestant Ethic and the Spirit of Capitalism, Economy and Society* and his political writings as our central texts, we will address the following issues: What are the origins of modern capitalism and how has it organized our everyday life? More specifically, what does it mean to even discover “an origin” for capitalism and how does the “origin” repeat itself within the constantly changing forms that capitalism has undergone? In what ways has political economy shaped our understanding of politics and in what ways is politics an activity with its own logic of power and authority distinct from political economy? Is there a form of political community beyond that of professional politicians, parties, and administration or is there (as Weber claims) no escape from this modern “business” of politics? Given the connection between socialism and the democratic revolution, can socialism claim to be such an order? Finally, we will examine how each theorist analyzes the kind of person(s) modern culture has cultivated. This seminar is not just for political theorists but also for any graduate student who wants to get a firm grasp of these two thinkers.
the contemporary role of political party and non-party organizations, and debates over state and federal campaign finance and election reform.

RPOS 541 Field Seminar in Public Law
9960 W 5:45 – 9:25 pm J. Novkov
Field seminar in public law. Covers major approaches to public law, including attitudinalism, strategic behavior, political development, and law and society. Required for students majoring or minoring in public law

RPOS 546/R Comparative Public Policy
9563/9564 M 5:45 – 9:25 pm Z. Barta
Why do countries differ in their policy choices? Why do some countries provide health care and education through the public sector, while in others the provision is mostly private? Why do some countries borrow extensively while others keep their budgets in balance? Why do some countries pay unemployment benefits indefinitely, while others barely pay such benefits at all? This course answers such questions by exploring the nature of social conflicts surrounding policy-making, the differences in national policy-making institutions, changing ideas about the desirable goals and best types of policies and the influence of the international economic and political environment on national policy-making.

RPOS 552 Communist & Post-Communist Systems
9981 T 1:15 – 4:55 pm C. Chen
This course provides a survey of the politics of communism and post-communism in Russia, Eastern Europe, Central Asia, and East Asia. It begins with an overview of the origin and development of Leninism in the Soviet Union, Eastern Europe, and China, stressing both the similarities and differences between these countries’ experiences under Leninism. The second part of the course examines and analyzes the profound political, economic, and social changes in former Leninist societies during the post-communist transformation. Specifically, we will cover different paths of political development; economic reforms; social transformation; and nationalism and ethnic conflicts. The course will conclude with a broad discussion of the international dimensions of post-communism. The primary aims of the course are to familiarize students with the major challenges confronting former Leninist countries as they move away from socialism in varying ways, and to provide students with not only the theoretical tools necessary for understanding the collapse of Leninism, but also the perspectives crucial to making well-grounded evaluations of the diverging political and socio-economic trajectories in these countries.

RPOS 554/R Political Violence, Insurgency
10156/10157 Th 6:15 – 10:05 pm V. Asal
This course examines the relationships among, and differences between the following activities in the international political system: political violence, insurgency, and terrorism. The course will include a consideration of the causes of these activities, their effects on national and international politics, and an evaluation of governmental responses to them.

RPOS 570 Field Seminar in International Political Systems
8962 M 5:45 – 9:25 pm B. Early
This course will provide a survey of the major concepts and theories employed in the study of international relations. It will cover the bedrock assumptions undergirding most theories of international relations, the actors and structures they rely upon, and the concepts they leverage. Students will receive an overview of the grand theories of international relations and be introduced to the study of foreign policy. Students will gain a critical understanding of the strengths and weaknesses of the major theoretical approaches of international relations, how the theories relate to one another, their intellectual origins, and their empirical track records. Students will also develop foundational skills in identifying areas in need of additional research to which IR theory can be applied. Emphasis within the class will be placed upon preparing students for the comprehensive examination in international relations.

RPOS 583/R Global Governance
10172/10173 T 5:45 – 9:25 pm R. Koslowski
This course examines the organization of world politics in the context of globalization and provides an overview of international organizations, such as the United Nations, and regional organizations, such as the European Union. The course reviews the historical evolution of the international system and the basic concepts of international relations. It then examines international cooperation beyond the confines of formal organizational structures with particular emphasis on international regimes, institutions and norms that govern state practices in particular issue areas - from trade and weapons...
proliferation to the environment and refugees. The course also examines transnational relations of non-state actors such as nongovernmental organizations (NGOs) and multinational corporations as well as transgovernmental relations of subnational governments and government agencies that shape policymaking at a global level. **Note: PhD students will receive a separate list of additional readings to help prepare them for comprehensive exams. Written assignments for Masters and PhD students will also differ. The instructor will arrange some additional sessions with PhD students to discuss additional readings and for PhD project presentations, as needed.**

RPOS 584 American Foreign Policy Formulation & Implementation  C. Clary
9565 W 5:45 – 9:25 pm  Husted 17
The United States is the most powerful country in the world. Since the end of World War II, the United States has fought wars against or conducted major military operations in at least sixteen different countries. The United States spends three to four times as much on its military as China, the next biggest spender. The United States is the largest provider of foreign aid globally. U.S. decisions in international trade and climate negotiations have global effects. How is U.S. foreign policy made? Who influences those choices? Why does the United States make the national security decisions that it does? How different is policy formulation and implementation in the Trump administration compared to its predecessors? How constrained are presidents by the structure of the international system and the inertia of U.S. bureaucracy? This writing-intensive course will introduce students to theories of foreign policy that seek to explain U.S. behavior, along with more detailed case studies of important episodes in U.S. diplomatic and military history and reviews of contemporary U.S. foreign policy challenges.

RPOS 611 Seminar in College Teaching  B. Franchini
6899 W 12:35 – 2:35 pm  Husted 310
An overview of the scholarship of teaching and learning, students will develop and practice teaching skills. Course will be taught in conjunction with the Institute for Teaching, Learning, and Academic Leadership. Emphasizes the skills and knowledge necessary to design and teach a course that effectively facilitates student learning. Topics include: student learning styles, encouraging critical thinking, assessing student learning, designing assignments, active learning & group work, course design, efficient grading, how to run a lecture, and the use of writing in the classroom. **Prerequisites: Admission to a terminal degree program and permission of instructor.**

RPOS 613 Becoming a Reflective Teacher: The Teaching Portfolio  B. Franchini
6901 M 12:35 – 2:35 pm  Husted 8
Students will build on the skills developed in CAS 601, PAD 590 or POS 611 as well as gain a familiarity with scholarship and techniques to help them develop as reflective teachers. Students will construct a teaching portfolio that can be used as part of a job search and as the foundation of a professional portfolio which can be used as a part of the tenure process. This course will be taught in conjunction with the Institute for Teaching, Learning and Academic Leadership. Topics will include: The Teaching Portfolio and Teaching Statement as Formative and Summative Document; Peer Evaluation Training; Designing Courses for Significant Learning; Teaching Materials—Activities and Assignments; Coaching Students as Learners; The Scholarship of Teaching and Learning; Teaching Evaluations; and From Teaching Portfolio to Tenure File. **Prerequisites: Admission to a terminal degree program; CAS 601, PAD 590 or POS 611; and permission of instructor.**

RPOS 618 Qualitative Methods  P. Strach
7596 Th 5:45 – 9:25 pm  TBA
This seminar covers the research process from its design to final analysis, focusing on qualitative and mixed-methods research. That is, we look at how to collect, analyze, and interpret data outside of or in addition to statistical techniques. Throughout the course, we will look at questions of methodology to understand the important differences within qualitative research and between qualitative and quantitative frameworks. Students should come away from the course with an understanding of: (1) what qualitative research is and how it fits in the broader discipline of political science; (2) the logic of qualitative and mixed-methods research design; (3) the nuts and bolts of conducting qualitative research; and (4) how to analyze the results. This seminar is designed to be an important step in the logic and practice of qualitative and mixed methods research. *Prior to starting the course, you must complete the online human subjects training. You may have done this already in POS 516, if not please see: [http://www.albany.edu/research/compliance/Training.htm#IRB](http://www.albany.edu/research/compliance/Training.htm#IRB)*
RPOS 666  Global Environment: Politics and Policy  B. Greenhill
9962  Th  5:45 – 9:25 pm  Husted 17
This course examines the theory and practice of international environmental politics to better understand why the international community has been successful at solving some international environmental problems but not others. It considers policies that aim to address transnational issues such as climate change, ozone depletion, overfishing, deforestation, and species extinction. Theoretical approaches applied to these problems will consider not only the central role of states, but also the ways in which non-state actors, such as non-governmental organizations, multinational corporations, and transnational networks of cities, are becoming important players in managing these problems.

RPOS 695  Research & Writing Seminar I  C. Chen
7904  M  1:40 – 3:30 pm  Husted 17
This is the first part of a required year-long course for all third-year doctoral students in political science. Before taking this course, students should have already taken POS 516 and either POS 517 or POS 618, as the knowledge they gained from these courses will play an important role in this class. This year-long course is designed to help advanced graduate students formulate and execute a major research project that could potentially be developed into a future dissertation or a journal article. Students are encouraged to use this opportunity to produce a working draft of a dissertation proposal by the end of the year. During the fall semester, the course will begin with a review of fundamental issues of conducting social scientific research, and then proceed to discuss what constitutes a good dissertation; what the essential elements of a dissertation prospectus are; how to situate a research project within the existing literature and debates; how to craft specific, relevant, and doable research questions; and how to design a viable research plan to adequately answer these questions. Students will also participate in, and benefit from, peer review processes as they develop the skills of providing informed feedback to, and accepting constructive criticisms from, their colleagues. By the end of the fall semester, students should be able to produce a solid draft that they can build on, expand, and improve upon in the spring semester.

RPOS 697  Selected Problems in POS Research  All Faculty
Arranged (Permission of Instructor)

RPOS 698  Master’s Capstone  All Faculty
Arranged (Permission of Instructor)

RPOS 797  Graduate Service Learning  TBD
6344  Arranged (Permission of Instructor)

RPOS 798  Readings in Political Science  All Faculty
Arranged (Permission of Instructor)

RPOS 897  Independent Research POS  All Faculty
Arranged (Permission of Instructor)
Load Credit Only

RPOS 899  Doctoral Dissertation  All Faculty
Arranged (Permission of Instructor)
Load Credit Only, ABD Status Only